

Journal

Getsempena English Education Journal

GEEJ

Volume II. Nomor 1. April 2015



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

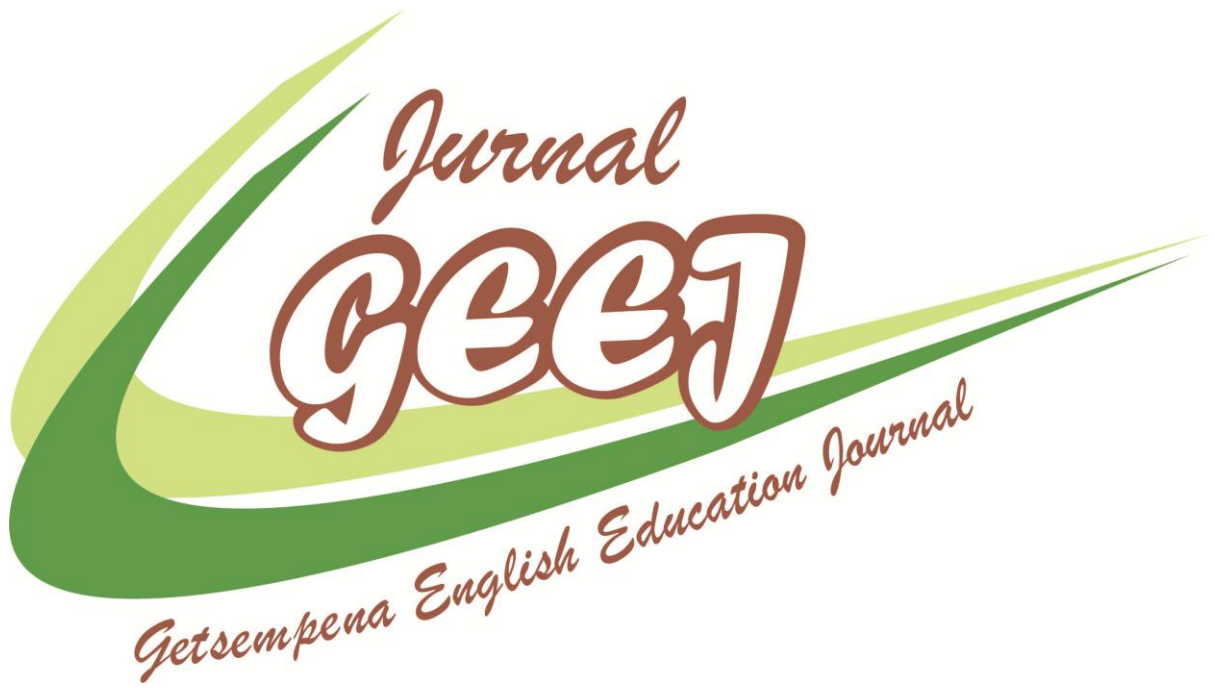
Journal
Getsempena English Education Journal

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 Getsempena English Education Journal
(GEEJ)**

Volume II. Nomor 1. April 2015

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

PENGANTAR PENYUNTING

Puji syukur kita panjatkan kehadiran Allah SWT, atas rahmat-Nya maka Jurnal Getsempena Education Journal (GEEJ), Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh, Volume II. Nomor 1. April 2015 dapat diterbitkan.

Adapun tulisan untuk edisi berikut adalah:

1. Error Analysis On Grammatical Aspects Of Student's Narrative Writing (A Case Study At Economics And Business Of Malikussaleh University In Academic Year 2014/2015), merupakan hasil penelitian Henny Irawati (Dosen Bahasa Inggris di Fakultas Ekonomi dan Bisnis, Universitas Malikussaleh).
2. An Overview of Directed Reading Activity (DRA) And Reading Comprehension, merupakan hasil penelitian Edi Sahputra (Dosen di Institut Agama Islam AlMuslim Aceh)
3. Using Rosetta Stone Software As Media In Teaching English Vocabulary (An Experimental Study At SDN No. 02 Lhoksukon), merupakan hasil penelitian Hanif (Dosen Bahasa Inggris, Fakultas Ekonomi dan Bisnis, Universitas Malikussaleh)
4. The Use Of Number Heads Together (Nht) In Teaching Speaking For Junior High School, merupakan hasil penelitian Regina Rahmi (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh) dan Mulyadi Syahputra (Guru SMA Methodist Banda Aceh)
5. An Overview Of Using Collaborative Writing Method To Increase Students' Writing Ability, merupakan hasil penelitian Rosdiana (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
6. An Analysis Of English Lesson Plan Academic Year 2012/2013 At The First Semester Of MAS Darul Ulum, Banda Aceh, merupakan hasil penelitian Mulyani (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh) dan Usman Kasim (Dosen Pascasarjana Universitas Syiah Kuala)
7. The Use Of Mind Mapping Technique In Teaching Vocabulary, merupakan penelitian Samhudi (Dosen STAIN Malikussaleh Lhokseumawe)
8. Teaching Listening By Using English Pop Song, merupakan hasil penelitian Rusmiati (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh) dan Siti Rahma Dewi (Mahasiswa S1 Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh)

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, April 2015

Penyunting

DAFTAR ISI

	Hal
Susunan Pengurus	i
Pengantar Penyunting	ii
Daftar Isi	iii
 Henny Irawati	 1
Error Analysis On Grammatical Aspects Of Student's Narrative Writing (A Case Study At Economics And Business Of Malikussaleh University In Academic Year 2014/2015)	
 Edi Sahputra	 15
An Overview of Directed Reading Activity (DRA) And Reading Comprehension	
 Hanif	 24
Using Rosetta Stone Software As Media In Teaching English Vocabulary (An Experimental Study At SDN No. 02 Lhoksukon)	
 Regina Rahmi dan Mulyadi	 37
The Use Of Number Heads Together (Nht) In Teaching Speaking For Junior High School	
 Rosdiana	 54
An Overview Of Using Collaborative Writing Method To Increase Students' Writing Ability	
 Mulyani dan Usman Kasim	 61
An Analysis Of English Lesson Plan Academic Year 2012/2013 At The First Semester Of MAS Darul Ulum, Banda Aceh	
 Samhudi	 80
The Use Of Mind Mapping Technique In Teaching Vocabulary	
 Rusmiati dan Siti Rahma Dewi	 93
Teaching Listening By Using English Pop Song	

**ERROR ANALYSIS ON GRAMMATICAL ASPECTS OF STUDENT'S NARRATIVE
WRITING (A CASE STUDY AT ECONOMICS AND BUSINESS OF
MALIKUSSALEH UNIVERSITY IN ACADEMIC YEAR 2014/2015)**

Henny Irawati¹

Abstract

The objective of this research is to find out the most typical words which are made by the students in writing. Based on the objective of the research, the writer uses a narrative method. In collecting the data, the writer administers a kind of writing test to students. The research is conducted to first semester of Economics and business faculty of Malikussaleh University. The writer took the correspondent on in 40 students by random sampling. The material is tested based on the English syllabus. Then, the writer analyzes the writing errors done by students. The results of research show that errors on word choice are the most typical errors made by students with 37 or 19.2% and then word order with 32 or 16.6%, followed by verb tenses with 29 or 15.0%. From the results of the research, the writer can conclude that the most typical errors on student's narrative writing skill at first semester of Economics and Business is errors on word choice. It indicated that the most students need more treatment and remedial teaching from the lecturer towards their errors on English writing right away and it implies that the students still need more practice in order to develop their writing skill.

Key Words: *Error Analysis, Narrative Writing*

¹ Henny Irawati, English Lecturer of Economics and Business Faculty, Malikussaleh University

A. Background of the Study

In English teaching curriculum has emphasized on the mastery of communicative competence through the mastery of a discourse to orally understand and create texts in written form. This is believed as part of four language skills; listening, speaking, reading, and writing.

Concerning about developing those skills, the curriculum requires students to master the four language skills because these skills are related each other. According to Harris: "We may therefore say that language includes four skills, or complexes of skills: listening, speaking, reading, and writing. It is perhaps in this order that we originally learned our native language, and it is in that foreign languages are now very frequently taught." (Harris, 1969. P.9)

Of the four skills above, writing is considered as the most difficult one. This is because writing involves the complex system of language. As stated by Burnaby in Nunan's book: "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation" (Nunan, 1989, p. 39)

Several factors that make students think that writing is a difficult skill because of the difference in spelling, pronunciation, the grammatical system and the use of vocabulary between English and Indonesia. In fact, the most difficult problem that is always faced by

in Senior High School students is about how to express their ideas meaningfully activity especially in narrative writing. They often make errors when they are asked by the teacher to make writing, such as a paragraph, short story, or answer the question from text in English. These errors could affect the content and quality of their writing. As a result, the reader may be confused or could not understand their writing, consequently; the message could not be conveyed well to reader.

In one occasion, the writer did a survey in Economics students of first semester. Through the informal interview with the English teacher there, English lesson is taught at the second year students twice a week every Monday and Wednesday for two hours. The teaching writing is taught separately from teaching speaking, listening and reading. Not only that, the writer has gotten some information from the English teacher that the students' ability in writing English especially in constructing sentences is not really satisfying. From the information as well the writer has known that most students are still confused of the use of grammar in making a sentence.

B. The Understanding of Writing

Writing is one of the activities of using language and people use language as a means of communication to say and express ideas for a certain target to reach. Robert Lado points out : "Writing is partial representation of units of language expression. Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances one has in mind."

To study writing is a way to think and feel something by using words then it can form a sentence to convey the messages to others; therefore, the readers can understand our ideas. James M. Mc Crimmon states “Writing is also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you did not know”.

Moreover, writing is also one of the ways that people convey their ideas on the paper. Furthermore, Penny Ur stresses the purposes of writing, they are; as expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect to writing.

In other words, writing is an activity which is done by people to communicate or convey the message to another person but it is indirect way to express ideas through a piece of paper. In addition, writing activity does not only involve more than just producing sentences or putting one word after another, but writing is also a thinking process, the way to communicate.

Halliday points out, “Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language”. In addition, J.B.Heaton adds that the writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements”.

From the definitions of writing above, it can be understood why writing is difficult activity for most people. Moreover, writing

activity does not only involve more than just producing sentences or putting one word after another, but writing is also a thinking process, the way to communicate indirectly with another people through a piece of the paper.

C. The Kinds of Writing

Writing skill is different from other language skills. In writing skill, students must keep in mind their purpose, imagine about the ideas which are relevant to that purpose. Besides, they have to think about how to make sentence and organize those facts in coherent way. As we know, writing does not just involve learning to use word by word, but also primarily how to select and organize experience according to certain purpose.

The kinds and purposes of writing are different. They can be in the form of letter, short sentence, stories, novels, and editorials, etc. The various kinds of writing as Thomas Cooley states are :

- a. Exposition is writing to inform.
- b. Persuasion and Description is writing to convince.
- c. Narration and Description are writing to create.
- d. Journal, Autobiographies, and personal essay are writing to express the self .

It is added by George E. Wishon that the kinds of writing could be divided as: narration, description, exposition, and argumentation. The narration tells a story; the descriptive is a verbal picture of a person, place, or things; the expository explains how to do something or informs the readers about something, and the argumentative is designed to convince or

persuade someone that something is true or should be done.

In detail the writer is going give an example of each kind of writing:

a. Narration

Narration is the form of writing used to relate the story of acts or events narration

places occurrences in time and tells what happened according to natural time sequence.

Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

Example:

The once was a Prince who wanted to marry a princess, but she had to be a real princess. So he went to all over the word looking for a real princess. Everywhere he met young ladies who told him there were real princess, but they could never be completely sure that it was true. There was always something about them that not seem quite right. And so, after long time, the prince went back home to his parents and was very sad.

One evening there was terrible storm. It rained heavily and there was thunder and lightening in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside. "Well," said the old queen. "We'll soon find out if that is true." She went into the guest bedroom and took the mattress blanket off the bed. Then she put a little green pea on the bed. She put twenty mattresses on the top of the pea, and the twenty mattresses on the top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept. "Oh, it was terrible!" answered the princess. "I didn't close my eyes all night. I didn't know what was in my bed, but I lay on something hard, and now I am black blue all over. It was quite a

b. Description

Description reproduces the way things look, smell, taste, feel, or sound , it may also evolve moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, time of day, or seasons. It may be used to describe

more than outward appearance of people. It may tell about their traits character or personality. So, the purpose of written description is the reader can see what the writer see, hear what the writer hear, smell what the writer smells.

Example :

Tom's wife was a tall termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband; and his face sometimes showed signs that their conflicts were not confined to words. Thus Tom was a universal friend of the needy and acted like a "friend in need", that is, he always exacted good pay and good security. In proportion to the distress of applicant was the highness of his terms. He accumulated bonds and mortgages and gradually squeezed his customers closer and closer, and send them at length, dry as a sponge from his door.

c. Exposition

Exposition is used for giving information, making explanation, and interpreting meaning. It includes editorials, essays, informative, and instructional material. Exposition may be used

to explain a process, that is, to tell how something made or done. Moreover, an explanation of what a word or term means is another exposition too.

Example :

Sedimentary rock is formed by the compression of layers of particles into a solid form. Sediments such as sand and mud settle onto the floors of oceans and lakes. Over a long period of time, several layers of sediments collect on the floor. These layers are pressed together for many thousands of years, fusing the small solid particles of mud and sand to form solid rock. This type of rock is called sedimentary rock.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found a combined with it.

Argumentation is used to make a case or to prove or disapprove a statement or preposition.

Example :

Moon-tracking is a news science-sport. Great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched, the game got under way in earnest. The radio amateurs photographers, and observers in large numbers began to record the orbiting of artificial satellites.

The new sport is more than a sport. It is a serious scientific venture that observes more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the earth, explore mysteries of weather, and find out just how the sun affects of life. Whatever is learned will be shared with the world. Thus, adventure open doors of cooperation between East and West. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.

From the four kinds of writing above, the writer chose only a narrative writing to be analyzed. It is because the students of first semester of **Economics and Business Faculty** have been taught narrative writing by their teacher; so the writer is interested in analyzing student's narrative writing to find out their error. It is useful for teacher to make remedial in teaching English in the future.

According to Jerome Martin, there are some ways that we have to keep in mind when we write a narrative writing :

- 1) The beginning of a narrative usually introduces the main character and tells where the action takes place. The beginning should be short and, most important; it should get the reader wants to go on reading.
- 2) The middle of a narrative tells what happened. The writer selects carefully only those details that will help the reader follow what is going on. Most often, the events are arranged in chronological order (time order). In many stories, there is a high point of excitement or interest. This is called the *climax* of the story.
- 3) The end of a narrative may be quite short. It winds up the action in a way that gives the reader the feeling that the story has been completed.

Whenever someone want to write a narrative, use chronological order so that the story will be easy to follow; give details about what people *did* and *said*; and follow narrative structure by organizing the material into a beginning, middle, and an end.

1. The Purposes of Writing

Writing is an activity that is often done by someone beside speaking activity because this activity is very important for everybody to convey their messages. In this world, there is one who can speak and write and there is one who can not speak but he can write. The most important, he can convey his message, idea and his mind, besides he can develop his or her ability in writing. It is the purpose of writing. According to Caroline Coffin, et. all. "There are four purposes of writing that should be known by teachers when they ask students to write, namely:

- a. As assessment, as an aid to critical thinking, understanding and memory.
- b. To extend students' learning beyond lectures and other formal meetings.
- c. To improve students' communication skills, and
- d. To train students as future professionals in particular discipline.

2. The Teaching of English Writing at Economics and Business Faculty

The teaching of writing at **Economics and Business Faculty students** is done in integrated way. In every session, the topics and activities are vary. The teacher teaches writing sometimes at the same time with grammar. The students apply their grammar knowledge in the form of writing and they write it after they speak, listen, and read. The teaching of writing at **Economics and Business Faculty** students sometimes use media specifically such as; newspaper, pictures or even things in their surrounding

like their school, house, and etc. Media is used only when it is necessary.

English lesson is taught at the second year students twice a week, every Monday and Wednesday for two hours. The teaching writing is taught separately from teaching speaking, listening and reading, there is special time for writing, sometimes writing is taught to the students at the same time with teaching grammar because according to English teacher in **Economics and Business Faculty** teaching writing is taught to students based on guide book which has been given by school to them.

The teaching of writing at **Economics and Business Faculty** is based on the curriculum, it is used as guide to teach English writing, the students are expected to have ability in expressing and pouring their ideas into a descriptive or narrative text. curriculum states :

"Kemampuan menulis adalah kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan menology serta esai berbentuk procedure, recount, descriptive, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking."

For writing this paper, the writer will ask the students to write a narrative writing as the instrument to get the data.

D. Error

1. The Understanding of Error

There is no doubt, a number of students make various errors in their papers through sheer carelessness or stupidity. Dulay emphasizes:

"Errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors. There are those parts of conversation or composition that deviate from some selected norm of mature language performance".

Jacek Fisiak cited from S N Srinidhar paper "the notion of 'error' is a function of the tradition practice to take a teacher centered viewpoint of learner's performance and to judge the letters in terms of the norms of the target language"

Heidi Dulay et.al state studying learners' errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

On the other hand, errors are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning. Corder said, "the learner's errors are evidence of this system and are themselves systematic"

It means that the error is one of the deviations often made by students in writing or speech. It can affect the final result of students' composition or conversation. Furthermore, Brown says, "Error is a noticeable deviation from the adult grammar

of native speaker, reflecting the inter language competence of the learners”

Based on the theories above, it can be explained that error is a natural and noticeable deviation that makes the learner’s language flaw either speech or writing. Student’s error would reflect the lack of the language knowledge or the learner weakness in understanding the structural pattern.

2. The Difference between Mistake and Error

The mistakes or errors that students make in the process of learning a second or foreign language have always been a cause of much concern to the teachers.

Some researchers distinguish between errors caused by factors such as fatigue and intention (what Chomsky, called “performance” factor), and errors resulting from lack of knowledge of the rules of the language (what Chomsky, called “competence”). In some of the second language literatures, performance errors have been called “mistakes” while the term “errors” was reserved for the systematic deviation due to the learner’s still developing knowledge of the L2 rule system”

H. Douglas Brown mentions that: a mistake refers to a performance, error either a random queues or a slip in that is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflects to the competence of the learner” While mistakes can be self-corrected if the deviation is pointed out to the speaker, errors cannot be self- corrected.

According to Tarigan and Tarigan, he distinguish the meaning of mistakes and

errors. A mistake refers to the performance and error refers to competence.

“Kekeliruan (mistake) pada umumnya disebabkan factor performansi.keterbatasan dalam mengingat sesuatu atau kelupaan menyebabkan kekeliruan dalam melafalkan bunyi bahasa, kata,urutan kata, tekanan kata,atau kalimat dan sebagainya. Kekeliruan tidak bersifat lama dan dapat di perbaiki oleh siswa itu sendiri bila yang bersangkutan lebih memusatkan perhatian. Sebaliknya, kesalahan (error)disebabkan oleh faktor kompetensi. Artinya, siswa memang belum memahami system linguistic bahasa yang digunakannya. Kesalahan biasanya terjadi secara konsisten dan sistematis, serta dapat berlangsung lama apabila tidak diperbaiki”

The errors of performance will characteristically be unsystematic and the errors of competence will be systematic. As Miller recommends in Pit. Corder book:

“It would be meaningless to state the rules for making mistakes”, it will be useful therefore to refer to errors of performance as mistakes. Reserving the term error to refer to the systematic errors of the learner from with we are able to reconstruct his knowledge of the language to date,”

Mistakes are insignificance to the process of language learning. However, the problem of determining a learner’s mistake

and a learner's error is one of some difficulties that involve a range of sophisticated study.

Mistakes are deviations due to performance factors such as memory limitations. For example, mistakes in the sequence of tenses and agreement in long sentences, spelling pronunciations, fatigue, and emotional strain. They are typically random and readily corrected by the learner when his attention drawn to them. On the other hand, errors are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning"

The clearest and most partial classification of deviance that linguist views; mistakes can only be corrected by their agent if their deviance is pointed out to him or her. Errors cannot be self corrected until further relevant learning to that error implicit or explicit has been provided and converted into intake by the learner. In other word, errors require further relevant learning to take place before they can be self corrected.

3. Types of Error

Error can be classified different types of errors. According to Jack C. Richard, errors can be classified into two types; interlanguage and intralingual errors"

The first type of error is called interlanguage errors, interlanguage errors are caused by the interference of the students native language. These errors are made when the students are trying to transfer their native language system into the English language system which are studying at present. When

the students study a foreign language, they have already had their native language habits. Consequently, once they learn a new language and some system, that is the reason they tend to such errors.

The second type of errors, is called intralingual and developmental error. Intralingual and developmental errors obligate the students' first language ability at a certain stage of study. The cause of this type of error could be found in the structure of the English language itself. This type of error does not have anything to do with the students' native language.

4. Error Analysis

In learning language, the learners often perform errors everyday in learning. Errors could not be separated from learning foreign language especially in writing. There are two functions of doing error analysis; first is a theoretical function and second is a practical aspect.

Firstly, the theoretical aspect of error analysis is part of methodology of investigating the language learning process. In term of finding out the nature of these psychological process, the writer has to have a means of describing the learner's knowledge of the target language.

Secondly, the practical aspect of error analysis is the function in guiding the remedial action; the writer must correct an unsatisfactory state of affairs for learner or teacher. In learning English writing, the learners will produce the ungrammatical utterances. This is because English is supposed as a target language to learn. To observe the

errors made by students during their learning process, the writer needs to know the understanding of error analysis given by linguists before doing an error analysis.

Error analysis is a kind of process to observe, analyze and classify the errors made by the students in learning foreign language. Ellis as quoted by Tarigan and Tarigan declares:

“Error analysis is a procedure of work, which is usually used by the researchers and teachers, including collecting samples, indentifying errors which are in these samples, explaining those errors, classifying those based on their cause and evaluating or correcting the crucial stage of the errors”

In addition, S.K. Sharman mentions on his paper,

“Error analysis is a process based on analysis of learners’ error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language “

Sridhar as quoted by Pit Corder in his influential paper suggests a new way of looking at the error made by the learner of a target language.

“He justified the proposed revision in view point on the basis of the substantial similarities between the strategies employed by the infant learning his native language and those of second language learner ”

Based on the theories stated above by the linguists, it can be concluded that error analysis is a theory to study and analyze the students’ error on their writing task. Moreover, error analysis has been used by teachers as a guide to identify and correct the learners. By doing error analysis, the learning and teaching strategies can be evaluated and rearranged toward a better result.

5. The Function and Aims of Error Analysis

In doing error analysis for writing skill, of course, a teacher should know the function of error analysis before doing error analyze. There are four functions of error analysis that is defined by Sridhar in Tarigan's book, namely:

- a. To determine the organization of items to be taught in class or textbook from easy to difficult lessons.
- b. To determine degrees of emphasis, explanation and exercise of teaching material.
- c. To arrange and improve remedial teaching and exercise.
- d. To construct learner's proficiency test items.

The aim of error analysis is to find and to know the characteristics of error that is done by students in their writing and make reconstruction in the students writing. The error analysis is not only done for correcting but also reflecting for the learning and teaching strategies to be made.

6. Grammatical Aspects in Doing Error Analysis

In this paper, the writer will classify the students' narrative writing errors based on grammatical aspect by using Betty Schrampher Azar's guide book. Moreover, these are the sample of students' common error and analyzed by using Betty S. Azar theory:

1) Singular-plural

Incorrect: He have been here for six month.

Correct : He has been here for six months.

2) Word-Form

Incorrect: I saw a beauty picture

Correct : I saw a beautiful picture.

3) Word-Choice

Incorrect : She got on the taxi

Correct : She got into the taxi.

4) Verb Tense

Incorrect: He is here since June

Correct : He has been here since June.

5) Add a Word

Incorrect : I want go to the zoo

Correct : I want to go to the zoo.

6) Omit a word

Incorrect: She entered to the university

Correct : She entered the university.

7) Word order

Incorrect : I saw five times that movie

Correct : I saw that movie five times.

8) Incomplete Sentence

Incorrect : I went to bed. Because I was tired.

Correct : I went to bed because I was tired.

9) Spelling

Incorrect : An accident occured.

Correct : An accident occurred.

10. Capitalization

Incorrect : I am studying english.

Correct : I am studying English.

11. Punctuation

Incorrect : What did he say.

Correct : What did he say?

12. Article

Incrrrect : I had a accident.

Correct : I had an accident.

