

Journal