13. Meaning Not Clear

Example: He borrowed some smoke (???)

14. Run-on Sentence

Incorrect: My roommate was sleeping, we didn't want to wake her up.

Correct: My roommate was sleeping. We didn't want to wake her up.

In this paper, the writer will classify the students' error by using Betty Azar's theory. Subsequently, the writer will re-construct the students' sentence and count the frequency of errors for each category.

7. Procedures of Doing Error Analysis

It is a commonly known, error analysis is kind of process to observe, analyze and classify the errors made by students in learning language. The learners make errors in every composition and could not be separated from learning foreign language and making errors. They will produce the utterances which are ungrammatical, due to English is used as foreign language. To detect the errors made by the students during their learning process, the linguists propose some procedures can be used by the teacher in analyzing the students writing.

The methodology of error analysis consists of :

- i. Collection of data (either from a 'free' composition by students on given theme or from examination answers);
- ii. Identification of errors (labeling, with varying degrees of precision depending on the linguistic sophistication brought to bear on the task, with respect to the exact nature of the deviation).
- iii. Classification into error types
- iv. Statement of relative frequency of error types;
- v. Identification of the areas of difficulty in the target language;
- vi. Therapy (remedial drills, lessons, and others).

In addition, Tarigan and Tarigan has an ideal methods :

1. Collecting error samples (*mengumpulkan data kesalahan*)
2. Identifying and classifying errors (*mengidentifikasi dan mengklasifikasi kesalahan*).
3. Giving errors state (*memperingkat kesalahan*)
4. Explaining errors (*menjelaskan kesalahan*)
5. Interpreting errors places (*memperkirakan daerah rawan kesalahan*).
6. Correcting errors (*mengoreksi kesalahan*).

For doing this research the writer will use the procedure of error analysis in the following ways:

1. Collecting data: errors are made by learners in their narrative writing test.
2. Identifying of errors.

3. Classifying into error types.
4. Counting the frequency of error types.
5. Identifying of the areas of difficulties in the target language.

From the theories above, the writer assumes that error analysis is kind of technique process to identify, to classify and to interpret the errors and also to correct the errors made by the students in learning a foreign language.

E. Conclusion

Having been explained and having analyzed in the previous chapters, the writer found the results of the test that was given to the second year students of **Economics and Business Faculty of Malikussaleh University** . It can be concluded that the students did errors mostly frequent in word choice category with 37 or 19.2%. The students were not successful with word choice. In this case, the student are still confused to choose a right word and put it on a sentence, the students tried to generalize the use of a word in English.

The second of errors which was made by students is word order category with 32 or 16.6%. It means, the students did not understand yet and still confused in using word order and put it in a good sentence.

Moreover, the third error done by the students of **Economics and Business Faculty** is verb tense with 29 or 15.0%. This errors occur because the students were careless and still confused in using verb tense. It means that most students cannot differentiate form of verb

tense. In other word, the students make ignorance of rules restriction.

As the result, the writer concludes that the students made the errors because of lack of knowledge. Incomplete application of rules, ignorance of rules restriction (intralingua transfer) and interference of their mother tongue. (interlingua transfer) influenced to English.

However, the error it self should not be neglected by the teacher but it must be noticed and solved by giving a remedial lesson in order to avoid making the same errors in the future.

F. Suggestion

Based on the findings, the writer would like to give some suggestion for remedial lesson, as follow :

1. To reduce error have been done by students especially for :

a. Word Choice

The teacher should give more understanding and give a good exposure on the students weakness in teaching English. In this case, the teacher should more focus on practicing in vocabulary building. For example by reading the text and guessing the meaning

of text, and the students are able to choose the word which will be used in their sentences by adding more practices and have to many memorize of the word.

b. Word Order

The teacher should give a right explanation after giving more practices in making a good and placing word on a sentence.

c. Verb Tense

The teacher should always pay attention the students writing in every exercise the make and give note in their writing about verb tense form in making a sentence in the right rule.

2. To avoid the some error in the future, the teacher should give a good and relevant explanation until the students understand it.
3. The teacher have to carry out errors analysis in teaching writing as a guide to remedial lesson.
4. After giving remedial lesson, the teacher find out whether the students make progress or not. It can be done by giving the some test before and after remedial lesson.

REFERENCES

- Azar, Betty S. *Understanding and Using English Grammar*. Second Edition. New Jersey: Prentice Hall, 1989.
- Anonymos. *Kurikulum Tingkat Satuan Pendidikan: Mata Pelajaran Bahasa Inggris*. Jakarta. Depdiknas. 2006.
- Brown, H. Douglas. *Principle of Language Learning at Teaching*. Fourth. Ed, New Jersey. Prentice Hall Regent.1994.
- Charma, SK. *Error Analysis : why and how*. Forum Anthology Selected Articles from English Teaching Forum, 1979-1983. Washington DC, 1988.
- Corder, S.P. *Error Analysis and Interlanguage*, Oxford University press.1981.
- Derewianka, Beverly. *Exploring How Texts Work*. Australia: Australian Print Group. 1994.
- Dulay, Heidi, Marina Burt & Krashen, Stephen, *Language Two*. New York: Oxford University Press.1982.
- Fisiak, Jacek. *Contrastive linguistics and the Language Teacher*. Pergamon Press,1981.USA.
- Guntur, Henry & Tarigan, Djago. *Analisis Kesalahan Berbahasa*, Bandung Angkasa, 1990.
- Heaton. J.B. *Writing English Language Tests*, Longman.Enlgand. 1975..
- J.R. Martin. *English Text*. Amsterdam. Benjamin. 1992.
- Nunan, David, *Designing Task for the Communicative Classroom*. Cambridge. Cambridge University Press. 1989.
- Nunan, David, *Language Teaching Methodology*, Macquarie University. Sydney. 2000.
- Pateda, Mansoer. *Analisis Kesalahan*. Indonesia. Penerbit: Nusa Indah. 1989.
- Richard, Jack C. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman Group limited, 1980.
- Robinson, Pouline, C. *Academic Writing : Process and Product*, Modern English Publications and The British Council. 1998.

An Overview of Directed Reading Activity (DRA) And Reading Comprehension

Edi Saputra¹

Abstract

This article describes about Directed Reading Activity (DRA) in teaching English, especially in reading comprehension. DRA is a strategy that provides students with instructional support before, during, and after reading process. Some principles of Directed Reading activity (DRA) strategy, including first, attention one of the principles of DRA that must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying words, sentences and paragraphs. Second, students have enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRA encourages the learners to be skilled and have strategy, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by texts. And forth, DRA encourages the learners to self-monitoring when they are reading so that they can adjust their reading strategies as needed. It is chosen because it can create effective and creative readers who always use background knowledge to emphasize word recognition and comprehension in reading text by connecting what they are ready know and what they are reading. The learners are given chances to correct errors that occur during and after a reading process.

Key Words: *Directed Reading Activity, Reading Comprehension*

¹ Edi Saputra, Dosen di Institut Agama Islam Almuslim Aceh

A. Introduction

Teaching language cannot be separated from reading activity. Reading is an integral part in daily life and also very important in academic one. The importance of good reading skill is not only perceived and prosecuted in language learning, but also in learning other subjects. Teaching reading is recognition of various written symbols, comprehension of information and ideas in reading text. According to Grellet (1996:34) teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated

Reading is important to be mastered as one of the four English language skills. Reading activity that focuses on understanding context and getting new information of the text is reading comprehension. Ruddell (2005:30) asserted that reading is the act of constructing meaning while transacting with text. Reading comprehension is not just voice but also is a process to understand and construct meaning in a piece of text. Reading in a foreign or second language is much more difficult than reading in a mother tongue. It does not come naturally and needs a lot of practices. In addition, there are a number of skills and strategies which we use when reading in our first language, without being aware of them (Grabe and Fredericka, 2002:34). Reading as part of receptive skills is given the first priority in the language curriculum. Reading is important because it can help the students to gain information such as general knowledge

and subject. Through reading people can improve their own knowledge which is needed to insure the continuing personal growth and adapt to change in the world.

English reading ability becomes something crucial and indispensable for the senior high school students because the success of their learning depends on the greater part of their ability to comprehend a text. If the students' reading comprehension is poor, they will be very likely to fail in their learning or at least they will have difficulties in making progress. On the other hand, if they have good comprehension in reading, they will have a better chance to succeed in their learning.

Reading is an activity with a certain purpose as a reader's need. A student may read in order to gain the information or verify existing knowledge, or to enhance knowledge of language being read. The purpose of students' learning at school is to understand the content of short functional text in order to receive the message stated in the narrative, explanation and discussion written form and determine the appropriate approach to reading comprehension and access information in daily context (Harmer, 2002:80).

Directed Reading Activity is a strategy that provides students with instructional supports before, during, and after reading (Betts:2012). The teacher takes an active role as he or she prepares students to read the text by pre teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading

skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading, and follow-up activities that related to the content of the text and the specific skill that students learned to use.

B. Discussion

The Nature of Directed Reading Activity (DRA)

Directed Reading Activity (DRA) is a strategy used by the teacher to help students in reading class. Directed Reading Activity is a strategy that provides students with instructional support before, during, and after reading (Betts, 2012). The main assumption of DRA is that comprehension can be improved by developing background knowledge, specific purposes mind set to reading, discussing and comprehension development after reading (Mckenna and Robinson, 1990:46).

The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading, and follow-up activities that focus on the content of the text and the specific skill that students learned to use.

Purposes for Using Directed Reading Activity (DRA)

There are some purposes for using DRA strategy in the classroom. These purposes cover eliciting students' prior knowledge of the topic of the text, setting a purpose for reading, and providing an opportunity for students to expand ideas beyond a text (Betts, 2012). Each of these steps could be explained as follows:

1. Eliciting Prior Knowledge

To begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge helps students to connect their lives, and knowledge to the central theme that the lesson is exploring. When asking students prior knowledge questions, there are different types of knowledge that we are trying to elicit, the three different types of connections teachers are trying to elicit, the connections between the text and the reader's experiences and memories.

2. Setting a purpose for reading

It is important to set goals for students while reading so they know what reading strategies to use to comprehend the text. It has been proven that the purpose of reading determines the depth of a text the reader comprehends a text. When setting a purpose for reading in a DRA, it should be clear and concise focusing on the theme discussed in the graphic organizer prepared before the activity. After setting the purpose, allow students some time to reread the material. It will be easier for them to go over that material they have already read as they look for things that

specifically pertain to their purpose for reading.

3. Providing an opportunity for students to expand ideas beyond a text or discussion

The discussion portion of the activity should focus on the central theme explored in their purpose for reading. The questions should also help student to explore the concept in depth in a way that it allows them to consider different interpretations of the text. The quote that is found to be important to the central concept should not be overlooked when writing the discussion questions. The teacher should make sure to go back to the purpose for reading and also make sure that students have understood everything. These discussion questions should ask students to make explanations and support the explanations with specific examples from the text. In addition the purposes of DRA are to (1) give teachers a basic format from which to provide systematic instruction on a group basis. (2) improve students' word recognition and comprehension skills; (3) successfully guide students through a reading selection; and engage students in reading text (Tierney and Dishner, 1990:34).

The basic assumption DRA is that it is a structured strategy used by a teacher as a comprehensive way in teaching reading and it can be used as a principle for teaching guidance development. Opportunity is provided by the teacher to read text deeply in order to improve the students' word recognition. It can remove barriers to comprehension by preparing students for reading especially in emphasizing word

recognition and comprehension skill development. The teacher gives changes to the students in selecting reading material as they need and engages students in reading text in the classroom.

The Principles of Directed Reading Activity (DRA)

Each teaching strategies have principles likewise Directed Reading Activity (DRA) strategy. The principles of Directed Reading activity strategy always pays attention, gives enough changes to the learners in reading deeply, encourages the learners to be skilled and have strategy and encourages the learners to self-monitoring (Hoffman and McCarthey, 2000:62-63).

Based on the statement above it can be explained that there are principles of Directed Reading activity (DRA) strategy, including first, attention is one of the principles of DRA that must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying words, sentences and paragraphs. Second, students have enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRA encourages the learners to be skilled and have strategy, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by texts. And forth, DRA encourages the learners to self-monitoring when they are reading so that they can adjust their reading strategies as needed.

The Characteristics of Directed Reading Activity (DRA)

To know a method and strategy in language teaching, we need some explanation of its characteristic. Related to Directed Reading activity, Ruddell (1995:434) exposed several characteristics of Directed Reading activity. Each of these characteristics could be explained as follows:

- 1) Constantly search for connection between what they know and what they encounter as new information in the text is read.
- 2) Constantly monitor the text meaning.
- 3) Take steps to repair faulty comprehension.
- 4) Learn very early to distinguish important from less important ideas in the text.
- 5) Especially, effort to synchronize the information they have read in the text and reading experience.
- 6) Make inferences during and after reading.
- 7) Sometimes consciously, almost always unconsciously, ask questions of themselves, the authors mean in the text they read.

Based on description above, DRA strategy is chosen because it can create effective and creative readers who always use background knowledge to emphasize word recognition and comprehension in reading text by connecting what they are ready know and what they are reading. The learners are given chances to correct errors that occur during and after a reading process. Also they learn as soon as possible to distinguish important or less important ideas in the text they read. DRA always provides the learners to inferences during and after reading to achieve a full, integrated understanding of what they found in the reading text. It is not only students who work individually but also collectively, for example, they consciously or unconsciously

ask questions among their peers what the authors mean in the text.

The Steps of DRA in Teaching Reading Comprehension

Basically, Directed reading activity comes from basal reader approach which emphasis on teaching reading according to teaching steps that has been set.

The steps of DRA namely: 1) Choose a text. 2) Select vocabulary. 3) Elicit prior knowledge. 4) Teach students specific skill. 5) Give students a concrete purpose for reading. 6) Have students read silently. 7) Set the purpose statement as a question. 8) Engage students in follow-up activities (Betts, 2012)

From the steps above, it can be concluded that choosing a text is used because this strategy is intended to be used with report or descriptive text. In selecting vocabulary from the text to be pre taught, the words chosen must be critical to comprehension of the passage and vocabulary should be taught in context. Then teacher writes the words on the board in sentences taken directly from the text. The teacher discusses what the words might mean based on the context, sound, and structure.

Eliciting prior knowledge means the teacher have to ask the students what they already know about the term of reading. Meanwhile in teaching students a skill to help them comprehend the text, the teacher can choose an appropriate skill in accordance with on the text. For example, if the text is a report text, teacher might talk about how to identify fact from the author. In addition if the text is a descriptive text might teach about how to find main topic or main idea.

Giving students a concrete purpose for reading strategy is intended for making them focused on the reading. For example, "Read paragraph 1-5 to find out what is the main idea". The teacher asks students to read silently then they must ready for questions. The teacher walks around the room asking individual students comprehension questions. To set the purpose statement as a question is used after students have finished reading, for example, "What is the main idea of this paragraph?". The teacher must encourage the students to have a discussion that grows from students' comments and questions.

In engaging students in follow-up activities the teacher should design activities that reinforce both the content of the text and the skill that students learned. Activities might include writing activities, further reading, art projects, group mapping activities, etc.

Meanwhile Herber (1978 taken from Ruddell 2005:120) asserted the five steps of the DRA including: 1) preparation for reading, 2) guided silent reading, 3) comprehension development, 4) skill development and application, and 5) extension and follow up activities.

The preparation for Reading of DRA, step 1 includes two types. First, vocabulary presentation, in presenting vocabulary words from the paragraph is pre-taught for the purpose of reducing or removing barriers to comprehension. The second part of preparation for reading focuses student attention on the subject matter of the text and engages student interest and perception. It begins with the teacher's focusing statements

and questions, for example, "Today we are going to begin our subject on "Forests". What do you already know about forest? or How many types of forests do you know? What are the advantages of forest?".

Guided silent reading, steps 2, involves an entire paragraph, chapter, article, essay, or short story that is too lengthy to finish in one class period. Teacher can handle this by initiating silent reading in class, so that he/she has time to observe students as they read and gives assistance to those who need it, and then assign unfinished reading to be completed as homework.

Discussion of the reading occurs on the next day of class after a short (3- to 5 minute) review period. When the text is particularly long or difficult, however, the teacher may need to provide more guidance by dividing the reading into sections, stopping at the end of each section for discussion and then suggesting another purpose for continued reading.

Comprehension development, steps 3, begins the moment the DRA lesson: in discussion of the language of text (vocabulary presentation), schema activation and sharing or prior knowledge (focusing question), and statement of purpose for reading (guiding silent reading). Immediately following the reading (or at the beginning of the next class), the purpose-setting statement is asked as a question to initiate discussion; for example, what are some of the effects of wind on weather? or How do people's environment and culture influence their wants and needs?.

Skill development and application, steps 5, should follow logically and reasonably from discussion that has taken place and from the lesson objectives. It may, in fact, occur as part of the discussion during and immediately following reading. This part of the DRA is intended to give students the opportunity to practice doing what they have just learned to do, whether it is observing and recording weather conditions, interpreting text, or understanding the historical forces about the Vietnam War.

Extension and follow-up activities, steps 5, are sometimes difficult to design. One that for all subject areas is the three minute write as a quick write activity, students will explore further for example, in paragraph 3. Very simply, three-minutes Write is 3 minutes of time, at the end of a lesson or class, in which students are asked to write about what they learned, what they did not learn, what they understood, what they did not understand, what they want more, and what bothered them-in short, to write about their immediate analysis of their learning and of the class period.

In addition Eanes (1997:112) stated Directed Reading Activity is a strategy that consists of three phases: 1) preparation, 2) directed silent reading, and 3) follow up. Referring to phases above, Preparation phase is begun by activating the learners' schemata, introducing new word, and setting the reading purposes. In directed silent reading phase, the learners read the text silently and they answer reading purpose that has been set on the last step of preparation phase. In the follow-up

phase the learners ensure: 1) the purposes set can be achieved, and directing the learners to review and evaluate their comprehension by themselves. 2) directing the learners to analyze or review and reflect contents and motivate the learners to discuss contents. 3) providing enrichment.

Advantages and Disadvantages of Directed Reading Activity (DRA)

The teachers need to know advantages and disadvantages as consideration in choosing a strategy or a method in teaching language. It also applies to the teaching of reading skill in choosing DRA as teaching strategy. DRA also has some advantages and disadvantages like the other strategies. Hoffman and McCarthy (2000:48) exposed some advantages of DRA as follows:

1) DRA is a motivating teaching strategy. Students enjoy making predictions and then finding out whether or not their predictions are correct. Their predictions by connecting their prior knowledge when they are reading text. 2) DRA is also a very flexible strategy in that it can be used individually, with a small group, or with an entire class. 3) It can also be used in any subject and can meet the needs of any leveled reader.

DRA is chosen as strategy in teaching reading comprehension because the students always use prior knowledge to guess the meaning when they face difficulties in comprehending the text. They always search connection between what they know and what they encounter as new information in the text is read. DRA can be applied individually discussion when there are only one student is

guided by the teacher. It can also be applied in the small group or whole students in the class (without group). This strategy is not only used in teaching English but also it can be used for variety of subjects that related to comprehending a text based on context and it can meet the needs of reader or student levels.

Besides the advantages, DRA also has disadvantages as Hoffman and McCarthy (2000:49) stated DRA may be time consuming, depending on the length of the text. This is because students need linking their prior knowledge in discussion and if the text is too long so teaching and learning process must be continued in the next meeting.

D. Conclusion

DRA is a reading comprehension teaching strategy to improve student reading

comprehension by developing background knowledge, specific purposes mind set to reading, discussing and comprehension development after reading. The basic assumption DRA is that it is a structured strategy used by a teacher as a comprehensive way in teaching reading and it can be used as a principle for teaching guidance development. Opportunity is provided by the teacher to read text deeply in order to improve the students' word recognition. It can remove barriers to comprehension by preparing students for reading especially in emphasizing word recognition and comprehension skill development. The teacher gives changes to the students in selecting reading material as they need and engages students in reading text in the classroom.

REFERENCES

- Betts.2012. DRA (Directed Reading Activity), retrieved on May 23, 2012, <<http://www.nea.org/tools/DRA-directed-reading-activity.html>>
- Eanes, R, 1997. *Content Area Literacy.Teaching for Today and Tomorrow*. Texas: Delmar Publishers.
- Hoffman & McCarthey. 2000. *Balancing Principles forTeaching Elementary Reading*. New Jersey: Lawrence ErbaumPublkisher.
- Mckenna, M. C. & Robinson. 1990. *Teaching through Text: A Content Literacy Approach to Content Area Reading*. White Plains, New York: Longman.
- Ruddell M. R. 2005. *Teaching Content Reading and Writing*. USA.Pheonix Color.
- Ruddell 1995.*Theoretical Models and Processes of Reading*.4th edition. Delaware: International Reading Association Inc.
- Smith, S. J. 2007. *Directed Reading Activity (DRA) Instruction*. Virginia. Liberty University Press.
- Tierney, R.J, Readance, J.E. &Dishner, E.K. 1990.*Reading Strategies and Practices*. Boston: Allyn and Bacon.

**Using Rosetta Stone Software As Media In Teaching English Vocabulary
(An Experimental Study At SDN No. 02 Lhoksukon)**

Hanif¹

Abstract

Using of Rosetta Stone Software as media in teaching English vocabulary. The aim of this study is to examine the effectiveness of using Rosetta Stone Software in teaching vocabulary. The data were obtained from 64 students who belong to the two classes (groups), the control group and the experimental group, as the representative of all fifth grades of SDN No 02 Lhoksukon, Aceh Utara. The writer took two classes randomly for the sample of three parallel classes. The research instruments used to collect the data for this study were pre-test and post-test. The pre-test and the post-test were given to the two classes; the experimental class and the control class. The result of the test was students' scores of the experimental group and the control group. This result was analyzed by using statistical formula in order to see if there is a significant difference between the students who were taught by direct method and the students taught by using Rosetta Stone Software as the media in teaching vocabulary. The use of Rosetta Stone Software focused on matching the pictures and meaning of some activities of Rosetta Stone Software shown on the screen. Base on explanation above, using Rosetta Stone Software as media also proves that the treatment has given some effects on students' vocabulary improvement.

Key Words: *Rosetta Stone Software, Teaching vocabulary, Media*

¹ Hanif, English Lecturer of Economics and Business Faculty, Malikussaleh University

INTRODUCTION

Teaching vocabulary is quite different for each age range, including for the young learners in learning English as foreign language. Young learners cover a wide range of age as what Prabilova (2006:10) defines that “Young learner is anybody from the age of three to the age of fifteen, there is a difference between what a three – year old child can do and what a child of fifteen can do.” It means that the teachers should select the vocabulary that is appropriate with the level of the children age. In teaching vocabulary to young learners the lesson should be creative and lively. Teacher should use a variety of teaching methods, approaches and techniques to make learning more interesting. Some techniques that are commonly used include games, singing songs, doing puzzle, telling stories and using media in teaching English. Using these techniques help students increase their achievement in mastering vocabulary.

The use of media influences the students’ interest in learning English. Often, the teacher performs a text without any illustration of the text, so that the students can get bored and usually stop reading the text. In addition, the teacher teaches vocabulary by writing it down on white board and asks the students to memorize it. Automatically, it affects their vocabulary and pronunciation that finally influence their ability in understanding the whole text because they still have limited vocabulary. Consequently, this technique of teaching vocabulary did not

contribute much to increase the ability of students’ vocabulary and pronunciation which affects their ability in understanding the whole text

In contrast a good lesson has to be creatively and lively prepared by teacher. Teacher should have good knowledge in designing a good and interesting material. Applying good techniques such as singing songs, doing puzzle, telling stories, and role play help young learners to increase their achievement in mastering vocabulary. Thus good teacher is needed to learn the students’ background, learning style and preference in order to get an idea what actually students want and need the most.

As a result, Rosetta Stone Software is offered as one of the effective and interesting media to be used to enhance students’ motivation in learning so that their English will improve. The use of Rosetta Stone in teaching English is to help define the goal of syllabus, and the roles of teachers and learners within the instructional process (Wright, 1987). Media are designed to be used by inexperienced or poorly trained teachers, while others are intended to replace the teacher completely. In this case, Rosetta Stone Software is not only used as the materials, but also as an efficient technique to motivate the students in second language learning. By using appropriate media, a teacher of English can better interact with their students and help them achieve the language learning goals. In addition, Gardner (1993) says that visual media in learning and teaching are supported

by the research demonstrating and explaining that learner preferences and styles can be more effectively addressed.

Rosetta Stone Software was introduced as an audio visual aids that is beneficial for the teachers and students in teaching and learning English. This software can be used as an aid to teach the four skills namely reading, listening, speaking and writing. The Rosetta Stone Software consists of a combination of images, text, and sound, with difficulty levels increasing as the student progresses, in order to teach various vocabulary terms and grammatical functions intuitively, without drills or translation. According to Stoltzfus (2007), the software is designed to teach languages the way of the first languages are learned.

The other research conducted by Rockman(2009) shows that Rosetta Stone Software quickly builds vocabulary, language structures, and speaking skills. The result showed that conversational skill built and bolster students' confidence in their ability to understand and produce new language. Teachers expand language skills and person-to-person conversational skills in the classroom. Increasingly, the classroom takes over the primary work of developing conversational language and providing conversational practice, while Rosetta Stone Software continues to build conversational skills and booster students' confidence in their ability to understand and produce new language.

In addition, Rosetta Stone Software provides some materials for the teachers with standard-based activities that enable teachers to incorporate Rosetta Stone Software content into the class. Thus Rosetta Stone Software is appropriate to be used for English subject and also possible to conduct at elementary through university education.

Similarly, the Rosetta Stone Classroom utilizes engaging, voice-driven technology, and management and administrative capabilities that together, accelerate language learning and provide quantifiable measurement of success. By placing Rosetta Stone Classroom's English version in all of its schools ESL programs, Grand Rapids Public Schools should expect to see great success from its English learning students.

Thus by providing this form of language-learning technology to all of our ELL students, it was expected to improve students' performance and hoped to see them flourish within the school system in learning English. Thus, Rosetta Stone Classroom provides an alternative way for students to learn English with fun and innovative language-learning method that helps them discover their natural language abilities.

DISCUSSION

Teaching Vocabulary

In learning new words in foreign language, a thing that should be considered is that the learners are still building up their first language vocabulary and are still in process of acquiring and organizing concepts. The

children relate the L2 with their L1 knowledge to develop and understand the meaning of a word. In addition, as stated previously, children learn language better because they are in the period where the elasticity of their brains is still conducive absorbing the language. Therefore, vocabulary as the basic part of language should be best taught since childhood (Pinter, 2006:29).

Furthermore, Nation (2001) affirms that vocabulary learning is only one sub-goal of arrange of goals that are important in the language classroom. Thus, Nation's statement conveys the goal of acquiring vocabulary should be presented in a context which is familiar to the child. Visual support becomes very important to help convey that meaning and to help children memorize new vocabulary.

Vocabulary is, according to Hatch & Brown (1995), the list of words that speakers of a particular language use. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids that teachers depend on in their teaching. Harmer (2001:134) states that teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning. "English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils' attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as

associating the words with a concrete object make these words easier to remember. Harmer (2001:135) states that "one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for example, is to have a picture of one." Of course, not all new words can be taught using pictures but most concrete vocabulary can.

Nation (1990:51) lists a number of basic techniques through which teachers can explain the meanings of new words, all of which can be used by the young learner in the classroom. Some of these techniques involve the use of pictures from a variety of sources - pictures from computers; photographs; drawings or diagrams on the board; and pictures from books. It will be interesting in this study to see which techniques teachers use.

Of course, pictures must be chosen carefully and it is hoped that this study will shed some light on how teachers make these choices. According to Harmer (2001), pictures should be appropriate not only for the language to be learned but also for the classes they are being used for; if pictures are too childish students may not like them and if they are culturally inappropriate they can offend people. Pictures also need to be visible – especially if they are being shown to the whole class they need to be big enough for everyone to see. And it also helps if pictures are durable – that is, strong enough to be used several times.

As mentioned earlier that learner learns better through fun activities. Teaching techniques for them should vary so that they will not feel bored. Using media, particularly You Tube video, is to attract children's attention and heighten their curiosity while the teacher is delivering the message. In this case, using pictures, and realia are very helpful for teacher to do his activity.

As quoted from Harmer (2002) one of the main advantages of video is that learners do not just hear the language, but they also see it too. This greatly aids comprehension, as for example, in actually general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus, children observe how intonation can match facial expressions.

In line with Harmer's benefits of using video found out that the use of video would have a positive effect on the learners' performance and participation; (1) it will be a great starting point for communicative activities for introducing discussion topic area, (2) there is a much clearer fast-play or fast-rewind facility, allowing students to watch the images while the teachers wind, (3) teacher can also pause a single image more clearly, (4) many videos have isolated sounds cues and music available, (5) videos can provide interesting discussion matter (Harmer,2002).

As noted above, although it is generally accepted that pictures can play an essential role in supporting vocabulary learning, we know little about teacher and learner perspectives on this issue by using

Rosetta Stone Software as media in teaching vocabulary.

The Effect of Multimedia Annotations on Vocabulary Acquisition

In recent years, an increasing number of studies in the field of computer assisted language learning (CALL) have addressed the issue of the effects of multimedia annotations on second language vocabulary acquisition. A brief overview of these studies will be given here. Chun and Plass (1996) emphasize the idea that associating lexical items with different types of media fosters richness of recall cues and increases the retention. They examined the impact of multimedia annotations on L2 vocabulary acquisition and comprehension from a reading passage using a written production and recognition learning. The test items paralleled the modality in which the information was presented. They found that students performed better on both types of tests when both pictorial and written annotations were presented than when single or no annotations were accessed during reading. In addition, Jones and Plass (2002) found that the combination of two annotation types allowed for more than one retrieval route to the information in long term memory. They reported that those students who accessed both pictorial and written annotations as they listened to a multimedia-based aural French text performed better on a written vocabulary recognition test than those who accessed single annotations or no annotations at all.

Al-Seghayer (2001) investigates the relative efficacy of two different annotation

modes in a multimedia environment: the printed text definition coupled with a still picture, and the printed text definition coupled with a dynamic video clip. The focal issue of his study was to determine which mode of imagery, still picture or dynamic video, was more effective in aiding vocabulary acquisition. The subjects of his study were 30 ESL participants who were enrolled in the English Language Institute (ELI) at the University of Pittsburgh. A multimedia-learning program designed by the researcher was used in this study. The program provided students who were reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all of which were intended to aid in the understanding and learning of unknown words. Three variables were tested: printed text definition alone, printed text definition coupled with still pictures, and printed text definition coupled with video clips. Two types of vocabulary tests were designed and administered to participants after they had read the English narrative. They were recognition and production tests. In addition, a face-to-face interview was conducted, and questionnaires were distributed.

The results of this investigation suggest that a video clip in combination with a text definition is more effective in teaching unknown vocabulary than a picture in combination with a text definition. Participants learned and recalled more words when video clips were provided than when pictures were made available. The variety of modality cues

can reinforce each other and are linked together in meaningful ways to provide an in-depth experience.

Multimedia annotations are very effective in learning vocabulary that support the student to enhance some new vocabulary. This view is supported by Coriano (2001) who writes the effectiveness of multimedia annotations in enhancing the acquisition of incidental L2 vocabulary while reading. He found that low proficiency ESL Puerto Rican college students who viewed three types of annotations (context, definition, and translation) had the highest scores and long term retention, and produced the highest number of target words in controlled and free productive L2 contexts, whereas the group who received no annotation at all performed the poorest.

Furthermore, the value and impact of multimedia context in language learning can be explained by two theories: the generative theory and dual coding theory. Mayer (1997: 9) presents the generative theory of multimedia learning. Claiming that second language learners have two separate verbal systems (L1 and L2) and an imagery system. It indicates that translations of lexical items through simultaneous verbal and visual presentations would have an additive effect on learning as they link the imagery and the two verbal systems. Second, Piavio's dual coding theory (1971) which states that memory and cognition are served by two separate systems; one specialized for dealing with verbal information, such as printed words, and the

other for non-verbal information, such as pictures and videos. Representations in one system can activate those in the other system (cited in Al-Seghayer, 2001).

Based on the previous discussion, we found that most of these studies focused on L2 vocabulary acquisition in adults except for the studies conducted by Sun and Dong (2004), and Wood (2001). Sun and Dong in their research focused on sentence-level translation and target warming-up using animated cartoons. On the other hand, the emphasis of Wood's study was on determining the essential elements of good vocabulary teaching software used for children. However, our study differs from these two studies in that it focuses on the effect of using verbal explanations and animated pictures in combination as a multimedia mode in teaching L2 vocabulary to elementary students.

Rosetta Stone Software in Teaching English

Felix and Askew (1996) state the use of radio, television, video, language laboratory, self-access material and especially computer has become a new trend in language teaching all over the world. Many people seem to assume that using multimedia in language learning will make learners learn language better. This could be right, since the world is changing in its way of communicating. Multimedia is more accessible than it used to be. Therefore, schools have been more readily adopting multimedia technology to keep up with a changing world. Consequently, this will make a difference to language teaching and

classroom instruction. Hoven (1999) adds on the one hand, language teachers can present various authentic materials in various forms which can strongly support Communicative Language Teaching (CLT). On the other hand, it needs to be realized that Computer-Assisted Language Learning (CALL) brings a different dimension in language learning in that learners might get less interaction with peers and teachers and more exposure to the machine.

The use of multimedia for vocabulary learning has shown to be effective in some studies. It is known from SLA research that words associated with actual objects or imagery techniques are learned more easily than those without as cited in Chun & Plass, 1995,1996:183). These features are relatively easy to present in multimedia programs, for example; pictures, videos, which can bring different types of information in addition to traditional definitions of words. There are various choices of multimedia programs to be used in language learning. Some are interactive computer program and the users can interact to each other's stimulus and some others are not, the users just use the computer without being given any feedback by it. Some use holistic approach of presentation and some others use discrete element approach. Some are structured and some others allow learners to explore authentic materials by themselves. One example of CALL material for vocabulary and grammar learning is the concordance.

Concordance is a computer program that is able to search rapidly through large quantities of text for a target item such as

morpheme, word, or phrase and show all the examples it finds with the contexts in which they appear. It provides learners with authentic materials in an unstructured way. It benefits both the teachers and learners. Students might ask some questions that the teachers do not really know the answers, but they can both explore in the concordance to find the answers. The concordance is not an interactive program by itself; however, combined with appropriate teaching instruction it can be used to support interactive learning activities. Other famous CALL materials that are more communicative are the websites, e-mail, and chat rooms. Through these media, L2 learners can interact and negotiate meanings with other learners and individuals all over the world.

A well-known way to create meaningful context for teaching English is through using media, which can be delivered through a wide variety of print, audio, and visual formats. The current information age requires teachers to be familiar with media and media literacy. Thoman (2003:23) argues that media literacy has an influential role in educational programs, including second language learning. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

According to Azikiwe (2007:46), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information carriers designed specifically

to fulfill objectives in a teaching-learning situation. They are very important in language teaching, especially the foreign language, because they facilitate the direct association between sounds and their symbols and also words and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his teaching.

Many times teachers only use single meaning symbols to teach simple language concepts to students when they teach vocabulary in learning English. But in Rosetta Stone software steps in teaching vocabulary words are visually presented in authentic contexts and real life situations.(Godwin-Jones&Robert, 2007). Rosetta Stone Software helps students to relate subject matter content to real world situations and motivate students to make connections between knowledge and its application to their live.

Advantages and Disadvantages of Rosetta Stone Software.

Rosetta Stone software has numerous methods and features to ensure the best possible learning experience. For example, dynamic Immersion is the core feature of learning of a new language; this software is designed to teach the language the same way first language is learned. It uses a combination of images, texts, and sounds with difficulty levels that increase with the student's progress. This method provides the learner with an interactive virtual environment that will help teach vocabulary terms and

grammatical rules in context without translation. Dynamic immersion mimics introduces the new components of the language through recognition, correlation, and deduction, instead of just simple translation.

The Rosetta Stone software also has an adaptive recall feature that brings back review exercises to help the learner transfer this knowledge into term memory (Rockman2009). Contextual formation uses life like scenarios and pattern to provide the environment for the learner to reproduce the spoken or written language. Each new feature provides a unique way to learning the fundamental components of the language through technology.

Speech recognition technology uses state of the art signal processing and adaptive statistical methods to recognize spoken words and compare them the voices of native speakers. Rosetta Stone Software offers a wide range of tools to help teach pronunciation and speaking skills. Learners build confidence and refine their pronunciation with dialogues and vocabulary building exercises.

In general, software is a program that enables a computer to perform specific tasks. Rockman, (2009) argues that Rosetta Stone software in one of with a very specific functions to teach a foreign language. With every software comes technical problems and security concerns. Rosetta Stone Software is a very secure and efficient product with very few errors. One of the difficulties of learning a new language is the inability to evaluate one's own pronunciation as beginners, something

that cannot be adequately satisfied by simplistic systems that do not have practical interactions with the user. Fortunately, by using this software becomes possible.

One common complaint with Rosetta Stone software is that the vocabulary learning system is too slow; it does not teach enough words or grammatical structure in a clear manner to ensure fluency of the foreign language. Also, another complaint is that Rosetta Stone does not teach common phrases that are useful in real life situations such as particular language as verb conjugations or noun and adjective cases.

CONCLUSIONS AND SUGGESTIONS

Based on the explanation above, it can be said that applying Rosetta Stone Software was effective in improving students' vocabulary. In addition, the large of effect size score also supported the statement above that where applying Rosetta Stone Software as media gave some effects to student in increasing vocabulary higher than direct method. As stated by Materna (2008) that truly allowed students to immerse themselves in the experience and engage naturally with the Rosetta Stone Software like the first language learned without realize they had been acquiring it. In fact, by using this Rosetta stone Software the students establish their individualized language learning goals and utilized many tools to enhance their language learning process. It also allows them to set both short and long term goals for language study, so the teacher and student can track and assess the progress base on teacher's goals.

In addition, Rosetta Stone Software allows the students to record information about their learning process as well as about newly acquired word, phrases or grammar rules in their language study then the students can write questions during the learning process which is addressed to teacher for further explanation. It is easy to the students to learn and increace the vocabulary fast in learning English.

It is relevant what the writer had done about using Rosetta Stone Software to enhance

vocabulary for elementary students more effective and significance effect in learning English. brings some advantages by using Rosetta stone software i.e. the students building confidence and refine their pronunciation with dialogues and vocabulary building exercises giving students a chance to find meaning or sense in subject in their daily lives generally. The students can construct the relativity in many ways in order to see the meaning of the lesson without translation to acquary new vocabulary.

REFERENCES

- Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York, Oxford University Press.
- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: a comparative study. *Language Learning and Technology*, 5(1), 202-232.
- Anderson, H., & Rhodes, N. (1983). *Immersion and other innovations in U.S. elementary schools*. In: "Studies in Language Learning, 4" (ERIC Document Reproduction Service No. ED 278 237).
- Azikiwe, U. (2007). *Language Teaching and Learning*. Onitsha: Afiricana-First Pubs. Ltd
- Brown, Gillian and George, Yule. (1988). *Discourse Analysis*. London, UK: Cambridge University Press.
- Brown, S. (2005). *Washington Elementary School journal*. www. Wesdschools.org.
- Chun, D. M., & Plass, J-L. (1996). *Effects of Multimedia Annotations on Vocabulary Acquisition*. *The Modern Language Journal*, 80: 183-198.
- Coriano, A. (2001). *Vocabulary acquisition through reading: A Study of the Effectiveness of Different CALL-based Annotations*. Dissertation Abstracts International, 71B. (UMI No. 1406590).
- Ellis, R. (1999). Making the classroom acquisition-rich. In R. Ellis (Ed.), *Learning a second language through interaction*. Amsterdam: John Benjamins
- Felix, U, & Askew, D. (1996). *Language and Multimedia: Dream or Nightmare*. *Australian University Review*, 1: 16-21.
- Freeman, Y. (2005). *Dual Language Essentials For Teachers and Administrators*. Heinemann, NH: Portsmouth.
- Gairns, R. Redman, S. (1992). *Working with Words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Godwin-Jones, Robert. (2007). *Emerging Technologies: Tools and Trends in Self-Paced Language Instruction*. *Language Learning & Technology*, 11(2), pp.10-17. Retrieved April 13, 2009, from <http://lt.msu.edu/vol11num2/emerging/default>.
- Harley, B. (1986) *Age in Second Language Acquisition*. Clevedon: Multilingual Matters.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London: Longman.
- Hatch, E. & Brown, C. (1995). *Vocabulary, semantics and language education*. Cambridge: Cambridge University Press.
- Hornby, A.S. (1985). *Oxford Advance Learners Dictionary Fifth English Oxford*. New York : Oxford University Press.
- Howard, M. (2010). *Rosetta Stone Evaluation Report resources*. [rosettastone.com/Morgan Howard-Evaluation-Report.pdf](http://rosettastone.com/MorganHoward-Evaluation-Report.pdf). Accessed on April 19, 2012

[http:// www.RosettaStone.com/School](http://www.RosettaStone.com/School). Accessed on July 06, 2012.

- Iheanacho, C. (1997). *Effects of two multimedia computer-assisted language learning programs on vocabulary acquisition of intermediate level ESL students*. (Ph.D) Dissertation: The Virginia Polytechnic Institute and State University.
- Jo, A & Field, Mary L (2000). *From Reader to Reading Teacher* (New York: Cambridge University Pres.
- Jones, L. & Plass, J. (2002). Supporting listening comprehension and vocabulary acquisition in French with multimedia annotations. *The Modern Language Journal*, 86(4), 546-561.
- Joppe, M. (2000). *The Research Process*. Retrieved December 25, 2010, from <http://www.ryerson.ca/~mjoppe/rp.htm>
- Knight, S. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. *The Modern Language Journal* 78 (3), 285-297.
- Materna, Linda. (2008). *Adoption of Rosetta Stone Classroom: Case Study journal*. www. Rosetta Stone. Com/ schools/ www.rider.edu. New Jersey. USA. Accessed on March 26, 2013.
- Mayer, E. (1997). Multimedia Learning: are we asking the right questions? *Educational Psychologist*, 32(1), 1-19.
- McCarthy, M. (1992). *Vocabulary*. Oxford: Oxford University Press.
- Nation. (2001). *Teaching and Learning Language*. New York: New Burry house Production.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Plass, J., Chun, D., Mayer, R., & Leutner, D. (1998). Supporting visual and verbal learning preferences in a second language multimedia learning environment. *Journal of Educational Psychology*, 90(1), 25–36.
- Pribilova, L. (2006). *Teaching Vocabulary for Young learners* (Thesis). Retrieved July 2012. From Massark University. Department of English Language and Literature. <http://ismuni.c2/th/29895/pedf6/finalthesis.pdf>
- Richards, J. & T. Rodgers. (1986). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rockman, et.al.S. (2009). *An effectiveness study of the Rosetta Stone Spanish language solution*. Rosetta Stone Evaluation Report resources.rosettastone.com/.../Rockman-Evaluation-Report.pdf. Accessed on July 2013.
- Rosetta Stone Company. (2006). *Handbook for Teachers*. The Rosetta Stone registered trademark, Fairfield Language Technologies. USA.ISBN.
- Rumpel, P. (2009). *Grand Rapids Public Schools Journal*. Rosetta Stone Inc. (NYSE:RST). www. Rosetta Stone. Com. ARLINGTON. Accessed on May 13, 2013.

- Scott, A.J.; Wild, C.J. (1986). "Fitting logistic models under case-control or choice-based sampling". *Journal of the Royal Statistical Society, Series B* 48: 170–182. [JSTOR 2345712](#)
- Stoltzfus, A. (2007). http://www.ehow.com/info_7929586_rosetta-stone-language-teaching-courses.html#ixzz1sOIC01A4. Accessed on August 23, 2011.
- Sudijino, A. (2005). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja grafindo Persada.
- Sudjana, N & Ms, Kusumah, A. (2002). *Proposal Penelitian*. Bandung: Sinar Baru.
- Sun, Y. & Dong, Q. (2004). An experiment on supporting children's English vocabulary learning in multimedia context. *Computer Assisted Language Learning*, 17(2), 131-147.
- Sutton, J. (1999). *A comparison of image and textual annotations of vocabulary items in multimedia based reading passages and their respective effects on vocabulary acquisition*. Unpublished master thesis: University of Surrey.
- Taylor, Jr. Bernard. (2009). *Rosetta Stone Enhances ESL Program*. *Grand Rapids Public Schools Journal* .Rosetta Stone Inc. (NYSE:RST). [www. Rosetta Stone.com](http://www.RosettaStone.com). ARLINGTON. Retrieved July 14, 2012.
- Thoman, E. (2003). *Media literacy: A guided tour of the best resources for teaching*. *The Clearing House* 76 (6): 278–83. www.jstor.org/stable/30189851
- Thomas, P & John, A. (1997). *English an Introduction to Language* . New York: Harcourt Brace Jovanich, Inc.
- Thornbury, S. (2004). *How to Teach Vocabulary*. Essex: Pearson Education Limited.
- Tozcui, A., & Coady, J. (2004). Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed. *Computer Assisted Language Learning*, 17 (5), 473–495.
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *Forum*, 36, 20 -35. Retrieved May 28, 2013,from <http://exchanges.state.gov/forum/vols/vol36/no1/p20.htm>.
- Ur., Penny. (1996). *A Course in Language Teaching, practice and Theory*. Cambridge University Press.
- Winer, B., Brown, D., and Michels, K., 1991. *Statistical Principles in Experimental Design, Third Edition*. McGraw-Hill, New York.
- Wood, J. (2001). Can software support children's vocabulary development? *Language Learning and Technology*, 5(1), 166- 201.
- Wright, T. (1987). *Roles of Teacher and Learners*. Oxford, UK: Oxford University Press

THE USE OF NUMBER HEADS TOGETHER (NHT) IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL

Regina Rahmi¹ dan Mulyadi Syahputra²

Abstract

This research is about the use of Number Head Together (NHT) in Teaching Speaking for Junior High School. The research problem for the study are (1) How is the use of Number Heads Together in Teaching at Junior High School, (2) What are the teacher obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School. The objective of the study are: (1) to figure out the use of Number Heads Together (NHT) in teaching speaking for Junior High School, (2) To find out the teacher obstacles during the use of Number Heads Together (NHT) in Teaching Speaing for Junior High School. In order to get the data, the resercher used observation sheet and Interview Guide. This research took place in SMP Muhammadiyah 1 Banda Aceh. Through the research, it was found that; (1) the use of Number Heads Together (NHT) in teaching speaking follow the steps they are, greeting, reviewing, explaining, numbering, questioning, discussing, answering. (2). There are some obstacles that the teacher faced during the use of Number Heads Together (NHT) they are: the difficulties in making the group which consist of various proficiency and the lack of students trust to the member of the groups answers.

Key Words: *NHT, Speaking*

¹ Regina Rahmi, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena

² Mulyadi Syahputra, Guru SMA Methodist Banda Aceh

INTRODUCTION

Speaking is a part of communication, speaking is regarded more representing what the speaker wants to say (Fauziati, 2002: 34). However, the purpose of any language in the world is only to be able to deliver a message to other people. Speaking is most important skill to be mastered since speaking is mainly used as the command way to deliver a message. Based on the reason above, in recent years, English teaching has focused on not only students' linguistic competence but also on the their communicative ability development.

The goal of teaching speaking skills based on Brown (2010:141) is communicative efficiency, students as the speaker should understand what they are saying and the hearer should catch the message during speaking activities. With many efforts students should try to avoid confusion in the message by eluding mistakes in pronunciation, grammar or words choice. Beside students observe the social culture rules that contained in each communication situation.

In fact, teaching speaking in some school is still far from the perfection as the statement above. Students are difficult to build an effective communication while they are confused to creat a sentence in English beside they are also weak in mastering English Vocabulary. The listener of the speaking also still need to be observedbecause of the students weaknesses in their vocabulary mastery the listener get some troubles in understanding the message. It becomes the

first source of their confusion to create and understand the speaking.

Number Heads Together is one of cooperative learning technique that was introduced by Kagan. This technique urges students to solve the given problems or questions in a group and sharing what they already know with others. Through this technique students have the equal opportunity to answer the problem because students have been numbered and the number will be chosen randomly to answer the questions. Number heads together also supports students to discuss the answer seriously in the small group.

Research problems

The writer intended to focus on how to find out the answer of the following questions:

1. How is the use of Number Heads Together (NHT) in teaching speaking at Junior high School?
2. What are the teacher obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School?

Research Objective

The objective of the study is to get explanation about the following problem:

1. To observe the use of Number Heads Together (NHT) in teaching speaking at Junior high School.
2. To find out the teachers' obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School.

THEORITICAL REVIEW OF LITERATURE

1. An Overview of Speaking

Among four skills in English, speaking is the most important skill to be learned. Speaking becomes the important skill that mostly requested after graduation from college to work in a company. Nevertheless, it is not the only usefull of having a good ability in communicating but also speaking is important as a tool for personal relationship. The activity in speaking always involves to one or more people in oral communcation to give the information, share the ideas, express feeling, transfer knowledge an build social relationship among society. Rivers (1981, in Hamdani 2009: 11) stated that one can express idea, communicating intention, react to other persons and situations and influence other human being through speaking.

In speaking activity there are two side that need to be observed they are speaker and hearer. This Both people has equal self-interest in speaking activity. If one of them could not be able to communicative effectively, the communication will be not effecience. Therefore, it is really needed the ability to pronounce and choose the words as simple as possible to avoid ambiguity and misunderstanding between speaker and hearer. It based on the Nunan (1999, as cited by Dewi, 2010:10) "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Thus, both of speaker and hearer contributes the same function in speaking process.

According to Hutchison and Waters (1986, in Nilasanti, 2008:15), "Speaking accumulates some linguistic aspect and non linguistic aspect which help people to build a warm communication". The linguistic aspect in speaking is pronunciation, structure and vocabulary. It is frequently found misunderstanding during communication activity. It is caused of disability of speaker to master pronunciation, structure and vocabulary well. This means that communication is not effective yet. However, the meaning of communication is transferring the meaning from one mind to another.

According to Vicars (2001:82) Non linguistic aspect means not using language. In other words, it is about sending and receiving messages without using a communication system such as body language, condition of speaking time, object of the speaking, gesture and intonation. Nonlinguistic communication is the imparting of information without using language. This aspect is also important in speaking to build an effective communication people need to concern about where is the place of speaking, when is the time of speaking, who is the object of speaking, what is the topic of speaking. These aspects are important because the speaker need to think the difference of the way of communicating in differen situation. Therefore eventhough a person master pronouncitaion, grammar and vocabulary, it is not guaranted that person can speak effeciently

2. Teaching Speaking

Speaking is a crucial part of communication system. Speaking is the main

way to share the idea or a message to someone else. Every one can express their minds, ideas and thought freely and spontaneously through speaking. Moreover to mastered speaking skill students need to concern some components. Based on the statement of Syakur (2000:78) "There are at least five components of speaking skill that should be concerned by the teacher in teaching speaking; comprehension, grammar, vocabulary, pronunciation and fluently." It means speaking ability is not good enough if five elements above is not mastered yet. A good speaker should has a good comprehension, grammar, vocabulary, pronunciation and fluency in speaking activity.

1) Comprehension

Understanding the language is not enough in learning a language however, comprehending of a language is more important. According to Hornby (2009:83) that Comprehension is the ability to understand or an exercise that trains the students to understand a language or the act of capacity for understanding.

2) Grammar

Every languages in the world has their own rule. The rule or grammar in the language can be help the speaker or writer. In speaking skill for the example, students need to be able to arrange the sentence correctly, because according to Harmer (2001:48) through organizing the sentence grammatically the listener can easily get the message from the speaker. The students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The

grammar is either need in oral and written English.

3) Vocabulary

Vocabulary is a list of word with its meanings, especially in a book for learning a foreign language. Vocabulary is one of the most important parts in a language as it is the smallest meaningful part of human communication tool. Webster (1990, as cited by Mishferi 2011:7) explained that vocabulary is a list of words that understood by a particular person in communicating with others, therefore, it is impossible for some one to understand a language and use it in communication without understanding it's vocabulary.

4) Pronunciation

Pronunciation is the way how the students produce a clear oral language when they speak. According to Hornby (2009:343) define pronunciation as the way in which a language or a particular word or sound is spoke. Moreover, pronunciation become one of the important aspect of the language. because the good pronunciation will gain the good comprehension. In order to get the good pronunciation, the students need to practice their language with their partner, listen to the native speaker speaking, open the dictionary to find the right pronunciation or ask to their teacher how the correct pronunciation of a word or a sentence pronounced.

5) Fluency

Some expert define fluency as the ability to speak fluently and accurately. Fluency is the common goal of students in speaking in any languages. According to

Brown (2000:34) who explain that signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not need to think about the arrangement of the sentence in his/her mind before expressing the message.

3. An Overview of Cooperative Learning

Cooperative learning is a method of teaching where students need to work in a group. Usually this cooperative learning purposed to do a spesific task. Jacobs and Loh (2002:1) explain that cooperative learning as principles and techniques to help the students work together more effective. While, Kagan (2002:3) define that cooperative learning is a teaching arrangement that refers to small and heterogenous groups of students working together to achieve a comman goal.

Johnson and Johnson (2000:9) state that this method can help studentas to develop the leadership skill and the ability to work as a team with instructional use of small groups so that students work together to build an effective teaching learning process. In other words, this method can help students not only to develop their skill to work with others as a team but also to develop their skill in leadership competence.

Cooperative learning is a successful teaching method using a variety of learning activities to improve students understanding a subject. Each member of a team is no only responsible to understand the material but also to help teammates in teaching and learning process. Cooperative learning consider to be successful when students can work on the

assignment collaboratively until all members successfully understand the material and complate it.

In cooperative learning method, the students study in small groups to help each other. The group usually consist of different level of students’ ability in English, different gender, and different ethics in the classroom. Even though they are different, they can stay together for the same purpose. Thus, they are accustomed to working well together as a team (Slavin, 2004:1).

4. Number Heads Together (NHT) Technique.

Number heads together is a technique in cooperative learning method which is developed by Kagan (2002:88). This technique urges students to solve the given problems or questions in a group and sharing what they already know with others.

Moreover, Based on Olsen and Kagan in Richards and Rodgers 2001:196) that there are four key elements of NHT’s group. The group consist of positive interdependence, group information, individual accountabilty and social skills.

Firstly the positive interdependence appear when each member of the group aware that helping one member will effect to all member in the group and dropping one member will effect to all members. Thus, they have to be helpful and supporting for their own good because the score of the group is the accumulation result of each member of the group.

Second is group formation. This factor is the most important among other

elements to create positive interdependence in the group. Richards and Rodgers (2001:196) state that there are some factors involved in setting up a group. They are:

- 1) Establishing the size of the group. one group is usually consist of three or four people.
- 2) However, the teacher also need to consider some factors in group forming such as the level of difficulty of the task, the age of group member, and the limitation time for the lesson.
- 3) Dividing students into some groups. the member of each group can be either teacher choice or students choice. it can be acceptable if the member of the group divided randomly. but, teacher selected is recommended to create a group which consist of heterogeneous in students' achievement, ethnicity and gender.
- 4) The role of the students in the group become one of the aspects that teacher need to pay her/his attention to.
- 5) The members of each group has their role in the group activities. a member can be a group's chairman or summarizer.

Furthermore, the third element is individual accountability. It is about individual performance. For example, the teacher calls students' number randomly to share ideas or answer the given question.

The last element is social skills. The social skills established the way how the students interact and share their ideas with each other as a teammates.

The writer conclude that NHT technique is one of method to help students to

work cooperatively by putting them in a small group form of three, four or five students and organizing them the numbering system.

5. The Use of NHT Technique in Teaching Speaking

According to Cruikshank (2006:238) there are four characteristics which is found in all techniques of cooperative learning method including Number Heads Together (NHT) technique.

The first characteristic is how is the group team made up. In dividing groups the teacher should consider that it should be contained of heterogeneous of gender and academic ability. It is purposed to make students easier to work as a team with the result that students can improve their speaking skill together. Moreover, heterogeneity in a group will develop their personality and social development.

The second characteristic is in choosing the task to be discussed by the students. Choosing the task is highly influential to the effectiveness of cooperative learning. It must be suitable for a specific students' ability. While giving the task, all members of a group are asked to master the given material. If they found some problems while discussing the task, the students who have understood will explain the material.

The next characteristic is groups' rule of behavior. It is about rising the individual responsibility which must be considered mostly. However, the objective of cooperative learning is not only focus to make students understand about the material but also building the personal ability to organize the

group and rising the individual accountability to trust the leader of the group.

The last characteristic is motivation and reward system. The students' motivation is appear because there is an opportunity to understand the material. Whereas reward system will grow to make students' motivation bigger and bigger. Through reward system students will be motivated to understand the material. In this case, reward is not only a gift but an approbation also known as reward.

Based on Trianto (2009:28), NHT is a technique which has an aim to involve the learners in teaching and learning process as much as need. The students were indirectly forced to involve in all phases in NHT. The

phases in teaching speaking by using NHT, Based on Kagan (in Trianto, 2009) divides 4 (four) basic phases as its syntax. They are: 1.Numbering, 2.Asking the Question, 3.Heads Together, 4.Answering.

This is the table which describes how NHT phases are applied and teaching procedure that used by teacher in teaching speaking by using NHT technique.

Table. 1. The Phases in NHT Technique (Trianto. 2009:28)

Phases	Teacher Activities
First Phase : Numbering	The teacher divides students into a group, every group consist about three until six students. then, each member of them is given number from one to six.
Second Phase: Asking the Question	The teacher as some questions to students. the question can be a specific by using the interrogative sentence or the sentence it based on the purpose of teaching and learning process
Third Phase: Thinking Together	This is the discussion time. Students are given the same time to discuss the answer of the questions in their group. the time given must be short. It means, the time is limited in order to access all groups get an opportunity in doing discussion.
Fourth Phase: Answering	After giving all students time to discuss about the topic, teacher calls a student (ask randomly, but try to look at the students who has low proficiency) or it can be done by using lucky draw. Then, the students who get a turn to answer must rise their hand and answer the question bravely to the class.

Based on the table above, it can be concluded that in the beginning of teaching and learning process the students are divided into a group that consisted of 3-6 students in a group. Then, each students is given a number from 1-6 as his/her identity. After giving number teacher gives the questions to solve by the group. The last phase a student will be pointed randomly to answer the questions bravely represented his/her group answer.

RESEARCH METHODOLOGY

This is a qualitative research which purposed to describe the current condition of teaching speaking. Thus, the design of the research in this study is to seek and to answer the question of the study of how to implement Number Heads Together in Speaking ability for Junior high school. The method of the research is qualitative; the data collection is based on the results of the phenomenon of classroom while speaking is taught.

In this case, the researcher wants to discover the phenomenon of the use of Number Heads Together (NHT) activity and the obstacles faced by teacher in teaching speaking by using NHT technique. The result of the study will be described in some sentences.

This research took place in SMP Muhammadiyah 1 Banda Aceh. The sources of data in this research are divided into type, primary source and secondary source. The primary source the writer used interview to the students and the teacher and observation to the teaching and learning process. Similarly, the writer used attendance list, students' result of their last examination. The subject of this

research is limited to one class of 8th grade in SMP Muhammadiyah 1 Banda Aceh, consist of 24 students and one English teacher. There were some instruments used by writer to get the valid data from teacher and students about the technique as media. The instruments were observation sheet and interview guide.

RESEARCH RESULT AND DISCUSSION

A. Result

1. Data from class observation

The result of the observation in English class showed that the teacher began the class by greeting the students and asking how they were. Then she asked how many students were present and who was absence. Then the teacher explained the material about Narrative to the students. She gave each of students a script with the title Snow White. Then the teacher read the script slowly to make sure that every student in the class hears the story clearly. After she finished reading the script, she read the story for the second time, but in this section she asked some students the meaning of a word by word in the story once in a while. She read the story for the last time. And this time the teacher read the script faster than she read in the first time. Then she told the students about the generic structure of narrative. She began to explain each point of it clearly one by one.

Then the teacher asked them to sit in 5 groups which consisted of 5 students for each group. She chose the member of the group to ensure each of group contain with different level of capability in English. The measurement of choosing the member of

group is the result of test in the previous semester.

After the entire students was grouped, the teacher gave them the number beginning from one to five then she came to another group and gave them the same number from one to five for each group. Some students were confused in this activity, they wondered what the purposes of the teacher to give them the number but they looked enjoying the activity.

Furthermore, the teacher ordered to each group to choose one member of the group to be a leader, she gave the time to the students about one minute to do what was she ordered. in length of one minute to choose the leader, students were starting to make some noise in the classroom but the teacher demanded them to be quite while choosing the leader and the class was organized well during the selection of the leader.

During grouping of member of the group and the election of the leader to lead each of group, the teacher was very responsive to the discipline of the classroom. However, it can be known through the effort of the teacher to master the class. When some students started to be obstreperous, she told them to keep quite during the class activity. It made the division and election activity in an orderly. The discipline was not the only aspect that teacher focused but also timing became a part of the aspect to be noted. It could be known when the teacher gives a minute to the students to choose one of them to be the leader of the group, she looked at her watch and counted

every seconds. It makes the activities effective without wasting a lot of time.

After having the leader in each group, the students were asked to read the script once more in two minutes. If they didn't understand the story they might ask to their friends in the group. In this section the teacher should be able to control the class either students' discipline and the timing in reading the script.

After students had finished reading the script, then she gave them a clear instruction about the Number Head Together activity. She explained the rule using very simple words to make students easy to understand the detail of the activity. She also told the students the purpose of Number Heads Together activity. It was very determining whether the classroom activity using number heads together (NHT) run effectively or not.

This is the instruction given by the teacher to the students before starting the classroom activity of Number Heads Together (NHT) technique. In this case, teacher explained the instruction by using English but some words she explained with Bahasa.

Then, she wrote 10 questions on the whiteboard. The questions were based on the Snow White text. All questions need an opinion to be answered. The answer should come from students mind, it can't be found in the text. The teacher wrote clearly to make sure that every student can read the question. Every group was ordered to write down the questions and to arrange the best sentence of them to answer the questions. She told the students to create the answer as long as

possible. After she had finished writing the questions, she gave students in about 20 minutes to discuss the suitable answer for the questions based on the script. In this section, the teacher walked among students to control the class and to help students if they found a problem while discussion.

After discussion, the teacher remained students that the time was over for discussion. She called the students by their number randomly to answer one of the questions. All students were preparing their selves to answer. Some of students were exercising, and some others students were listening to the teacher. The teacher called the first students by his number. He came to the front of class but teacher told to answer the questions students do not need to come forward. After hearing the answer from a student, then the teacher asked the other students whether agree or disagree by giving a sight such as thumb up or down if some students disagree with the answer, they will be asked to give their answer.

Teacher replay the last stage which she called a particular number many times until all of students got the opportunity to share the group ideas in front of their friends. In the last, the teacher closed her teaching by giving students a summary of students learning.

2. The Result of Teachers' Interview.

During Interview, the writer use in-depth interview technique which The given questions were formulated as open question which allows the participant to answer based on their explanation.

“What did you prepare before teaching English in the classroom?”

The interview result shows that before teaching the teacher prepare the materials and the methods that she would apply in the classroom. The material and the methods varies, depending on the learning targets that she wanted her students to achieve based on the syllabus. However, Cooperative learning is mostly used in her teaching. She used variant technique in cooperative learning in every meeting with students in the classroom.

“What method/technique do you use mostly in teaching English?”

She prefers to use cooperative learning method because it has the power to motivate students to share their knowledgewith their friends. Besides, students prefer to work together rather than just work alone because many children are embarrassed to ask the teacher, Thus, combining them into groups is an appropriate step to make them feel guided by his friends.

“What are the special things that you found from NHT technique from other cooperative technique?”

She found that there are some special things in Number Heads Together technique. It is very useful to enhance the students' ability especially in English instead of other cooperative learning technique which only pay attention on how the students were able to work together. While Number Heads Together technique make the opportunity shared evenly. Numbering activity makes all students prepare their selves for the questions.

It makes teaching and learning process became overall.

“What are the obstacles do you found during the use of NHT Technique in teaching speaking?”

The teacher found an obstacle in applying Number Heads Together Technique is mostly in the grouping section. It is very important to make the group consisting of several levels of students. This section is the key determining the level of Cooperative Learning activity whether members of the group will be active or not. She also found an obstacle when the discussion section. The students often ask to her about their understanding of the text whether it was correct or not. To answer all their questions will require a very long time. This problem raised is probablen caused their lack of confidence to their friend’s answers.

“How do you deal with the obstacles?”

For the first obstacles, to deal with it a teacher must have a specific measurement in choosing members of the group. In this case, she uses students’ result of the exams in the previous semester. Using the result of the test, the teachers were able to determine accurately the level of each student to put them in the group members with different capabilities. It is going to make the teacher a little busy to prepare for the division of group members beside the teacher also have to prepare a lesson plan, determine a method to use, materials to teach, and media to use. As professional teacher this is an obligation to prepare.

For the second obstacle, building the trust among students is the only way to confront the obstacle. As a teacher, it is really important to avoid blaming students that their answer was wrong. Although the answer is not right, the teacher should correct the mistakes in a very gentle way so they would not focus on their faults but rather focused on the correct one.

“Based on your opinion, do you think NHT technique can help students to reach the target of KKM?”

In addition Number Heads Together (NHT) technique is very helpful for teacher to complete the minimum completeness criteria (KKM) in English. If the students were thought by using NHT, they would understand faster because they had equal opportunity to exploretheir ability. Giving them the opportunity to represent the group is an honor they will try their best to understand the material faster. Similarly, Number HeadsTogether technique can be applied in all class of Junior High School it is depended on how the teacher gives the material to the students. The material should be found in the syllabus.

“Do you believe that NHT technique can motivate students in learning English?”

She found that Number Heads Together is really helpful to increase students’ motivation in learning English. Every members of the group has the same responsibility to represent their group. It forced them to be energetic in solving the problems, especially in speaking. Asking

students to speak in English is not easy, but through Number Heads Together they would easily speak in English without feeling afraid to make a mistake because the sentences had been arranged before he speaks. The student who was pointed to represent the group should be responsible because his failure became the group failure.

“What is the important thing you should observe in applying this NHT technique in teaching English?”

Based on her answer, in teaching by using one of cooperative learning including Number Heads Together the teacher should consider how important is controlling the class during discussion section. If the class is not controlled well, some students will be out of focus to the teaching and learning activity.

“What are the advantages of using NHT technique in teaching English in the classroom?”

She found that Number Heads Together has a lot of advantages that can be obtained. For example, Number Heads Together make the opportunity be evenly given, students will be more ready to solve the problem without feeling shy in their speaking. Other advantage using Cooperative Learning technique including Number Heads Together is students who have high capability will be more understand through teaching their friends. While those who do not understand yet will find it helpful by their friends' explanations.

“What are the disadvantages of NHT technique in teaching English?”

She also found a disadvantage of Number Heads Together. This technique is not effectively used in a classroom with a lot of number of students, because it will take a long time for sharing them the opportunity. A lot of group will make teaching and learning process need a lot of time.

3. Data from Interview with the students.

“What do you feel if your teacher teaches you using the recent technique (NHT)?”

According to the students in the interview learning English using Number Heads Together is interesting. Sometimes they feel nervous because who was pointed to represent the group was not guessable and the questions which would be given to them are also random. In contrast,

“Do you like the technique? Why?”

All students who participate in the interview enjoy this technique because there was a competition in the class. So that, all students would pay their attentions to the teacher explanation or students answer who presents their group's opinion.

“Do you understand the lesson after being taught by the teacher using the technique (NHT)?”

Through the students' interview it was found that seven from eight students understand easier the material when it was taught by using Number Heads Technique, whereas another students stated that she already understand the material before it was taught by using Number Heads Together technique.

“Do you afraid when you get the turn to answer the questions?”

Three students still felt embarrassed when they were speaking in front of his friends. Because their friends in the group support them they kept trying their best to explain their answer. But the rest of them did not feel any ashamed in their presentation.

“Do you feel hard to speak and to express your ideas when you were chosen to speak?”

They didn't even feel afraid to make mistakes. The support from their friends is powerful to motivate them as a delegation of their group. However, all of students who were interviewed, they expressed that they did not find the any difficulties while they were speaking because the answer had been arranged grammatically by the member of the group before speaking, that make them feel confident to speak. The result of it can be shown through their speaking become more fluent and calm.

“Which one is easier between speaking as the group delegation or speaking to express your own ideas?”

Seven students agreed that it is easier to speak during Number Heads Together activity than to speak freely because they were helped by their friends by arranging the words and telling the right pronunciation for the answer. But there was a student who argued that speaking freely is easier than speaking as the messenger of the group because there was a moral burden as the group messenger that force him to be fully responsible. Whereas if they only need to speak what you think freely.

“How difficult did you feel in understanding the lesson using the recent technique (NHT)?”

There were two students who was interviewed, they said that they easily understand the lesson which thought by using NHT technique. Three students who said that they need to completely focus to understand the lesson, two students said that he understand the lesson in the end of the activity. While the others say that they hardly understand the lesson. However all of them said that using Number Heads Together technique they understand better than using the other technique.

“Do you still want to study using recent technique (NHT) in the next English lesson?”

All students who was interviewed still want to learn with this technique to use this method. Few of them said that they will bored if the technique was not interspersed with other technique. In other words the teacher must use different techniques to learn all subjects in class.

“Did you help your friend during the process of Heads Together activity?”

Four from Eight students told that they helped their friends during the process of Number Heads Together technique. And three students said that they were helped by their friends and another one said that he sometimes helped his friend and sometimes he was helped by his friends. In the other words, all of students felt happy for what have they did during Number Heads Together technique.

B. Discussion

According to the observation data there are several steps that should be used by teachers in teaching speaking by using Number Heads Together(NHT) techniques. The teacher starts the lesson by greeting and checking attendance list of students while she is observing the class cleanness, students' uniform, as well as the arrangement of chairs and tables in the classroom. So when the class is started the class atmosphere will be conducive and convenient for students and teachers. This is a common thing which always done by every teacher in teaching.

Then teachers review the previous material by asking several questions related to the previous material that has been taught. In this activity the teacher gives an overview of some of the earlier material before giving the students some questions. In this case the teacher randomly selects a few students and declares the questions that have been written on the white board before.

The next step is discussing the material. In this case the teacher explains the narrative text contain with the generic structure. In explaining this material teacher should focus on the students speaking such as how they interact with teachers using English. Teacher did more interaction with students rather than explaining it to the students in the classroom. The teacher wants to establish a pattern of interaction in the discussion of the material.

After finding that most of students had already understod the material then the

teacher steps into the next activity. Teacher divides students into some groups and places students by different abilities of them in one group. This activity determines the successful of NHT due to the differences of capability of the students those who has low English ability will be directed by their friends. After grouping, the teacher gives each student in each group a number to be used in the discussion later. This stage is the first stage in NHT activity. It is called "numbering" in NHT activity,

After grouping and numbering activity the teacher asks the students to discuss the material on the narrative text once again with the help of their friends in the group. Then the teacher wrote down some of the problems or questions that will discussed by all groups on the board. This stage is called as "Asking the Questions activity"

Then the teacher gives students an opportunity to equalize their opinions this activity is often referred as "Heads Together activity". In the speaking context, the questions must be opinion questions which need long explanation, so that the students will make the answer longer than just a brief answer. The given time to students should be as short as possible avoiding from playing while "heads together activity" and also students will try as soon as possible to resolve a given problems or questions.

Furthermore, the teacher chooses the given number to the students randomly. She asked a student who is chosen to represent the group to express the agreed answer or opinion. The numbers should be completely

randomized. Despite a student elected twice he will be not allowed to answer. This stage is the final stage of the NHT. It is often called as "answering phase".

The teacher will repeat the "answering phase" until all students get their turn to represent their group. if the class is contained with a large number of students, the teacher does not to give the opportunity to entire students, because through selecting the number randomly each students will prepare his self.

There are some Obstacles that the teacher faced in teaching speaking using NHT technique in junior high school. The first obstacle rised when the teacher divides the students into some groups. The grouping phase looked more complex than other activities, because it will determine the successful of NHT's activity. But the teacher easily can deal with this obstacle by creating a measurement to determine the ability of the student such as evaluating their last English test result. So through this measurement, the student can easily be divided into a group with various level of English capability.

The last obstacle is raised in the discussions phase. Some students often ask to the teacher about a particular opinion which is given by their friends. This situation makes teaching and learning process less conducive and makes the atmosphere becomes uncomfortable because the students try to find the right questions easily without making any big effort. To answer a question it will take a few minutes but it will take such a long time to answer the questions from some students. This

problem is raised because lack of confidence to their friends' answer. So, to deal with the problem teacher should give a big appreciation for those who answer correctly or showing their mistakes in a very smooth way. The capability of the teacher to build a communication pattern between teacher and students is really needed.

CONCLUSION AND SUGGESTION

After conducting the research and analyzing the data, there are some conclusions briefly written about the issues of the research which had been written in the first chapter. This chapter also completed by the suggestions for teaching speaking by using NHT technique in the future

1. Conclusion

After collecting and analyzing the data, it was found there are two main conclusions derived based on the tittle of this research. They are:

First, in implementing NHT technique, there are some steps to follow such as, Numbering, Asking the Question, Thinking Together, and answering. These four steps is the primary step which should be contained in the activity. But somehow, the activity always needs the improvisation to adjust the technique with the school discipline in order to get the best achievement of the students. it found that the teacher add some steps adjusted with NHT steps, before the core activity in NHT technique, it is needed to do such a number of activity, such as greeting, checking students attendance list, and explaining the material. After numbering it is allowed to the teacher to

ask the students to discuss about the material before giving them the questions or problems.

Second, even there are a lot of advantages in implementing NHT technique, there are some obstacles that teacher faced during NHT activity, the problems faced by teacher are the difficulties to make the group contained with different level of students capability and lack of students' confident to their friend's answers. To deal with the problems teacher need to use the latest result of the students' English examination to determine students' capability in English. Through the result the teacher can easily put the different level of the student English capability into a group. To deal with the second problem the teacher should give the simple appreciation to the students who get the correct answer and to avoid blaming students if they get the wrong answer. It is needed to show the students that if they got the wrong answer they would not be punished.

2. Suggestion

There are some suggestions offered in this study to the teacher and students in teaching and learning speaking by using Number Heads Together (NHT) technique.

First the teacher should choose the appropriate teaching and learning materials based on the students' proficiency in the classroom. Similarly, teacher is expected to explain the topic clearly to the students then

ask them whether they understand or not about the topic. He/she should consider to makes sure that all students know their role in the activity to make the activity become effective during the implementation in the classroom. In this case, teacher should control students' activities during teaching and learning process to make sure that they discuss the topic together. When they get problems in discussing and responding the topic, teacher can be a facilitator to explain or show them another answer which is easily to be understood.

Second, there are some suggestions for students. It is expected for students to use English when they do both discussing and giving their ideas to another students to make students get used to hearing spoken English. They are recommended to speak without feel anxiety when the discussion is in progress. And when they get trouble in doing the group activities, it is better for students to ask their teacher about the questions in order to get detail explanations. Students are obligated to pay their attention and take a part much in discussion and all members in a group have to help each other to achieve the same perception in answering the questions. This is important because the togetherness of them in responding each question will determine the group result.

REFERENCES

- Brown, Faith A, (2010). *Vocabulary Knowledge and Comprehension in Second Language Text Processing: A Reciprocal Relationship?*. *The Asian EFL Journal* Wuarterly 12(1), 88-133.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, Inc.
- Cruickshank, D.R., Jenkins, D.R., Metclaf, K.K (2006). *The Act of Teaching 4th Analysis and Application*. New Jersey: Merrill Prentice Hall.
- Dewi, S. (2010). *The Implementation of Sharing Time Technique in Speaking Class*. Thesis (Unpublished). Banda Aceh: Universitas Syiah Kuala.
- Fauziati, E. (2002). *Teaching of English As a Foreign Language*, (Surakarta: Muhammadiyah University Press.
- Hamdani. (2009). *The Implementation of Teaching Speaking*. Thesis (Unpublished). Banda Aceh, Universitas Syiah Kuala.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Pearson Education Ltd.
- Hornby, A. S. (2009). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Jacobs, G. M., Power, M. A., Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked question*. Thousand Oaks, CA: Corwin Press.
- Johnson, D. W., & Johnson, R. T. (2000). *Learning Together and Alone (5th ed)*. Boston: Allyn & Bacon.
- Kagan, S. 2002. *Cooperative Learning*. New York: Prentice Hall.
- Mishaferi, E. (2011), *Teaching Vocabulary through words map*. Banda Aceh,: unpublished
- Nilasanti, H. (2008) *Gender Differences in Term of Speaking Ability*. Skripsi (Unpublished). Banda Aceh: Universitas Syiah Kuala
- Richards, J.C., & Rodgers, T.S. (2001). *Apporaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Slavin, R.E. (2004). *A Practical Guide to Cooperative Learning*. Massachussetss: Allyin and Bacon Publisher.
- Syakur. (2000). *Language Testing and Evaluation*. Surakarta. Sebelas Maret University Press.
- Trianto, B. (2009). *Model Pembelajaran Inovatif-Progresif Konsep, Strategi dan Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Gramedia Widiasana Indonesia.
- Vicars. (2011). *Linguistics and Non Linguistics Factors in Teaching and Learning Speaking*. New Yok: Press Syndicate.

AN OVERVIEW OF USING COLLABORATIVE WRITING METHOD TO INCREASE STUDENTS' WRITING ABILITY

Rosdiana¹

Abstract

This study reviews the effectiveness of using collaborative writing method to enhance students' writing ability. It also tries to expand the scope of collaboration in all aspects of the EFL College writing process. First of all, this article explains the operational definition of collaborative learning process based on EFL writing instruction. In what follows, the article headlights the benefits of collaborative writing process in the EFL classroom. The remaining phase of this article discusses the steps and procedures in practicing writing based on collaborative process in the classroom. Anchored in this collaborative process based writing framework, a teacher enables students to engage in collaborative and dialogic activities through the process of writing. The definite aim is to help EFL college students in writing academic pieces better and more easily as they go through the writing process from pre- writing to post-writing.

Key Words: *Collaborative Writing, the EFL classroom*

¹ Rosdiana, English Education Department, STKIP Bina Bangsa Getsempena, Banda Aceh

1. INTRODUCTION

Collaboration is a form of 'writing together' or 'multiple authorship' and refers to acts of writing in which two or more individuals consciously work together to produce a common text. Even if only one person literally 'writes' the text, another person contributing ideas has an effect on the final text that justifies calling both the relationship and the text it produces collaborative. For other critics, such as (Linda, 2002), collaboration includes these situations and also expands to include acts of writing in which one or even all of the writing subjects may not be aware of other writers, being separated by distance, era, or even death."

The most obvious advantage of the collaborative writing process is summed up well in the old saying, "two heads are better than one." Having more than one person working on a writing project increases the amount of combined knowledge of the authors, (Lai, 2002). In areas of intelligence where one person is weak, others may be strong, and vice versa. If utilized properly, the collective intelligence of a group of writers can be a powerful resource. In other words, collaborative writing involves knowledge and linguistic resource sharing, mutual engagement, negotiation, and a jointly completed product.

An empirical findings and literature have discussed the benefits and efficacy of collaborative learning (i.g., group work

activities and collaborative dialogs) in the ESL/ EFL classroom. According to Nelson and Murphy, (1992) the advantage of the collaborative process is having multiple pairs of eyes to proofread the writing. Having a fresh perspective is vital when proofreading, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made. Creativity can be fueled when multiple writers brainstorm with each other. That is another great advantage to the collaborative writing process. One writer can propose an idea, and another can expand on it and complement it.

1.1 Collaborative Writing in EFL students

The potential relationship between collaboration-based pedagogies and social/ collaborative online platforms is almost proverbial. At the same time, anyone who's ever tried to get first-year students to take peer review seriously knows that there is often real resistance to meaningful collaboration. Not insurmountable resistance—but it can be the case that students are uncomfortable sharing their work with their peers, or from a slightly different angle, have a hard time seeing how they would benefit from such sharing. In that context, there's an interesting study about "Sharing and Collaborating with students' writing, Storch, (2011: 275) compare various approaches to co-writing, ranging from outright joint writing (where multiple students could edit or contribute text to a common draft) to situations where peers made

suggestions for, but did not directly edit, one another's drafts.

Stroch learned two things: first, that in general students felt that collaborating with partners improved the quality of drafts. On the other hand, the students mostly felt that their edits improved other people's drafts, whereas other people's edits worsened their own drafts. Murphy, (1992) posits that a sense of ownership of the draft was pedagogically useful—that students' perceptions of the overall quality of their work increased as they felt responsible for it. As a consequence, they conclude that the best way to reap the benefits of collaboration and psychological ownership of writing is to have students make suggestions to one another's drafts, but not to edit one another's writing directly. Stroch, (2011) have published another discussion of this study, in which they argue that there's a kind of "tension" between collaboration and ownership, and that this tension is important to learning.

A disadvantage of this process is the possibility of opposing opinions on how best to represent the given information. If some members of the collaborative process are unwilling to compromise, this can be a serious obstacle. Additionally, conflicting schedules of a writing team can make it hard for a project to be completed. In a collaborative process, if certain tasks are assigned to members of the group, the writing will only be as good as the weakest portion of the project. If not all members of the group are

professional and serious-minded, the work will suffer. Individual processes might be preferable when writing about personal experiences, or when the subject matter is very narrow and the deadline is tight.

1.2. Approaches in collaborative learning of writing class

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs."

There are many approaches to collaborative learning. A set of assumptions about the learning process (Smith and MacGregor, 1992) underlies them all:

1. Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.
2. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.
3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.
4. Learning flourishes in a social environment where conversation between learners takes

place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

5. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

Collaborative learning processes can be incorporated into a typical 50-minute class in a variety of ways. Some require a thorough preparation, such as a long-term project, while others require less preparation, such as posing a question during lecture and asking students to discuss their ideas with their neighbors (see concept tests). As Smith and MacGregor state, "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material." Regardless of the specific approach taken or how much of the ubiquitous lecture-based course is replaced, the goal is the same: to shift learning from a teacher-centered to a student-centered model.

2. THE ADVANTAGES AND DISADVANTAGES OF COLLABORATIVE WRITING

There are many advantages and disadvantages in collaborative writing. Three advantages that come to mind are having a wider knowledge base. Teams of experts have a wider base of knowledge than a single writer. Similarly, there is a wider range of expertise. Collaboration offers a wider range of expertise and skills that one writer may possess. Divergent opinions play a factor in the advantages of collaborative writing by the group offering divergent opinions, raise more questions, and point out more problem areas than a single writer. Thus, there are a few more advantages in collaborative writing such as; wider responsibilities and respect for co-workers.

Another advantage of the collaborative process is having multiple pairs of eyes to proofread the writing. Having a fresh perspective is vital when proofreading, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made. Creativity can be fueled when multiple writers brainstorm with each other. That is another great advantage to the collaborative writing process. One writer can propose an idea, and another can expand on it and complement it.

The most obvious advantage of the collaborative writing process is summed up well in the old saying, "two heads are better than one." Having more than one person

working on a writing project increases the amount of combined knowledge of the authors. In areas of intelligence where one person is weak, others may be strong, and vice versa. If utilized properly, the collective intelligence of a group of writers can be a powerful resource.

In contrast, along with advantages, there are also disadvantages. Some of the disadvantages may be workload disparities. The workload may have disparities and some people may have to work harder than others that will lead to resentment that will need to be addressed and mollified. In contrast, a disadvantage of this process is the possibility of opposing opinions on how best to represent the given information. If some members of the collaborative process are unwilling to compromise, this can be a serious obstacle. Additionally, conflicting schedules of a writing team can make it hard for a project to be completed. In a collaborative process, if certain tasks are assigned to members of the group, the writing will only be as good as the weakest portion of the project. If not all members of the group are professional and serious-minded, the work will suffer. Individual processes might be preferable when writing about personal experiences, or when the subject matter is very narrow and the deadline is tight.

2.1 Key Principles of Collaborative Writing

As we have seen in previous sections of this workshop, cooperative groups work best when:

1. Each student is involved. In groups where students are dominated by one leader, where a shy student hesitates to join in and contribute, or where you are just trying cooperative groups for the first time, you may wish to assign specific roles. One person might be the "organizer." That person will tell the students what step should come first, second, third, and so on. Another would be the "reporter," who writes down the directions and reports back to the group about their progress and goals. A third person is the "questioner," who generates questions to ask along the way in order to involve every member. A fourth member could be the "assessor," who uses a set rubric or guide to evaluate the progress of each meeting. The roles are clearly defined in advance, so that each person is accountable, and everyone in the group plays an important part.
2. Seats face one another. When students face their coworkers, they are more likely to interact well with others. Seating arrangements really do make a difference, and sometimes students need to be reminded that they should move chairs closer together or place them in a circle. You can set up the room with seats in clusters to facilitate this process.
3. Students assume personal responsibility. Invite students to report back to their group or to another group after each session. Give clear guidelines on paper for each person's role and go over them, so that students

understand the criteria for his or her role. Change roles regularly, so that students can learn to assume responsibility in a variety of areas.

4. Students relate well to others. Some students are better than others at interpersonal exchanges. You may wish to provide those who are weaker in relating to others with practice opportunities to engage in social contacts. This can be as simple as teaching others a favorite subject or joining a teammate for a special class duty.
5. Members reflect in order to improve group effectiveness. Students can be given a list of questions to consider, such as the conflict-resolution inventory presented in an earlier section. They will improve their performances as they learn to reflect on past performances and create new goals based on those reflections.

3. CONCLUSION

As stroch (2005) points out, the difficult task that writing teacher encounter in

collaborative process based writing is to respond to students' preferences to work alone. Nonetheless, teachers should prepare their students to write collaboratively to facilitate students' writing skill development. The success and failure of collaborative process based writing rely on a number of factors such as teacher competence in teaching writing and managing the process of writing, the particular writing classroom context, the nature of the school curriculum and class syllabus, and individual students' differences (i.g., a students' proficiency level in language and writing or motivation to write collaboratively). Above all, writing teachers should not lose sight of the fact that writing is a social act and takes time for students to be competent writers who are aware of their writing goal or purpose, context, and intended audience (Hyland, 2007)

REFERENCES

- Linda K. Karell, 2002, *Writing Together, Writing Apart: Collaboration in Western American Literature*. Univ. of Nebraska Press.
- Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques*, New Directions for Teaching and Learning No. 59.
- Cooper, J., and Robinson, P. (1998). "Small group instruction in science, mathematics, engineering, and technology." *Journal of College Science Teaching* 27:383.
- Cooper, J., Prescott, S., Cook, L., Smith, L., Mueck, R., and Cuseo, J. (1990). *Cooperative learning and college instruction: Effective use of student learning teams*. California State University Foundation, Long Beach, CA.
- MacGregor, J. (1990). "Collaborative learning: Shared inquiry as a process of reform" In Svinicki, M. D. (Ed.), *The changing face of college teaching*, New Directions for Teaching and Learning No. 42.
- Smith, B. L., and MacGregor, J. T. (1992). "What is collaborative learning?" In Goodsell, A. S., Maher, M. R., and Tinto, V. (Eds.), *Collaborative Learning: A Sourcebook for Higher Education*. National Center on Postsecondary Teaching, Learning, & Assessment, Syracuse University.
- Hyland, K. (2007). "Genre Pedagogy: Language, Literacy and L2 Writing Instruction". *Journal of Second Language Writing*, 16/3: 148-164

**An Analysis Of English Lesson Plan Academic Year 2012/2013
At The First Semester Of MAS Darul Ulum, Banda Aceh**

Mulyani¹ dan Usman Kasim²

Abstract

To conduct teaching English in the classroom, a teacher requires good preparations such as lesson planning preparation. Lesson plan needs to be developed by a teacher as a direction or road map towards all activities to be done by the teacher and students in the classroom in order to achieve one or more specific competencies appropriately and effectively. There are some English teachers who still face difficulties in developing effective and systematic lesson plans for a teaching program. In fact, they tend to imitate or even copy the ones provided in the textbook and the internet. The scarcity of English teachers in having trainings and workshops related to teaching, syllabus, and lesson plan development was also the problem in this study. Furthermore, the research conducted related to or the same as this study in Indonesia is rare. Considering these problems, a study related to an analysis of English lesson plan academic year 2012/2013 at the first semester of *Madrasah Aliyah Swasta* (MAS) Darul Ulum, Banda Aceh was conducted. There were nine lesson plans analyzed as they were developed by the teacher for one semester. The objective of this study was to investigate whether the English lesson plans provided by the only teacher of English at the first semester of MAS Darul Ulum, Banda Aceh are appropriate with the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or school-based curriculum or not and to find out the difficulties encountered by the teacher of English in developing the English lesson plans in terms of non-component of lesson plan basis and component of lesson plan basis as well as the efforts made by the teacher to overcome the difficulties. For this purpose, the writer conducted a qualitative research employing four different techniques of research, namely, content analysis, questionnaire, interview, and documentary study. The qualitative data were obtained from the content analysis checklist, the questionnaire distributed to the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh as well as the interview conducted to the teacher of English at the first year and the principal of MAS Darul Ulum, Banda Aceh, and also the document such as syllabus. The findings showed that the lesson plans developed by the teacher at the first semester of MAS Darul Ulum, Banda Aceh generally met the standard determined by the KTSP, Standard of Content, and Standard of Process. Specifically, all of the components of a lesson plan were covered in the lesson plans developed. However, there were deficiencies found in 6 components from most lesson plans developed by the teacher, namely, materials, methods of teaching, teaching activity, time allocation, resources, and assessments. The analysis of the questionnaire data verified by the interview data also showed that the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh faced 5 difficulties related to non-component of lesson plan basis, namely, (1) lack of time because of high load of teaching, (2) lack of ability in matching between students' aptitude/ability and appropriate method of teaching, (3) difficulty in developing lesson plan based on KTSP related to students' individual differences, (4) difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and (5) lack of ability in matching between technique of teaching and students' learning styles. Meanwhile, the difficulties of component of lesson plan basis faced by the teacher were 4, namely, (1) difficulty in adjusting between materials of study and appropriate method, (2) difficulty in arranging the steps of teaching activity especially in pre-teaching stage, (3) difficulty in matching between methods or strategies and the competency to be achieved by the students, and (4) difficulty in matching between resources such as media or tools of learning and materials of study. Moreover, there were 4 efforts made by the teacher to overcome the problems of non-component of lesson plan basis, namely, (1) consulting to a colleague or the teacher in the similar subject of teaching, (2) learning from books, journals, and internet, (3) participating in

¹ Mulyani, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh

² Usman Kasim, Dosen Pascasarjana, Universitas Syiah Kuala, Banda Aceh

Musyawarah Guru Mata Pelajaran (MGMP) or subject teacher discussion group, and (4) participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development. Meanwhile, there were 5 efforts made by the teacher to overcome the problems of component of lesson plan basis, namely, (1) consulting to a colleague or the teacher in the similar subject of teaching, (2) learning from books, journals, and internet, (3) participating in MGMP, (4) conducting classroom action research, and (5) participating in seminars or workshops related to curriculum, syllabus and lesson plan development. It suggests that the teacher still has a few problems and deficiencies related to the teacher's competence and pedagogic competence especially in terms of developing lesson plan. However, in terms of efforts conducted to overcome the difficulties, it suggests that the teacher is a teacher who has good personality competence.

Key Words: *Analysis, Lesson Plan, School-Based Curriculum, Standard Of Competency, Basic Competence, Indicators Of Competency Achievement*

Background of the Study

KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or school-based curriculum has been applied since 2006 in Indonesia. This curriculum gives autonomy to schools to develop and manage their syllabuses themselves based on the standard suggested in the curriculum and under the supervision of the local government. Also, the curriculum is developed by adjusting to the potential and characteristic of local area, social-cultural characteristic of the community as well as characteristic of learners (Mulyasa, 2011). This curriculum is aimed at preparing learners to be knowledgeable, as well as emotionally, spiritually, and socially matured. It is expected that the learners are able to face and overcome every challenge and need in their daily lives. In line with this, the principals and the teachers must meet the contextual need and standard of the curriculum in order to provide effective educational system for each region of Indonesia.

Curriculum changes to accord with the dynamic needs. In Indonesia, the curriculum has changed several times as an attempt to improve its education quality. However, the changes still do not provide good education quality, but rather they cause confusion for teachers and learners. What has been developed and taught by the teachers previously such as syllabuses, lesson plans, materials, methods, and strategies must be changed and adjusted with the new curriculum. As the result, learners are often confused with a new concept of curriculum applied in the classroom.

Since KTSP has been applied throughout Indonesia, teachers have had to use appropriate materials, strategies as well as methods of teaching in the classroom. Therefore, teachers must prepare the syllabus and the lesson plan for teaching instruction in order to create interesting language learning. The syllabus as a plan for one period of teaching program must be based on the standard ruled by its curriculum. It has lesson plans as small units which have pivotal role in conducting teaching instruction in the classroom. Teaching instruction will be effective if the teachers are handed a freedom in developing their lesson plans. For the English subject, the teachers are required to be able to create fun and interesting teaching and learning activities in the classroom by developing good and systematic lesson plan. To produce good and systematic lesson plan, English teachers should be skillful, creative, and innovative in order to enable learners to absorb the knowledge of language learning easily and effectively.

There are some English teachers who still face difficulty in developing effective and systematic lesson plan for a teaching program. For example, some of the teachers are difficult in understanding the formulation of standard of competency and basic competency, in determining instrument for assessment and its rubric to be relevant with the indicators, and in selecting effective methods to be appropriate with the indicators. In developing lesson plan, they tend to imitate or even copy the ones provided in the textbook and the internet. Indeed, there are some teachers of English

who do not prepare and develop the lesson plans and let whatever is happening in the classroom as well as there are some of them who do a ‘corridor planning’ in their head as they walk to the classroom (Harmer, 2007). As a consequence, the teachers of English cannot accommodate students’ ability, needs and interests appropriately. Only a few of them who are able to develop the lesson plans originally, systematically, and effectively by adjusting with students’ proficiency, needs, and interests. Moreover, on the one hand, teachers must reach the goals set by the government in the curriculum, but on the other, they must adjust their teaching including materials, methods, and strategies to the students’ context, such as their culture, ability, and background.

The scarcity of English teachers in having trainings and workshops related to teaching and syllabus development is considered another problem in this study. Such training and workshop are necessary to improve teachers’ competence in developing good syllabus and lesson plan based on the curriculum. The 2006 curriculum (KTSP) has been called ‘characterized curriculum’ involving *exploration*, *elaboration*, and *confirmation* as the element of process in the main teaching instruction (*Badan Standar Nasional Pendidikan* [BSNP] or Board of National Education Standard, 2007). These elements are actually not new since basically they are supplemented in the curriculum as pointed in the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process. The teachers acquire the

knowledge about these elements and implement them in the syllabus and lesson plan. However, they do not fully understand what these elements are and how to utilize them appropriately in the teaching instruction. Therefore, the trainings and workshops are really fruitful for them.

The English teachers’ backgrounds such as education, language competency and experience of teaching are considered important in determining whether the teaching learning process is successful or not. Their backgrounds give huge influence in developing and producing good and applicable syllabus and lesson plan. There are still some teachers of English who have enough experience of teaching but their language proficiency are low. There are also some of them who have not met qualification of education, such as senior high school graduation. On the other hand, it is a necessity for them to have good qualification of education at least university degree. These elements should be posed by the teachers in order to provide best knowledge and skills to students. Without these backgrounds, it is impossible for the teachers of English to develop interesting and effective language learning in the classroom.

Regarding the important components within curriculum, Byrne (1986) states that it is essential for a teacher to know exactly what he expects every student to be doing and of course what he should be doing himself. For example, what basic competences to be obtained by students, what indicators and objectives to be achieved, and what relevant

materials to be taught. Syllabus and lesson plan, as the important component of curriculum, should be prepared and developed well and systematically by the teachers in order to create effective, interesting and fun language learning in the classroom. Besides, Harmer (1991) points out that the lesson plan prepared by the teachers must be based on the syllabus design and the students' needs. If the lesson plan is not developed based on syllabus design, it loses direction since syllabus and lesson plan have a close relation that cannot be separated. Similarly, if students' needs are not accommodated well in the lesson plan, the teaching-learning process is worthless. In fact, there are some teachers of English who do not know who their students are, what their needs and interests, and what they bring to the class. To find out students' needs or interests, teachers can carry out a need assessment/analysis or an interest analysis by talking to, or asking, students to write or to choose activities, materials to learn, and methods preferred through giving lists or administering questionnaires (Harmer, 2007).

Without syllabus and lesson plan, the process of teaching learning is disorganized since the teachers do not have appropriate and organized concepts and aims of study. As a consequence, learners lose opportunity to get effective language learning and also they do not obtain appropriate knowledge and skills. As pointed out by Joseph and Leonard (cited in Mulyasa, 2011: 221), "teaching without adequate written planning is sloppy and almost always ineffective because the teacher has not thought out exactly what to do and how to do

it." Lesson plan is an important thing to do in order to support competency formation on the students. With an optimal lesson plan, teachers are able to organize basic competences to be achieved by students in the teaching-learning process. In addition, by having so, teachers are encouraged to be more prepared to deal with teaching instruction with a mature plan.

Moreover, the research related to analysis of English lesson plan is rare to conduct by researchers. It had not been found yet the relevant research in Indonesia. There was a similar research "Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone" which was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in grade seven, academic year 2001 in different schools in Ethiopia (Asfaw, 2002). This research was conducted by employing a quantitative content analysis as the research method. The findings of the study showed that most of the lesson plans were not appropriate for successful teaching and learning interaction. Specifically, instructional objectives were poorly formulated and almost all the teachers did not indicate instructional materials in their lesson plans. Also, most teachers did not utilize their lesson plans in the actual classes.

Another related study was taken in Indonesia "Analysis on the Problems Faced by English Teachers in Designing Lesson Plan Based on School-Based Curriculum (SBC) at SMAN 1 Sumenep" in which all English teachers at this school were the sample of study (Permana, 2010). This research was conducted by employing a descriptive

qualitative method. The findings of this study showed that there were seven problems encountered by the teachers in designing the lesson plan based on school-based curriculum. *First*, the teachers formulated learning objectives that were not in accordance with indicators. *Second*, the teachers also did not formulate learning objectives operationally and clearly. To solve those problems, they read references like lesson plan guide from *Depdiknas* and asked other teachers. *Third*, the teachers faced problem in formulating learning methods. They overcame it with giving pre-test in the first meeting and using some learning methods in a teaching process. Besides, they divided the students based on their competence. *Fourth*, the teachers faced problem in formulating instructional material. The teachers took the materials in form of printed materials, audio visual, visual, and multimedia as the solving. *Fifth*, the teachers faced problem in looking for learning resources. They solving it by taking resources from magazine, newspaper, and internet. *Sixth*, the teachers faced problem in formulating time allocation. To solve it, they determined time allocation based on the difficulties of materials and learning objectives. *Seventh*, the teachers faced problems in formulating assessment. To overcome it, they took the assessment instruments from the textbooks and enclosed the assessment rubric as appendices on their lesson plans.

In response to this, the writer was encouraged to investigate the phenomena in a systematic way. It is considered necessary when lesson plans are used and applied in

language teaching learning at senior high school. Then, they are evaluated in order to know the quality of the lesson plans whether or not they are appropriate with the KTSP.

In line with this, the writer was interested in doing research on analyzing the lesson plans produced by an English teacher at the first semester of private Islamic boarding senior high school in Banda Aceh. This research entitled *An Analysis of English Lesson Plan Academic Year 2012/2013 at the First Semester of MAS Darul Ulum, Banda Aceh*.

Problems of the Study

Based on the background stated above, the problems of this study were formulated as follows:

- (1) Is the *English lesson plan at the first semester of MAS Darul Ulum Banda Aceh* pertinent to the KTSP? In this regard, the researcher aims to identify whether the lesson plan provided by the teacher is appropriate with the KTSP or not.
- (2) What difficulties are faced by the teacher of English in developing the English lesson plan for *the first semester of MAS Darul Ulum Banda Aceh* in terms of non-component of lesson plan basis and component of lesson plan basis?
- (3) What efforts are made by the teacher to overcome the difficulties?

Significance of the Study

The result of this study can contribute to the teaching English especially dealing with lesson plan development at senior high school level. The findings of this study are dealt with providing explanation about the

appropriateness of the lesson plan with the KTSP, the difficulties faced by the teacher of English in developing the lesson plan and the efforts made by the teacher to overcome the difficulties. They can be used as valuable input to the teachers and Ministry of Education as decision maker. For the teachers of English, from this input they can revise and improve the quality of the syllabus and the lesson plan. Furthermore, for the decision maker, from this input they can evaluate and enhance the teachers' competence by providing them the trainings or workshops in order to improve their knowledge and skills. Besides, all findings will become recommendations for MAS Darul Ulum top management for generating new policies and strategies in improving the quality of teaching and learning process there. Moreover, this study is expected to be a useful contribution either for other researchers who do the similar study or for the English Magister Program of Syiah Kuala University as well as to enrich more research related to the finding of this study.

Literature Review

a. Definition of Lesson Plan

There are various definitions of lesson plan have been proposed. A lesson plan can be defined as "a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson" (Farrell, 2002: 30). Harmer (2007) views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the

students and on what the curriculum or the syllabus expects them to do.

b. The Role of Lesson Plan in Teaching-Learning Process

Lesson plan plays an important role in supporting teaching-learning process at schools. As asserted by Richards and Bohlke (2011: 35), "planning a lesson before teaching is considered essential in order to teach an effective lesson." It should enable students to learn effectively in the classroom so that they are able to gain specific competencies after teaching-learning process. It is also necessary to ensure that teaching-learning activity is conducted effectively and appropriately. Students will then have opportunities to develop different skills of language learning based on their interests, innates, needs and capabilities.

By having a lesson plan, a teacher is able to manage his time, effort and resources efficiently. Besides, lesson plans can help teachers to achieve the goals and objectives appropriately as well as help them have great self confidence and get rid of problems.

c. Lesson Plan Components

The components, which are based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, are as follows (BSNP, 2007):

1. *Identity of lesson* consists of institutional unit, class, semester, program/skills, lesson or theme of lesson and number of meeting.
2. *Standard of competency* is competence which can be performed by students for a certain subject/lesson or

competence which have to be posed by students in a certain subject. It is based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.

3. *Basic competency* is minimized competences which can be performed by students for a certain standard of competency of a subject. It is also based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.
4. *Indicator of competence achievement* is behavior or performance which can be measured and observed to show the achievement of certain basic competence. In this notion, indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.
5. *Objective of study* is process and product of learning expected to be achieved by learners based on basic competence.
6. *Material of study* consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.
7. *Time allocation* is the time allocated based on the need to achieve basic competency and learning load.
8. *Method of study* is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined.
9. *Teaching activity*. It is divided into three stages: First, *pre-teaching* is conducted to encourage students' motivation and to attract their attention in learning participation. Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration, elaboration and confirmation* phases. *Exploration* is in which students are engaged in finding information actively, *elaboration* is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while *confirmation* is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, *post-teaching* is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.
10. *Assessment* is conducted to evaluate students' results of study in which the instruments used are based on the

indicator of competency achievement and Standard of Assessment.

11. *Resources* are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. In this viewpoint, resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students' interests in learning.

d. Bloom's Taxonomy Revision

Basically, there are more than one type of learning. A committee of colleges, led by Benjamin S. Bloom identified three domains of educational activities in 1956 (Krathwohl, 2002), namely, cognitive: mental skills (*knowledge*), affective: growth in feelings or emotional areas (*attitude*), and psychomotoric: physical skills (*skills*).

In educational activity, teachers must be able to extend the basic competence into indicators of competency based on these three types of learning, so that after a learning episode, students should have acquired new skills, knowledge, and/or attitudes.

In recent time, taxonomy was revised by Anderson (Anderson & Krathwohl, 2001), a student of Bloom, in an attempt to help teachers understand and implement standards-based curriculums as well as to provide a quality of teaching and learning process particularly on the cognitive domain. Revision on taxonomy was only occurred on cognitive domain in which the first cognitive is

remembering, the fifth and the last cognitive are evaluating and creating respectively. At the end of cognitive learning, students are expected to be able to create something based on what they have learned.

e. Principles in Developing Systematic and Good Lesson Plan

There are several important principles, based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, which should be considered by the teacher before developing a lesson plan (BSNP, 2007). The principles are as follows:

1. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment.
2. Encourage students to be active participants. The process of teaching-learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm.
3. Develop reading and writing culture.
4. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial.
5. Be relevant and cohesive. Lesson plan is developed by considering relevance and cohesiveness among standard of competency, basic competence,

materials, teaching-learning activity, indicator of competency achievement, assessment, and resources united in learning experience.

6. Apply information of technology and communication based on situation and condition.

Furthermore, lesson planning can be good if it is developed well through a combination of techniques, activities, and materials without ignoring perfect balance for the class (Harmer, 1991). This means that to produce or develop a good lesson plan, a mixture of procedures, learning activities, and materials are needed.

f. Steps of Developing Lesson Plan

Mulyasa (2011) affirms that there are several steps which can be conducted by a teacher in developing a lesson plan. The steps are (1) fill out identity column, (2) determine time allocation needed for the meeting determined, (3) determine standard of competency and basic competence as well as indicators to be used which are available on the syllabus, (4) conceptualize objectives of study based on standard of competency, basic competence, and indicators determined, (5) identify standard of materials based on the main materials which are available on the syllabus, (6) determine method of teaching to be applied, (7) conceptualize steps of teaching or teaching activity consisting of pre-teaching, while-teaching, and post-teaching, (8) determine resources to be used, (9) arrange or create rubric assessment, observation sheet,

example of questions, and technique of scoring.

g. Curriculum

The word “curriculum” stems from ancient Greek which derives from the word *curere*, meaning running tracks and refers to the course of deeds and experiences through which young learners grow to become mature adult learners (Kostogriz, 2012). The term curriculum has a variety of definitions. It can be a basis for language teachers in developing creative work and ideas about teaching.

Curriculum is also defined as a set of plan and rules of objective, content, materials of study as well as methods used as a guideline of teaching-learning activity instruction in order to reach the specific goals of education (BSNP, 2006).

h. Decentralized School Level Curriculum

A decentralized school level curriculum is also called as *School-Based Curriculum* or in Indonesia it is called *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. In order to know the definition of Decentralized School Level Curriculum, the writer would explain the meaning of *Decentralization* in advance.

The meaning of decentralization may differ in part since the different ways are applied such as in political science, law, economics, technology, private business, public administration, and education. Generally, Webster (2013) defines *Decentralization* as “the dispersion or distribution of functions and powers; *specifically*: the delegation of power from a central authority to regional and local

authorities.” In educational context, decentralization is seen as handing over government authority as the top level to school authority as the bottom level to manage and execute the curriculum. In other words, it can be specified as empowering school directors or principals and teachers to make decisions related to education and curriculum implementation within the school.

In the school-based curriculum, a bottom-up model is employed, whereby the school itself, together with all parties, including the principal, teachers, and students, are authorized to develop and implement the curriculum. As asserted by Graves (2008: 149) that “curriculum is not a top-down process...in hierarchical approach, a curriculum is a plan for what to be taught and teachers, through instruction, implement the plan.”

i. Competence Model

The school-based curriculum was designed based on the government regulation in the sense that the curriculum has to be competence-based. The term “competence” has appeared in the international literature since Noam Chomsky invented it in 1965 in which he only focused on linguistic competence (Celce-Murcia, 2007). A model of competence is used as the basis of developing the KTSP since the pedagogy is related to how to acquire and improve language ability of learners. This model was developed by Celce-Murcia together with other linguists in the mid nineties (Celce-Murcia, 2007). Celce-Murcia’s model recommends that the eventual competence is communicative competence or discourse competence. To attain this

competence, learners need the supporting competence including linguistic competence, actional competence, socio-cultural competence, and strategic competence.

j. Language Model

The language model used by KTSP considers language a communication or a social semiotic system (Halliday, cited in Wells, 1994). Language as a social semiotic system means “interpreting language within a sociocultural context, in which the culture itself is interpreted in semiotic terms - as an information system...” (Halliday, cited in Wells, 1994: 47). This believes that language is used in the context of social and culture, and the culture is in which the information system is applied. When people discuss language, basically there are three important elements that have to be considered: context, text, and language or linguistic system.

Context is the situation of text in which Halliday (as cited in Wells, 1994) asserts that what we talk determines the context and also the context determines what we talk. A text is “a unit of discourse (spoken or written) in which related meanings are woven together to make a unified whole which achieves a social purpose” (Halliday, cited in Feez, 2001: 213). He further confirms that between a text and the context in which it is used has a systematic relation.

According to Vygotsky and Halliday (as cited in Wells, 1994: 46), “language is a human ‘invention’ which is used as a means of achieving the goals of social living.” Halliday (as cited in Wells, 1994: 47) defines “language as one of semiotic systems that constitutes a

culture. It can be said that the language or linguistic system is used in the sociocultural situation. The relation between language and text can be proved that there is text in language.

k. Focus, Principles and Components of KTSP

In the English language curriculum for the first year of senior high school, the students as the EFL (English as a Foreign Language) learners are developed to be able to comprehend and elicit discourse or text, either spoken or written through mastering four-macro language skills: listening, reading, speaking, and writing. All the macro-skills are placed as the *standard of competency* in which each of the skill has its specific objectives or so-called *basic competency* with different focuses. Then, these two components will be translated into syllabus and lesson plans. Therefore, it can be ascertained that the KTSP is developed based on skill-based syllabus.

The focus of the English KTSP is on language-focused and learning-focused since it covers some grammatical features combined with other language skills and also it develops students' capability in decision-making, negotiation of meaning and problem-solving in the tasks and activities in which they engage in the classroom.

The KTSP is also designed to be focused on genre-based approach, an approach to teaching language using different types of text which are suited to the context. Feez (2001: 213) asserts that "the foundation of the genre approach is the study of whole texts in context." Types of text applied in the

curriculum of English subject for senior high school are recount, narrative, procedure, descriptive, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review (Depdiknas, 2006b).

Generally, KTSP has six pivotal components (Mulyasa, 2011). They are (1) vision and mission, (2) purpose of education of institutional unit, (3) arrangement of academic calendar, (4) structure of KTSP content, (5) syllabus, and (6) lesson plan. Therefore, if schools want to develop their own KTSP based on their characteristics, all of these essential components must be established well.

Principally, there are nine principles in developing KTSP based on the Minister of National Education Regulation Number 14 Year 2007 about Standard of Content (BSNP, 2007). They are (1) potential, development, needs, and students' interests and their environment are the center, (2) various and integrated, (3) concern about knowledge development, technology and art, (4) relevant to the need of life, (5) comprehensive and continuous, (6) learning thorough of life, (7) balanced between national interest and the local one, (8) thematic, and (9) participation.

l. Standard of Competency

Standard of competency is competence which can be performed by students for a certain subject/lesson or the macro-skills based on the government regulation in the curriculum. This standard of competency will be then translated into the basic competence that has several specific

competences to be achieved by students. The macro-skills of English language are listening, reading, speaking, and writing. Each of these macro-skills is interpreted into basic competences which have to be achieved by the students. Then, the standard of competency and basic competence will be formulated in the syllabus and lesson plans.

Research Method

Regarding the writer's study related to lesson plan review, this study can be included into a case study. The case study according to Sukmadinata (2005) is a method in collecting and analyzing the data correlated to a case. Moreover, the model employed for this study is a qualitative design which is intended to obtain the information concerning the present status of phenomena. Seliger and Shohamy (1989: 90) assert that "qualitative and descriptive research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment."

For this concentration the writer analyzed the English lesson plan developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh. She also analyzed the difficulties faced by the teacher in developing it as well as the efforts made by the teacher to overcome the difficulties. This is so-called a kind of qualitative examination of content analysis of the lesson plan.

In gathering the data needed, the writer conducted this research at MAS Darul Ulum Banda Aceh. The school which is located on the sub-main road of Banda Aceh at

Syiah Kuala street no. 5, Jambo Tape obtained a few awards, won several competitions, and is one of favorite Islamic boarding schools. The research subject was Marlita, a 40-year-old teacher of English who taught English subject and developed the lesson plan for the first semester of MAS Darul Ulum Banda Aceh. There was one teacher as the research subject in this study since she was the only teacher teaching three classes for the first year at MAS Darul Ulum, Banda Aceh.

The main source of data for this research was the English lesson plans developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh which was reviewed based on nine aspects; namely, standard of competency and basic competence, objectives, indicators, time allocation, teaching activity, materials, methods of teaching, resources, and assessment. These aspects were taken from the components of lesson plan adapted from the Minister of National Education Regulation No. 41 Year 2007 about Standard of Process (BSNP, 2007).

The data used for the first objective of study were analyzed deeply using content analysis checklist. Moreover, The data used for the second and third objective of study were taken from questionnaire which was also as the primary data. The supporting data were the document of written material, such as syllabus, and interview of the teacher of English and the principal. Kinds of data of this research were in form of non-numerical data or in descriptive narration. This form of data was discussed in forms of words, descriptions,

and categorizations. To obtain the data in the field, the writer employed four instruments; namely, content analysis checklist, questionnaire, interview guide, and document.

Technique of Data Collection

The processes of data collection consisted of five stages. *First*, the content analysis technique was conducted to collect the data of the English lesson plan as a written or printed document. It was used to collect data for the first objective of the study. *Second*, documentary study was also conducted to support the data of content analysis. The sources data for the document was the syllabus. The researcher copied the syllabus to review it.

Third, questionnaire was used and distributed to the teacher of English at the first semester of senior high school of MAS Darul Ulum to gather the information needed to cover the second and third objective of study. Kind of questionnaire employed was open-ended questions (Nunan, 1992). The questions designed related to the teacher's difficulties in developing lesson plan and the efforts made by the teacher to overcome the difficulties are categorized into two types: non-component of lesson plan basis and component of lesson plan basis. Non-component of lesson plan basis is the general component which is not derived from the lesson plan components. On the contrary, component of lesson plan basis is the component using the lesson plan components.

Fourth, interview was conducted in order to verify the other data and also used it as the supporting data in order to obtain some

additional and relevant information related to the research. The unstructured interview was conducted in Indonesian language using open-ended questions. The questions for the teacher of English consisted of 15 questions and for the principal were 10 questions.

Finally, recording was done by using audio recorder in interviewing the English teacher and the principal. It was used for the verification of the other data and also utilized it as the supporting data.

Technique of Data Analysis

The technique of data analysis used in this study was qualitative content analysis since the raw material for the research worker may be in the form of communication, usually written material such as lesson plan. Content analysis is intended to answer question directly related to the material analyzed. As asserted by Downe-Wamboldt (as cited in Graneheim & Lundman, 2004) that content analysis aims at providing the knowledge and understanding of the phenomenon under study. As specified by Wilkinson and Birmingham (2003), the process of qualitative content analysis starts from identifying the topic of research, establishing content categories, testing the categories established, collecting data, and finally analyzing content of data and providing results. Therefore, the data which had been categorized based on the categories (e.g., components in the lesson plan: objective, indicator, materials, etc.) were tested through discussions with the researcher's thesis advisors in this study, an educational expert and a few of English teachers. Next, the data

were collected, analyzed and the results were provided and reported by the researcher.

Then, she analyzed the difficulties faced by the teacher of English in developing the lesson plan and also reviewed the efforts made by the teacher to overcome the problems after classifying, identifying, sorting and grouping the data from the questionnaire sheet. Also, she appraised all the data including from the document and interview as the supporting data by using simple appraisal such as classifying, identifying and grouping.

The Results of Study and Discussion

After analyzing the instruments of the study completely, it is necessary to discuss the results of the study. The results from the content analysis checklist and questionnaire were described by the writer in forms of words and descriptions as this research was a qualitative study. The results from document and interview were the supporting information for content analysis checklist and questionnaire.

Based on the data collection from content analysis checklist, it was found that:

- The formulation of standard of competency and basic competence was appropriate with the KTSP and the Minister of National Education Regulation No. 14 Year 2007 about Standard of Content.
- The formulation of indicators developed by the teacher in the lesson plans consisted of behavior and performance to measure basic competence to be achieved by the students.
- The formulation of objectives developed by the teacher in the lesson plans was appropriate with the basic competence.
- The materials used in the lesson plans were theoretically correct. However, some materials developed by the teacher in the teaching-learning activities were redundant.
- The methods of teaching planned by the teacher to employ were not various such as *direct method*, *total physical response (TPR)* and *communicative approach*. Moreover, every method planned by the teacher to apply was not definitely appeared in the teaching activity (while-teaching phase) developed.
- Generally, the formulation of teaching activity described activities and materials planned to be achieved by the students.
- The time allocation developed in the lesson plans was appropriate with the competency coverage and the allocation available in the syllabus.
- Generally, the resources planned by the teacher in the lesson plans, such as whiteboard, LKS (*Lembar Kerja Siswa* or students' worksheets), carton card, and pictures were appropriate enough to support basic competence achievement. However, those resources were not so various.
- The tools of assessment used were not all appropriate with the objectives and did not cover all the indicators.

Based on the data collection from the questionnaire given to the teacher, it was found that the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh faced five difficulties in developing the lesson plan under non-component of lesson plan basis; namely, lack of time because of high load of teaching, lack of ability in matching between students' aptitude/ability and appropriate method of teaching, difficulty in developing lesson plan based on KTSP related to students' individual differences, difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles. And the efforts made by the teacher to overcome the difficulties of non-component of lesson plan basis were four; namely, consulting to a colleague or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, and participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development. However, the findings for the difficulties under the components of lesson plan basis were confirmed four; namely, difficulty in adjusting between materials of study and appropriate method, difficulty in arranging the steps of teaching activity especially in pre-teaching stage, difficulty in matching between methods or strategies and the competency to be achieved by the students, and difficulty in matching between resources such as media or tools of learning and

materials of study. And the efforts made by the teacher to overcome the difficulties related to the component of lesson plan basis were identified five; namely, consulting to a colleague or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, conducting classroom action research, and participating in seminars or workshops related to curriculum, syllabus and lesson plan development.

Conclusion

Based on the findings and the discussions presented in the previous chapters, some conclusions are established as the answers to the research problems.

1. Generally, the English lesson plans entirely consisting of nine pieces developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh, academic year 2012/2013 were appropriate with the KTSP. In other words, they met the standard of component of a lesson plan determined by Standard of Process of the Minister of National Education Regulation No. 41 Year 2007.
2. There were some crucial deficiencies found in the component of lesson plans developed by the teacher, such as *materials, methods of teaching, teaching activity, time allocation determination, resources, and assessment*.
3. There were five difficulties found which were faced by the teacher of

English at the first semester of MAS Darul Ulum, Banda Aceh in developing the lesson plan in terms of non-component of lesson plan basis; lack of time because of high load of teaching, lack of ability in matching between students' aptitude/ability and appropriate method of teaching, difficulty in developing lesson plan based on KTSP related to students' individual differences, difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles.

4. There were four efforts made by the teacher to overcome the difficulties of non-component of lesson plan basis; consulting to a colleague or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, and participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development.

5. There were four difficulties discovered which were encountered by the teacher in developing the lesson plan under the components of lesson plan basis; difficulty in adjusting between materials of study and appropriate method, difficulty in arranging the steps of teaching activity especially in pre-teaching stage, difficulty in matching between methods or strategies and the competency to be achieved by the students, and difficulty in matching between resources such as media or tools of learning and materials of study.
6. There were five efforts made by the teacher to overcome the difficulties in terms of component of lesson plan basis; consulting to a friend or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, conducting classroom action research, and participating in seminars or workshops related to curriculum, syllabus and lesson plan development.

REFERENCES

- Anderson, L.W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Asfaw, A. (2002). *Analysis of lesson plans: The case of English teaching in Kafa Zone*. Thesis. Ethiopia: Addis Ababa University. Retrieved on June 15, 2013 from <http://etd.aau.edu.et/dspace/bitstream/123456789/2736/1/Abebe%20Asfaw.pdf>.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed). New York: Pearson.
- BSNP. (2006). *Panduan penyusunan kurikulum tingkat satuan pendidikan jenjang pendidikan dasar dan menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- BSNP. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 Tahun 2007, tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta.
- BSNP. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia No.14 Tahun 2007, tentang Standar Isi Untuk Program Paket A, Program Paket B, dan Program Paket C*. Jakarta.
- Byrne, D. (1986). *Teaching oral English* (2nd ed). London: Longman.
- Celce-Murcia, M. (2007). Rethinking the role of communicative competence. In E. Alcón Soler and M.P. Safont Jordà (Eds.), *Intercultural language use and language learning* (pp. 41–57). Springer. Retrieved from <http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDQQFjAA&url=http%3A%2F%2F> on 26 Jan 2013.
- Departemen Pendidikan Nasional (Depdiknas). (2006b). *Kurikulum bahasa Inggris SMA/MA*. Jakarta.
- Farrell, T. S. C. (2002). Lesson planning. In Richards, J. C. & Renandya, W. A. (Eds). *Methodology in language teaching: An anthology of current practice* (pp. 30-39). New York: Cambridge University Press.
- Feez, S. (2001). Curriculum evolution in the Australian adult migrant English program. In D. R. Hall & A. Hewings (Eds). *Innovation in English language teaching : A reader* (pp. 208-228). Oxon: Routledge.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures, and measures to achieve trustworthiness. *Nurse Education Today*, 24, 105-112. Umea: Umea University. Retrieved on 25 April 2013 from http://intraserver.nurse.cmu.ac.th/mis/download/course/lec_566823_Graneheim%20-%20Jan%2025.pdf.
- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching*, 41(2), 147-181. Cambridge: Cambridge Journals Database.
- Harmer, J. (1991). *The practice of English language teaching*. New York: Longman.

- Harmer, J. (2007). *The practice of English language teaching*. (4th ed). Harlow: Pearson Education.
- Kostogriz, A. (2012). *Seminar note ECL 752 week 1 – What is the curriculum* (pp.1-5). Melbourne: Deakin University.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into practice*, 41(4), 212-232. College of Education. Ohio: The Ohio State University. Retrieved on 2 August 2013 from http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf.
- Merriam Webster Dictionary (online). Retrieved on 26 January 2013 from <http://www.merriam-webster.com/dictionary/decentralization>.
- Mulyasa. (2011). *Kurikulum tingkat satuan pendidikan*. Bandung: PT Remaja Rosdakarya.
- Nunan, D. (1992). *Research methods in language learning*. New York: Cambridge University Press.
- Permana, M. A. (2010). *Analysis on the problems faced by teachers in designing lesson plan based on school-based curriculum (SBC) at SMAN 1 Sumenep*. Unpublished undergraduate final project. Malang: Universitas Muhammadiyah Malang. Retrieved on 24 June 2013 from http://eprints.umm.ac.id/368/1/ANALYSIS_ON_THE_PROBLEMS_FACED_BY_TEACHERS_INDESIGNING.pdf
- Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. New York: Cambridge University Press
- Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. New York: Oxford University Press
- Sukmadinata. N. S. (2010). *Metode penelitian pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Wells, G. (1994). Commentary: The complementary contributions of Halliday and Vygotsky to a "Language-based theory of learning". *Linguistics and education*, 6, 41-90. Retrieved on 26 January 2013 from <http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDQQFjAA&url=http%3A%2F%2Fchc.ucsd.edu%2Fmca%2FPaper%2FJuneJuly05%2FWellsonHallVyg.pdf&ei=NRs4UdG8FImrAf65YCICQ&usg=AFQjCNFuKVnWtlfVhhZWYzNYXFVhdPJ3Q&vm=bv.43287494,d.bmk>
- Wilkinson, D., & Birmingham, P. (2003). *Using research instruments: A guide for researchers*. London: Routledge

The Use Of Mind Mapping Technique In Teaching Vocabulary

Samhudi¹

Abstract

This research is aimed to describe the procedure of mind mapping technique on teaching vocabulary and to know the improvement of students' vocabulary mastery after teaching learning vocabulary through mind mapping technique. In collecting the required data, the writer did test and questionnaire. The writer as teacher tried to apply mind mapping technique in teaching vocabulary mastery of students. The result of test show that mind mapping technique improved students' vocabulary mastery. The result of the questionnaires show that most of the students agree that mind mapping is able to advance them, improve their vocabulary, expand their ideas, and increase their self confidence in learning.

Key Words: *Vocabulary, Mind Mapping.*

¹ Samhudi, Dosen STAIN Malikussaleh Lhokseumawe, Email: samhudi.stain@gmail.com

1. Introduction

Language is an important role in improving students' intelligence, social, and physical. Language contains words which are used in making sentences named vocabulary. Learning vocabulary is very important since vocabulary is an important thing in communication. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people, write and translate the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English. Based on that statement, it knows that vocabulary is a basic need in communication.

Language helps students gain success in every subject at school. By learning language, students are expected to be acquainted with themselves, their culture and other culture. In learning language, students have to learn four skills. There are Listening, speaking, reading, and writing. They also have to learn about three language elements. There are structure, vocabulary, and pronunciation. Vocabulary is one of the language components that has a role in the mastery and use of language skills. An important thing is due to the fact that vocabulary is one of the components of language and no language exists without words. Words are signs or symbols for ideas. They are means by which people exchange their thoughts. The words we learn, the more ideas we should have. So we can communicate the ideas more effectively.

Harmer (1991: 73) also states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Rivers in Nunan (1991: 103) has argued that the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary, they will unable to use the structures and functions they may have learned for comprehensible communication. Allan (1977: 18) states that vocabulary is the words continually be learning as they learn structure and as they practice the sound system. Vocabulary is one of the most important aspects in mastering English because the ability of the students to read or comprehend the subject is relatively determined by their vocabulary. In this case, we must emphasize that vocabulary plays a key role not only in reading but also in speaking, writing, and listening.

To master all the language skills, vocabulary knowledge are important that have to known by the students and the teachers of English. The teachers should have a technique that makes the students interesting in learning vocabulary. There are many techniques of making the students interested in what they are learning especially in learning vocabulary. Brown (1994: 48) said that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.

It is clear that vocabulary as a fundamental requirement does influence students' achievement in studying

English. Vocabulary as one of language elements which functions not only to support the use of the other elements of language (pronunciation, spelling, and grammar) but also to facilitate the use of the four language skills (listening, speaking, reading, and writing). Learning vocabulary is one important matter in learning language but it is not a simple work to do. The bad score on vocabulary found in the students' achievement does not mean that there are no efforts to solve the problem. Both teachers and students have tried to apply various strategies and techniques in teaching and learning vocabulary. However, there are many factors assumed to give influence in teaching and learning process such as students' characteristics, materials, teachers' character, etc.

The students who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. Dellar and Hocking (in Thornbury, 2002: 13) said if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word. The students may get some difficulties in learning a language if they have limited number of vocabularies. Saleh (1997: 12) argues that the success in mastering a language is determined by the size of the vocabulary one has learned. Thornbury (2002: 23) adds that the learner needs not only to learn a lot of words, but to remember them.

Memory sensory has important value in learning vocabulary. The students need balancing in usage of the left brain and right brain. Whole brain is needed by the students to think perfectly. Right brain is for creativity and visualization. Left brain is for logical and rational. Mind mapping combines both and become whole-brained. It stimulates the brain by appealing to both the creative and logical side of the brain. According to DePotter and Hernacki as translated into English (in Abdurrahman, 2008: 152), mind mapping uses visuals reminder and sensory into a pattern from the ideas which are related.

Mind mapping allows the students to clarify their thoughts by categorizing and grouping into related ideas. It starts with the students' main topic or the theme as the central idea and allows the main branches of mind mapping to represent the main points of their thought (right brain) then combined by the interesting colours and images (left brain) which will stimulate the brain. Thornbury (2002: 18) said that acquiring a vocabulary requires not only labeling but categorizing skills. The writer chooses mind mapping as a technique to help the students in memorizing the words which are expected in improving their vocabulary proficiency by memorizing easily.

Rivers (in Thornbury, 2002: 144) states that vocabulary cannot be taught, it can be presented, explained, included in all kind of activities and experienced in all manner of association, but it is ultimately it is learned by the individual. Mind mapping is believed as one of the techniques or activities which can

be used in teaching vocabulary which involve the essential idea and encourages memorizing vocabulary easily.

There are no specific rules to learn vocabulary efficiently; however, teachers may use various strategies in teaching vocabulary. Among other teaching strategy is Mind mapping Strategy. A mind mapping is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important in developing their English skill. Mind mapping is creative note-taking strategy, which eases us to remember much information (De Porter, Readon, and Nourie, 1999: 175). The best mind mapping is colorful and used much pictures and symbols; usually like an art. Buzan (1993: 1) states that mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain.

Mind mapping technique imitates the thinking process, namely possible us to move from one topic to another topics back and forth. Recording the information through symbols, pictures, emotional meaning and colours, exactly our brains process it. A pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also makes the students feel good, enjoyable and attract their brain which at last lead them to have interest in mastering

vocabulary knowledge. By implementing the mind mapping, students allow finding similar words, which has relationship to the main word. They can work in group or individually. They learn to share knowledge and information about targeted content, and willingly do this because it is naturally following part of the class activity.

By implementing the mind mapping technique in teaching, indirectly, students might be improved their knowledge of English vocabulary. At least it will be raised their self confidence for expressing themselves openly, especially in English class. Students can share their knowledge and experience from others, including respectful listening and appropriate sharing of personal perspectives. Students also reported that their understanding of concepts were expressed and considered, at least we hope students can do not only in developing their vocabulary but also they are able to practice either in speaking or understanding of meaning of words.

Derived from the writer's experience when he conducted his research at the Seventh Grade students of SMPN 3 Nisam, mind mapping is a suitable technique for the students in secondary level for improving their vocabulary mastery. To be proved how far the mind mapping could be influenced students' vocabulary mastery, in this paper the writer tries to elaborate everything related to the technique of implementing mind mapping and its effect for increasing students' vocabulary mastery.

2. Review of Literature

2.1. Vocabulary

Vocabulary is an important part of language learning activities. It includes all the words that normally used when the other language skills are learned. Learning vocabulary does not mean learning word isolation. Word should be learned in context because a word may have different meaning in different context. In fact, word in isolation frequently does not match with the intended meaning, the meaning of the word will be depended on the context itself. This idea is supported by French (1983: 1) by saying that to know the English words and their meaning would be useless, unless someone know how the words put together meaningfully in a sentence. On the other hand, vocabulary growth is based on the students' experiences. Words must be associated with the meaning in order to be useful for communication.

Vocabulary has a significant role in mastering a language. Everyone who wants to master a foreign language included English need to master vocabulary well. Mastering vocabulary is the first step to master English well. Therefore the students who are lack of vocabulary will face difficulties in mastering English. They cannot express their idea as clearly as they want because they are lack of vocabulary, and also they could not understand the lecturer's explanation because they do not know the meaning of words used by the lecturer. Moreover, they have problems in understanding books, newspapers, magazines which are written in English, or even in understanding the radio broadcast or television program. So the mastery of a large number of

vocabularies are necessary to master a foreign language included English.

In other word, vocabulary as a working tool which can help the students to understand completely when they listen or read something. Harmer (1991: 23) stated that we should ensure that our students are aware of the vocabulary they need for their level and that they can use the words which they want to use and/or the words we have selected for them to use. Therefore, the mastery of vocabulary is an important tool to enable students to understand information or explanation.

Murdiono (2002: 16) said that vocabulary is one of language aspect beside grammar and pronunciation which functions as a tool to support the ability to communicate in English. Vocabulary could be as the medium of communication to one self. In other words, vocabulary is also as a vehicle that makes it easier to conduct any activity concerned with other language skill namely: listening, speaking, reading and writing. According to Ur (1996: 60) vocabulary can be defined roughly as the words we teach in foreign language.

In an introduction, Richard and Renandya (2002: 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read and write. While Hornby in *Advanced Students' Dictionary of Current English* (1989: 142) defined vocabulary as a total number of words that make up a language body of word know to a

person or used it for a particular book, subject and test of word used in book.

Based on some definitions given above, it can be concluded that vocabulary is list of words which functioned as tool to communicate and it is used in written and spoken language. Vocabulary can help the student especially English study program students in mastering the others language skills namely listening, speaking, reading and writing. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. So when someone interests to learn a foreign language they must master vocabulary well, because in all language aspects vocabulary is needed. Vocabulary becomes a major problem in learning English especially to English university students, when they have good ability in mastering vocabulary, they will be easier in mastering any aspect of English.

2.2. Mind Mapping

Mind mapping is creative note-taking method, which eases us to remember much information (De Porter, Readon, and Nourie, 1999: 175). The best mind mapping is colourful and used much pictures and symbols; usually like an art.

Buzan (1993: 1) states that mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping technique imitates the thinking process, namely possible us to move from one topic to another topics back and forth. Recording the information through symbols, pictures, emotional meaning

and colours, exactly the same like our brains process it. A pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also makes the students feel good, enjoyable and attract their brain which at last lead them to have interest in mastery vocabulary knowledge.

Mind mapping was developed as an effective method for generating ideas by association in the 1960s (Murley, 2007). A mind map is a graphic organiser in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches. It is a visual tool that can be used to generate ideas, take notes, organise thinking, and develop concepts (Budd, 2003; Murley, 2007; Siriphanic & Laohawiriyano, 2010; Al-Jarf, 2011). In other words, it is a tool for language teaching that helps the teacher introduce or bring together multiple words that are linked to one subject or theme.

As with a traditional outline, a mind-map is based on organising information via hierarchies and categories. But in a mind-mapping, the hierarchies and associations flow out from a central image in a free-flowing, yet organised and coherent, manner. Major topics or categories associated with the central topic are captured by branches flowing from the central image. Each branch is labelled with a key word or image. Lesser items within each category stem from the relevant branches.

In order to create a mind-mapping, we usually start in the middle of the page with the central theme or main idea. From that point, we work outward in all directions to create a

growing diagram composed of keywords, phrases, concepts, facts and figures. Murley (2007) explains that mind-mapping graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications.

Buzan (1993: 15) states that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It is visual map of ideas, laid out in a radial format around a central thought and it involves a unique combination of imagery, colour and visual-spatial arrangement which is proven to significantly improve recall when compared to conventional methods of note-taking and learning by rote. It needs imagination and association to activate our brain in remembering something.

Based on DePotter and Hernacki as translated into English (in Abdurrahman, 2008: 153), mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression. Besides, mind mapping is one of techniques which can make the students more enjoyable and interesting in studying vocabulary.

According to Martin as translated into English (in Trianto, 2009: 158) mind mapping is a concrete graphic illustration which indicates how a single concept related to other concept in the same categories. Mind mapping is a pattern which at least consists of picture,

symbol and colour that will not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable and attract their brain which at last leads them to have interest in mastery vocabulary knowledge.

Additionally, Murley (2007:15) notes that it is easy to understand the maps drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in vocabulary class can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind mapping also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations. Mind mapping technique proves to be a powerful tool for improving students' ability to generate, visualise and organise ideas in learning (Al-Jarf, 2009: 71).

Moreover, Al-Jarf (2011: 54) points out that mind-mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections. Al-Jarf (2011: 51) also adds that mind-mapping enables students to better organise, prioritise, and integrate material presented in a course.

From the discussion above, it is clear that mind mapping is an effective technique for harnessing the power of both sides of the

human brain to foster studying, problem solving, critical thinking and memory recall.

2.3. The Advantages of Using Mind Mapping Technique

DePorter and Hernacki (in Abdurrahman, 2008: 172) describe that there are some advantages of using mind mapping technique, they are as follows;

1. Flexible
Explaining something can be easy without confusing in add the material based on the mind mapping. We can put the label and category of something based on our own opinion anywhere in the mind mapping.
2. Concentrate on the Topic
Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.
3. Increasing Comprehension
Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.
4. Enjoyable
Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colours, it makes the brain enjoy and excited in thinking something what we want about the material.

2.4. Parts of Mind Mapping Technique

There are some parts of mind mapping (Windura, 2008: 77-86) namely; (1) central image, (2) key word, (3) basic ordering ideas, (4) branches, (4) colour and (5) picture.

1. Central Image

A central image has to describe the main idea of a mind mapping and put it on the centre of the paper. It is for activate the students' right brain, strengthen the students' memory and make the learning activity enjoyable.

2. Key Word

A key word is a word that can lead a sentence or event. Identifying a familiar word in one's own language or another language that sounds like the new word and using only one key word per line. It is as an urge to remember a lot of words for the students. It is strong noun or verb that creates image to trigger recall the memory.

3. Basic Ordering Ideas

Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the centre. Making basic ordering ideas which can direct our mind to make mind mapping and it need creativity that encourage the students to understand to the material. It is thick and thinner at the ends. It can be seen as headings for your topic and spread anywhere but do not become steep.

4. Branches

The branches should be curvy and in the same length as the words or pictures above it. These branches can be seen as sub headings. It is thinner branches and containing details.

5. Colour

Colour is a very good memory sign and it involves the right brain in learning for long term memory. Colours encourage creativity and help in memorization. Adding plenty of colours via branches, map background and images will add life to your mind map. It makes easier to comprehend and remember.

6. Picture

In mind mapping, pictures which can change or streng then a key word that has been written before.

2.5. The Criteria of Making Mind Mapping Technique

Based on what Buzan (in Purwoko, 2005: 20) states that the mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students' memory to make associations.

Furthermore Buzan (in Purwoko, 2005: 20) explains the steps below in how to make mind mapping, they are presented below:

1. Take a piece of white paper and it is in a landscape position.
2. Start by drawing a coloured image in the centre of the paper and write the key word with capital letters.

3. Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
4. Add other main themes branches around the map.
5. Make thick and colourful branches spanning out from your mind map.
6. Write basic ideas about the key word and still use the capital letters.
7. Add an image to all the main branches to represent each key theme and also use images to visualise every important key word on your map.
8. Let your mind mapping be as imaginative as possible.

3. Research Method

The design of this research is experimental research by using quantitative data approach. According to Arikunto (2000: 201) experimental research is a research which determines the effect of applying variable to object, or the reciprocal relationship in the research. Experimental research is a kind of research that purpose to prove the approach, method, strategy or technique whether effective or not which is used in teaching and learning process. Experimental research designs are used for the controlled testing of causal process. The general procedure is one or more independent variables are manipulated to determine their effect on a dependent variable.

In doing this research, the writer had two groups, they were experimental group and control group. Before giving the treatment to the experimental group, it was performed pre-

test to both experimental group and control group. The students in seventh grades SMP 3 Nisam class VII₂ was taken as the samples. In doing this research, the writer would select students from this class randomly and then place the chosen students into one of two groups using random assignment. He would give a pretest to each group. One group would receive the experimental treatment while the other would not receive it.

3.2 Data Collection Technique

The data were gained by administering test and questionnaires to the students. Questionnaire consists of some statements which reflect the implementation of teaching-learning through by mind mapping.

In test, the writer used a written test to know the students' ability in learning vocabulary. A test is a short examination of knowledge that consists of questions that must be answered. The writer gave the written test to measure the students' vocabulary in using mind mapping technique. The test was in the forms of multiple choice tests and matching test with 40 test items and the students got 40 minutes to do the test.

3.3 Data Analysis

The data of this reasearch were then analyzed quantitatively. Because quantification used to describe the data in percentage as suggested by Hatch and Farhady (1981: 39).

4. Findings and Discussion

Findings of this research are divided into two analyses, namely data analysis on pre-test and post-test, data analysis on close

ended questionnaire.

Each section in detail is elaborated as follows:

4.1. Analysis of the Test

The research began with a pre-test. The purpose of this activity is to test students' skills in English language words vocabulary. In pre-testing, classroom teacher helped me to control the class. Pre-test is conducted on Monday, March 2, 2015, taken by 35 students, 15 boys and 20 girls. Pretest consists of 120 words in English. In this test the writer wanted to know how many words students know well. Students' pretest results were as follows: 27 students scored below 60, 4 students scored about 60, and 4 students scored more than 60. The average score on the pretest was 50. From the results of the pretest, the writer concluded that most students are not able to master English vocabulary well yet. The result of students' achievement in the pre-test was 50%. The result is less than the desired criteria.

Then, students gain vocabulary treatments by mind mapping technique. Here students to know how to learn vocabulary using this technique. After completion of treatments and then at the end of the meeting students were given posttest. The post test was conducted on Monday, March 9, 2015. The test was used to know the students' progress after getting the treatment English mind mapping to teach English vocabulary. There were 120 words that were scored. There were no students who got scores less than 60. 2 students got scores about 60 and 33 students got scores more than 60. And the average of their scores was 82. From the analysis above, we know that the students' achievement in the

post test were higher than in the pretest. And the improvement of the students' achievement from the pre test into post test was 64%. It was obtained from the computation below:

$$= \frac{\text{The average of the posttest} - \text{the average of the pretest} \times 100\%}{\text{The average of the pre test}}$$

$$= \frac{82 - 50 \times 100\%}{50}$$

$$= 64\%$$

From the analysis above, the writer finds that the students' achievements in the post test after they got the treatment were higher than in the pretest. The writer concluded that mind mapping can improve the students' achievement in vocabulary mastery.

4.2. Questionnaire from the Students

The data from the first question related to the use of mind mapping in the teaching vocabulary, the students respond various responses. The responses are 70% of the students respond that they easy understand and 30% of them respond that they don't enjoy study with this technique.

Hence, the second question related to the problems students study vocabulary, students response the following answers. The responses are 30% of the students have some difficulties in understanding the meaning words. Meanwhile, 40% of them said that the problem is the fact that English is difficult and 30% said that they feel difficult to understand the meaning which are spoken in English.

Thus, the third question related to strategies used to overcome the problems of understanding vocabulary in the classroom, the students respond such as the following responses. The responses are 70% of the students use mind mapping and 30% of them ask to teaching in other strategy.

5. Conclusion and Suggestion

5.1. Conclusion

According to findings and conclusion of the research, there are some conclusions can be drawn as follow:

Mind mapping technique is one of the alternative technique in teaching vocabulary. The research result shows that this technique is effective to improve the students' ability in vocabulary mastery. Moreover, mind mapping has been proven to have an effective influence in improving students' vocabulary mastery. The experimental study show that the improvement in vocabulary mastery of the experimental group is statistically than the improvement in control group.

The result of the questionnaires show that most of the students agree that mind mapping is able to advance them, improve their vocabulary, expand their ideas, and increase their self confidence in learning.

Nevertheless, a good technique will not work well and help students in learning's if does not suit to the students need and condition. Mind mapping technique is still unable to recover the student's entire problem in vocabulary.

5.2. Suggestion

There are several suggestions proposed for the next study in the similar field

as the present research: First in the treatment process, the students have some difficulties in maintaining the time. The teacher should pay attention more by giving clear instruction before students made mind mapping.

Second, mind mapping used in this research effectively improved the student vocabulary mastery. It's important for the next

researcher to know whether this technique appropriate applied in other skill. Last, this research is conducted in seventh grade of junior high school in SMPN 3 Nisam. Hence, further research should prove whether mind mapping technique is also effective for student in different grades or school.

REFERENCES

- Buzan, T. 2004. *Mind Map Untuk Meningkatkan Kreativitas*, Jakarta: Gramedia Pustaka Utama.
- Buzan, T. 2009. *Buku Pintar Mind Mapping*, Jakarta: Gramedia Pustaka Utama
- Brown, Douglas. 2007. *Teaching by Principle*. New York: Pearson Longman ltd.
- Budd, J. W. (2003). *Mind Maps as Classroom Exercises*. Minnesota: University of Minnesota.
- Dahar, R, W. 1989. *Teori-Teori Belajar*, Jakarta: Erlangga.
- Harmer. Jeremy. 2001. *The Practice of Language Teaching 4th ed*. New York: Pearson Education Limited.
- Harmer. Jeremy. 2002. *The Practice of Language Teaching*, New York: Pearson Education Limited.
- Hofland, C. (2007). *Mind-mapping in the EFL classroom*. Fontys Hogescholen: Fontys Teacher Training College Sittard.
- Hornby, AS. 1989. *Oxford Learner's Dictionary of Currant English*. New York: Oxford University Press.
- Nunan, David. 1995. *Language Teaching Methodology*. New York: Prentice Hall International.
- Rosia, Awit Mariani. 2005. *Penerapan Metoda Peta Pikiran (Mind Mapping) dalam Pembelajaran Menulis dalam Upaya Meningkatkan Keterampilan Menulis*.
- Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabet.
- Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2002). Theories of Teaching in Language Teaching. In J. C. Richards & W. A. Renandya (Eds), *Methodology in language Teaching: Ananthology of current practice*. (p.19-26). Cambridge: Cambridge University Press.
- Richard, Jack. C and Renandya, Willy. A. 2002. *Methodology in Language Teaching, an Anthology of Current Practice*. New York: Cambridge University Press.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Wikipedia the Free Encyclopedia. En wikipedia.org/wiki/pronunciation. January 8th, 2015

Teaching Listening By Using English Pop Song

Rusmiati¹ Dan Siti Rahma Dewi²

Abstract

This thesis entitled, “Teaching Listening By Using English Pop Song (an experimental teaching to second grade of SMP Negeri 17 Banda Aceh)”. The purpose of this study is to find out the problem faced by students’ in listening, and to know the improvement of students’ listening. To find data and information in the field, the writer conducted the research at SMP Negeri 17 Banda Aceh. The participants were the second grade students which was about 28 students’. The writer collected some theories and opinions of expert from different resources to support this thesis. The writer also used some techniques in the data collecting process, such as questioner and experimental teaching. the data analysis of experiment group were 59,5 for pre test, and post-test 86,10. So, it can be concluded that Teaching listening by using English pop song is effective and can improve students ability listening.

Key Word: *Listening English Pop Song*

¹ Rusmiati, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh

² Siti Rahma Dewi, Mahasiswa S1 Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh

INTRODUCTION

1.1 Background of the Study

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

According to Campbell (10:13), music can enhance a child's skills in academics, feeling-expression, and social connection to family, community, and culture.

To motivate in studying listening, the teacher should be creative in teaching. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media that available now, so the writer will conduct a research under the title "**Teaching Listening By Using English Pop Song**".

1.2 Statement of the Problem

The statement of the problem in this study is

1. Does the use of English pop song improve students' listening comprehension at the second grade of SMP Negeri 17 Banda Aceh ?
2. What are the problems faced by students' at the second of SMP Negeri 17 Banda Aceh in listening by using English pop song ?

1.3 Objectives of the Study

The objectives of study are :

1. To investigate whether the use of English pop song can improve students listening .
2. To investigate the problems faced by students' at the second grade of SMP

Negeri 17 Banda Aceh in listening by using English pop song.

1.4 Hypotheses

Ha : there is a significant effect of using song to improve students'

listening at the second grade of SMP Negeri 17 Banda Aceh.

Ho : there is not any significant effect of using song to improve

students' vocabulary at the first grade of SMP Negeri 17 Banda Aceh.

1.5 Significances of the study

The writer hopes, the finding of this study will be useful for:

1. Teacher

It becomes source information for English teacher, particularly English teacher of SMP Negeri 17 Banda Aceh.

2. Students

It can help students in mastering vocabulary and listening comprehension.

3. Researcher

It becomes a reference for the next researcher who wants to conduct a research which same with this study.

1.6 Scope of the Study

The research focuses on improving students vocabulary and listening skills in listening comprehension by using English pop song in SMP Negeri 17 Banda Aceh consists of 28 students at Experimental group

1.7 Definition of Key Term

1. listening

As defined by Oxford (1993: 206), listening is a complex problem solving

skill and it is more than just perception of the sounds

2. Pop Music

Hatch and millward define pop music as "a body of music which is distinguishable from popular, jazz, and folk musics". "pop music" may be used to describe a distinct genre, aimed at a youth market, often characterized as a softer alternative to rock and roll. According to writer that "pop is genre of music"

3. Song

Song is a piece of music sung or composed for singing.

Literature Review

This chapter focuses on the explanation about listening, song and vocabulary, including teaching listening and teaching vocabulary, that can be done in language teaching.

2.1 Listening

Valette (1989: 74) describes that listening has three components. First is called sound discrimination. Here the listener distinguishes all sounds in the language presented and discriminate between them.

2.2 Teaching Listening

In teaching English as a second or foreign language to children, teacher must consider not only the pedagogical principle in language teaching but also the characteristics of children. The way children learn a foreign language depends on their development stage. Scott and Ytreberg (1990:1) state that there is

a difference between what a student of five can do with a student of ten can do.

2.3 Real-Life Listening

Real-life listening is either part of active real communication or passively heard discourse. According to Ur "it is worth noting also that listening activities based on simulated real-life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises." (2004:4)

2.4 The Importance of Listening

The students of a language usually say that speaking is the most important skill to master. But hardly anyone is aware of the fact that before speaking we usually have to listen to be able to react then, and even if speaking precedes listening in a form of asking or saying something, in most cases this act involves expectation of response, So, can definitely agree with Rost, who wrote that "progress in listening will provide a basis for development of other language skills" Rost (1991:3).

2.5 Listening Difficulties

Scrivener's (2005:170). Statement saying: "Even if someone knows all the grammar and lexis of a language, it does not necessarily mean that they will be able to understand a single word when it is spoken" problems according to them are:

- People speak too fast to follow; tcan't tell where words start and stop; and pick out those parts that are most important for them to understand.
- People pronounce words they just don't recognise;

- Can't work out details of what is being said; don't know what attitudes people are expressing; and get even a general sense of the message;

2.6 Types of Listening Activities

Use different types of listening, different situations call for different types of listening and part of being a critical listener involves knowing what types of listening is most appropriate for given situation. There are four main types of listening : critical, empathic, appreciative and reflective. Ruby(2001:792)

2.6.1 Vocabulary

Studying language cannot be separate from studying vocabulary because it is an essential component of language. Vocabulary is one of language aspect beside grammar and pronunciation which functions as tool to support the ability to communicate in English Murdibiono (1996) . Students who want to learn a target language, have to learn those components.

2.6.2 Definition of Vocabulary

Richard and Renandya (2006:255) state that "vocabulary is a core component in language proficiency and provides much of the basis for how well learners speak, listen, read and write

The words or vocabularies can be spoken and also written another opinion By Marianne and Murcia, "there are two kinds of vocabulary: they are function words and content words".

- a. The function words are those vocabulary items that belong to closed word classes (word classes that do not readily admit new items or lose old

ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

- b. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

2.6.3 Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use suitable techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary.

2.6.4 Some Techniques in Teaching Vocabulary

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to use it.

Gairns and Redman (2003:73) say, "There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork".

2.6.6 The Role and the Importance of Vocabulary in Learning EFL.

Vocabulary plays very important role in teaching other elements of languages and skills. Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. Harmer (1991:153) tries to confirm the relationship between vocabulary and structures as important elements of language by saying, "If

language structures make up the selection of language, then it is vocabulary that provides the vital organs and the flesh.

2.6.7 Pronunciation

Pronunciation is defined as the way in which a language is spoken. Hornby(1995: 497).

2.6.8 Elements of Pronunciation

When learning English we will find two kinds of speech features Ramelan(1985: 22).

- Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.
- Supra segmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental

2.6.9 Spelling

Spell is notoriously complex, irregular, and eccentric, more so than in almost any other written language (Trask:2006) The forming of words with letters in an accepted order; orthography.

The best way to improve your spelling is to use editing and study techniques to reduce the number of misspelled words in your writing, listening and to learn the spelling patterns that govern most of the words in English language. Ruby (2010:820)

2.6.10 Grammar

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. grammar is

the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural_language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

2.7 Song

In this chapter focus on the explanation about song, why we should introduce songs and their use in the classroom, the role of songs in language teaching and their elements, the advantages and disadvantages of song, selection song and procedure in applying the song, and we look at songs as enjoyable drill plus practice material including the sections dealing with help of songs when learning listening.

2.8 Definition of Song

Harmer (2000:242) say, music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effect if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity.

2.9 Elements of Songs

The elements of music are divided into two categories (Jamalus:1988) those are main elements and expression elements. The first category is the main elements. It consists of rhythm, melody, harmony and lyrics.

2.10 Types of Songs

Kailani (2007: 134-136) also says that there are three kinds of songs:

1. Communication songs: These are songs with a language that closely approximate normal speech styles.
2. Language songs where one structure or a lot of lexis is repeated over and over again.
3. Action songs which require actions or some sort of mime to be performed while singing them.

2.11 How to Present Educational Songs in Classroom

Different types of songs as mentioned before and the way of presenting educational songs should depend on the type of song. Hubbard , et al (1991: 94) suggested the following procedure to present song:

1. The teacher explains the words and plays the whole song to establish rhythm. If the song is very long the teacher will play the song.
2. The teacher puts the words to the tune if necessary and Using gestures activities where necessary.
3. Making the singing period light and lively.
4. The teacher encourages children to memorize the song through different interesting ways of helping them with their memorization and the last Teacher lets children sing the song.

2.12 The Advantages and Disadvantages of Song

Mallouh (2001: 46-47) and Kailani (2007: 126) say the following advantages of using songs in the classroom such as:

1. Enjoyment and motivation.

2. Language reinforcement (structure, spelling, etc).
3. Vocabulary practice and presentation.

2.13 Selection of the Songs

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class.

2.14 Procedure in Applying the Songs

To apply songs in the classroom, the teacher should also plan application sequence of the songs. In applying songs, the writer offers two procedures suggested by Ur and Haycraft. The procedure suggested by Ur (1993 : 77-78) as follows:

- a. Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
- b. Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

2.15 Song Lyrics as Media to Teach Vocabulary

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone

to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand

2.16 Some Suggested Activities when Using Songs in Classroom

Murphy (1992 : 9-10 as quoted in Rosova,2007:20-21) suggests the following activities that teachers can do with students when teaching English through songs.

1. Listen.
2. Sing without listening to any recording.
3. Talk about songs.
4. Write songs.
5. Perform songs.

2.17 Music Education Prepares Students to Learn.

Music education readies students for learning by helping to develop their basic mental skills and capacities.

2.18 Music Education Develops the Creative Capacities for Lifelong Success.

Engagement, persistence, and creativity are components of higher-level thinking and complex problem solving (Costa & Kallick, 2000). Music education nurtures these habits of mind that are essential for success in today's global, knowledge-based economy

Research Methodology

This chapter the writer discussed about research design, instruments, and procedures of experimentation, and technique of data analysis.

3.1 Research Design

In this research the writer used Free Experimental Design, and used Pre-test and Post-test Group Design. The writer would like to know the effect teaching listening by using pop song can improve students' listening and focus before and after treatment. The writer only take a class which in experiment class consist of 28 students.

3.2 Research Procedures

There are three stages in doing experiment research; they are pretest, treatment and posttest.

3.3 Population and Sample

Population is all individual that refer to the subject of the research, the population that is taken for representative all of the population becoming the object of the research.

In this case, the population of this research was the second grade students of SMP Negeri 17 Banda Aceh. The writer chose VIII 4 as a sample, the number of students are 28 students at Experiment Grup.

3.4 Instrument

The instruments used in this study are:

1. Test

Test is any series of questions or exersises or other mean of measuring the skill, knowledge, intelligence, capacities or aptitudes an individual or group (Daryanto:2005). Test was given to the students to measure their ability in acquiring vocabulary. There were two kinds of tests, namely pre test and post test.

- **Pre-test**

Pre-test was implemented inn order to gain the data of the students'

knowledge and it was given before the teaching experiment was conducted.

- Post-test

Post-test was given after applying the strategy in teaching learning process in order to find out the students' progress in their vocabulary ability.

2. Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 1998: 128). In constructing the questionnaire, the writer use 10 close questionnaire.

3.5 Technique of Data Analysis

To analyze the data that obtained from the experimental teaching, the writer uses descriptive statistics. The mean, median and standard deviation are the main descriptive statistics used to indicate the average and variability of scores for the sample.

1. The Mean (\bar{x})

The mean is used to find the average score of the whole students both of experimental class and control class as suggested by Sudjana (2005: 198)

$$\bar{x} = \frac{\sum X}{N}$$

In which

\bar{x} = mean

$\sum X$ = sum of score

N = number of students

2. The Deviation of each subject in Quadratic

The sum of deviation is computed by dividing the quadratic of deviation. The

formula is as suggested by Sudjana (2005: 229) as follows:

$$S_2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

3. T-Test

Then, to find out whether the differences between the experimental and the control class are significant or not, the writer used the following t-Score formula that suggested by Sudjana (2005: 231).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where: t = t-score

\bar{X}_1 = Mean of the experimental group

\bar{X}_2 = Mean of control group

S = Standard Deviation

N_1 = Number of students in experiment group

N_2 = Number of students in control group

After comparing the means of the experimental group and the control group, the writer would prove the hypothesis. First, the writer gave the interpretation by using critical value "t". Next, the writer used the 5% level of significance. If t-score is the same with or higher than critical value "t", the null hypothesis will be rejected and the alternative hypothesis will be accepted. If t-score is lower than critical value "t" the null hypothesis will be accepted and the alternative hypothesis will be rejected.

FINDING AND DISCUSSION

4.1 Finding

The research was done at SMP Negeri 17 Banda Aceh. The second grade students were taken as sample in this research. Data about the ability of the students were collected by using English pop song, namely pre-test and post-test. The pre-test was given to students measure their ability in acquiring vocabulary before teaching. To find out to what extend the students ability had improved.

The writer finally gave post-test to measure their ability by using English pop song.

Data about the ability of the students was gotten by testing the students written in pre-test and post-test. One correct item was scored 10, if the students could answer all item, they would be score 100. The grade pre-test and Post-test at experiment group could be seen as follow:

4.1.1 score table of pre-test and post-test

No	Initial	Pre-test	Post-test
1	AH	90	90
2	AU	20	70
3	AR	40	90
4	AM	60	100
5	BA	40	90
6	CR	40	100
7	CH	40	60
8	FW	70	100
9	HM	60	80
10	MS	80	90
11	MR1	70	80
12	MR2	50	80
13	MT	30	90
14	MH	70	90
15	NW	70	80
16	NA	50	80
17	NR	90	90
18	PE	60	70
19	RH	70	80
20	RI	40	100
21	RA	60	100
22	RN	60	90
23	RK	50	90
24	SN	80	90
25	SA	70	80
26	TL	50	100
27	WH	100	70
28	ZN	60	80

The table shows that there was significant differences between the test result of pre-test and post-test. In this case, the test result indicated that the achievement of post-

test was higher than pre-test. This result indicated that students' vocabulary mastery was influenced by using English pop song.

a. Pre-test at experimental group

Tabulation of the pre-test at experiment group

can be seen as follows:

100	90	90	80	80	70
70	70	70	70	70	60
60	60	60	60	60	50
50	50	50	40	40	40
40	40	30	20		

1. Range of the pre-test

$$= 1 + 4,75$$

The highest score of the pre-test at experiment group is 100, while the lowest one is 20, so the range could be calculated as follows :

$$= 5,75$$

The amount of interval is 5,75. By using the following formula; the class interval can be determined :

$$\begin{aligned} R &= Hs-Ls \\ &= 100-20 \\ &= 80 \end{aligned}$$

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{80}{5,75} \\ &= 13,9 \end{aligned}$$

2. Class interval of the pre-test

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

After the class interval is known, the grades of the pre-test at experiment can be grouped. The following table shows the grades, which have been grouped :

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 28 \\ &= 1 + (3,3) 1,44 \end{aligned}$$

Table 4.1.2, frequency distribution of the pre-test at experiment

No	Class interval	Fi	Xi	xi^2	Fi.Xi	$Fi(xi)^2$
1	20-33	2	26,5	702,25	53	1404,5
2	34-47	5	40,5	1640,25	202,5	8201,25
3	48-61	10	54,5	2970,25	545	2970,25
4	62-75	6	68,5	4692,25	411	28153,5
5	76-89	2	82,5	6806,25	165	13612,5
6	90-103	3	96,5	9312,25	289,5	27936,7
JUMLAH		28			1666	82278,7

Based on the total of FX, mean can be calculated.

$$\begin{aligned} &= \frac{1666}{28} \\ &= 59,5 \end{aligned}$$

3. Mean

Mean of the pre-test at experiment is :

$$M = \frac{\sum fx}{N}$$

$$S1^2 = \frac{n(\sum fi.xi^2) - (\sum fi.xi)^2}{n(n-1)}$$

$$\begin{aligned}
 &= \frac{28(82278,7) - (1666)^2}{28(28-1)} \\
 &= \frac{(2303803,6) - (2775556)}{756} \\
 &= \frac{-471752,4}{756} \\
 &= -624
 \end{aligned}$$

Standar deviasi

100	100	100	100	100
100	90	90	90	90
90	90	90	90	90
90	80	80	80	80
80	80	80	80	70
70	70	60		

Range of the post-test at experiment

The highest score of the post-test at experiment is 100, while the lowest one is 60, so the range could be calculated as follows :

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 100-60 \\
 &= 40
 \end{aligned}$$

Class interval of the post-test at experiment

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

$$\begin{aligned}
 K &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 28 \\
 &= 1 + (3,3) 1,44
 \end{aligned}$$

$$\begin{aligned}
 SD &= \sqrt{-624} \\
 &= 24,9
 \end{aligned}$$

b. Post- test of experimental group

The tabulation of post-test at experiment can be seen as follows:

$$= 1 + 4,75$$

$$= 5,75$$

The amount of interval is 5,75. By using the following formula; the class interval can be determined :

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{40}{5,75} \\
 &= 6,95
 \end{aligned}$$

After the class interval is known, the grades of the post-test can be grouped. The following table shows the grades, which have been grouped.

Table 4.1.3, frequency distribution of the post-test at experiment

No	Class interval	fi	xi	²	Fi.xi	<i>fi(xi)²</i>
1	60-66	1	63	3969	63	3969
2	67- 74	3	70	4900	210	14700
3	75- 81	8	78	6084	624	48672
4	82- 88	-	85	7225	-	-
5	89- 95	10	92	8464	920	84640
6	96- 102	6	99	9801	594	58806
JUMLAH		28			2411	210787

Based on the total of FX, mean can be calculated.

4. Mean

Mean of the post-test at experiment is :

$$\begin{aligned} M &= \frac{\sum fx}{N} \\ &= \frac{2411}{28} \\ &= 86,10 \end{aligned}$$

The writer found out varians by using formula :

$$\begin{aligned} S &= \frac{n(\sum fi.xi^2) - (\sum fi.xi)^2}{n(n-1)} \\ &= \frac{28(210788) - (2411)^2}{28(28-1)} \\ &= \frac{(5902064) - (5812921)}{756} \\ &= \frac{89143}{756} \\ &= 117,9 \end{aligned}$$

Standar deviasi

$$\begin{aligned} SD &= \sqrt{117,9} \\ &= 10,85 \end{aligned}$$

The purpose of mean score is to know the average ability of the students in general. The writer calculated that the average score at experimental group of students in pre-test was 59,5 and in post-test was 86,10.

Analyzing of T-Test

To analyze the t-test, the writer combined the score of standard deviation both of experiment class as follow:

The T-test of pre test experimental group

$$\begin{aligned} s &= \frac{(n1-1)s1^2}{n1-2} \\ &= \frac{(28-1)(24,9)^2}{28-2} \\ &= \frac{(28-1)(620,01)}{27} \\ &= \frac{165770,27}{27} \end{aligned}$$

$$\begin{aligned} &= 620 \\ &= \sqrt{620} \\ &= 24,8 \end{aligned}$$

Then, the writer determined the t-score by using the following formula :

$$\begin{aligned} \text{T-Test} &= \frac{X_1}{s \sqrt{\frac{1}{n1}}} \\ &= \frac{59,5}{24,8 \sqrt{\frac{1}{28}}} \\ &= \frac{59,5}{24,8 \sqrt{0,035}} \\ &= \frac{59,5}{4,63} \\ &= 12,8 \end{aligned}$$

The result shows that t-score is lower than t- table. The result appears that t-score is 12,8 meanwhile t-table is 2.00. the students in experimental clas still get low score in comprehending listening.

$$\begin{aligned} s &= \frac{(n1-1)s1^2}{n1-1} \\ &= \frac{(28-1)(10,85)^2}{28-1} \\ &= \frac{(28-1)(117,72)}{27} \\ &= \frac{3178,56}{27} \\ &= 117,72 \\ &= \sqrt{117,72} \\ &= 10,85 \end{aligned}$$

Then, the writer determined the t-score by using the following formula :

$$\begin{aligned} \text{T-Score} &= \frac{U_1}{s \sqrt{\frac{1}{n1}}} \\ &= \frac{86,10}{10,85 \sqrt{\frac{1}{28}}} \\ &= \frac{86,10}{10,85 \sqrt{0,035}} \\ &= \frac{86,10}{2,0298} \end{aligned}$$

= 42,41

Based on the result, t-score is 42,41 meanwhile t-table is 2.00. It means that there is a significant difference of the students in experimental pre-test and post-test. The students in experiment class who were taught by English pop song, in post-test get higher score than pre-test before treatment.

4.3 Proving the hypothesis

The hypothesis and research question stated that the students of SMP Negeri 17 Banda Aceh faced problems in learning listening by using English pop song. Based on experimental teaching and questioner, there were some problem in teaching listening by using English pop song. The problems ; speed on pronunciation, dificut word (vocabulary) and from 28 students, 25 students answered unclearly pronunciation. It means that the first and second research questions are answered. So the hypotheses of this thesis were proved and accepted.

The hypothesis in this study consisted of one of hypothesis. It is Hypothesis alternative (Ha). The detailed explanation is as follow :

Ha : there is a significant effect of using song to improve students'

listening at the first grade of SMP Negeri 17 Banda Aceh ?

based on the data processing, the writer submitted the information as follow; after researcher had accumulated and processed the data, she would decide to accept or reject the hypothesis. In determining the acceptance or the rejection there are criteria that are shown as follows;

Ha is accepted if t-score > t-table

In this study, the value of the t-table list was found $t = 2,00$ and t-score= 42,41. it means that t-score is higher than t-table. Therefore, the alternative hypothesis (Ha) was accepted. It indicates that Teaching Listening By Using English Pop song is more effective to improve students' listening Of SMPN 17 Banda Aceh.

4.4 Discussion

The result of the students' pre test from experimental. In experimental class, the mean score of pre-test is 59,5 and 86,10 for post-test. Meanwhile, after teaching by using English Pop Song, the students' in experimental class got higher score 86,10. this indicates that teaching listening by using English pop song can improve students' listening skill.

In learning process, the students usually depend on the teacher's explanation. It means the teacher is as the center or main resource in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. But, through the use of English pop song in teaching, the teacher is as the facilitator. The teacher is not active in explaining the material, but only explains the guideline of material. Then, the students have to explore and find out more information of the material by themselves in a individual. The teacher only helps the students when they get the problems. It creates the creativity of the students.

Teaching listening by using English pop song encourages the student learn actively. They have the opportunity to discuss

and share the material. This strategy is beneficial for reviewing and integrating subject matter. When the students learn, they solve every problem. If a student does not know the meaning of a question or a sentence in a text, the teacher have to help him/her or the teacher would repeat the song. So that, when the teacher asks the question or the meaning in a lyric students can give the correct answer.

In addition, the students also get the comprehension by listening other students. It enriches their understanding. Therefore, finally, the students get better comprehension in listening.

In conclusion, the use of English pop song is an effective way to improve the students' ability in mastering listening skill.

CONCLUSSIONS AND SUGGESTIONS

In this chapter, the writer would like draw some conclusions about the research that has been reported on the previous chapters and also would give some suggestions as the contribution to support the teaching-learning process.

5.1 Conclusion

Based on the explanation in the previous chapter about the use of song in teaching listening, in this last chapter, a few conclusion can be drawn as the following :

1. The average score experimental group of mean (the students who were taught by using song lyrics) was 59,5 for the pre test and 86,10 for the post test. The value of the t-table list was found $t = 2,00$ and t-

score= 42,41 . it means that t-score is higher than t-table.

2. The problem in listening are: speed on tempo, difficult word (vocabulary) and from 28 students, 25 students answered unclearly pronunciation.

5.2 Suggestion

Based on the explanation in the previous chapter about the use of song in teaching vocabulary, in this last chapter, a few suggestion can be drawn as the following:

1. It is better for the English teachers touse songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that aAlmost all the students like songs, so it can be used as one of the ways to get the students' participation inthe teaching-learning process.
2. Teacher should use interesting media to teach English
3. This research has found out that teaching English vocabulary of verb using song lyrics to improve students is effective. The writer hopes to support the teacher using song lyrics in the teaching vocabulary of verb.
4. Teacher should plan the time well. They should be careful in selecting the song.

REFERENCES

- Cameron, L. (1997). The task as a unit for teacher development. *ELT Journal*, 51(4), 345-351.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, England: Cambridge University Press.
- Jolly, Y. S. (1975). The use of songs in teaching foreign languages. *The Modern Language Journal*, 59(1/2), 11-14.
- Moriya, Y. (1988). *English speech rhythm and its teaching to non-native speakers*. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Chicago.
- Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press.
- NIEHS Kids' Pages. (2010). Retrieved from <http://kids.niehs.nih.gov/>
- Ohata, K. (2004). Phonological differences between Japanese and English: Several potentially problematic areas of pronunciation for Japanese ESL/EFL learners. *Asian EFL Journal*, 6(4). Retrieved from http://www.asian-efl-journal.com/december_04_KO.php
- Purcell, J. M. (1992). Using songs to enrich the secondary class. *Hispania*, 75(1), 192-196.
- Richards, J. (1969). Songs in language learning. *TESOL Quarterly*, 3(2), 161-174.
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English Language Teaching*, 2(1), 88-94. Retrieved from www.ccsenet.org/journal.html
- The Teacher's Guide. (n.d.). Retrieved from <http://www.theteachersguide.com>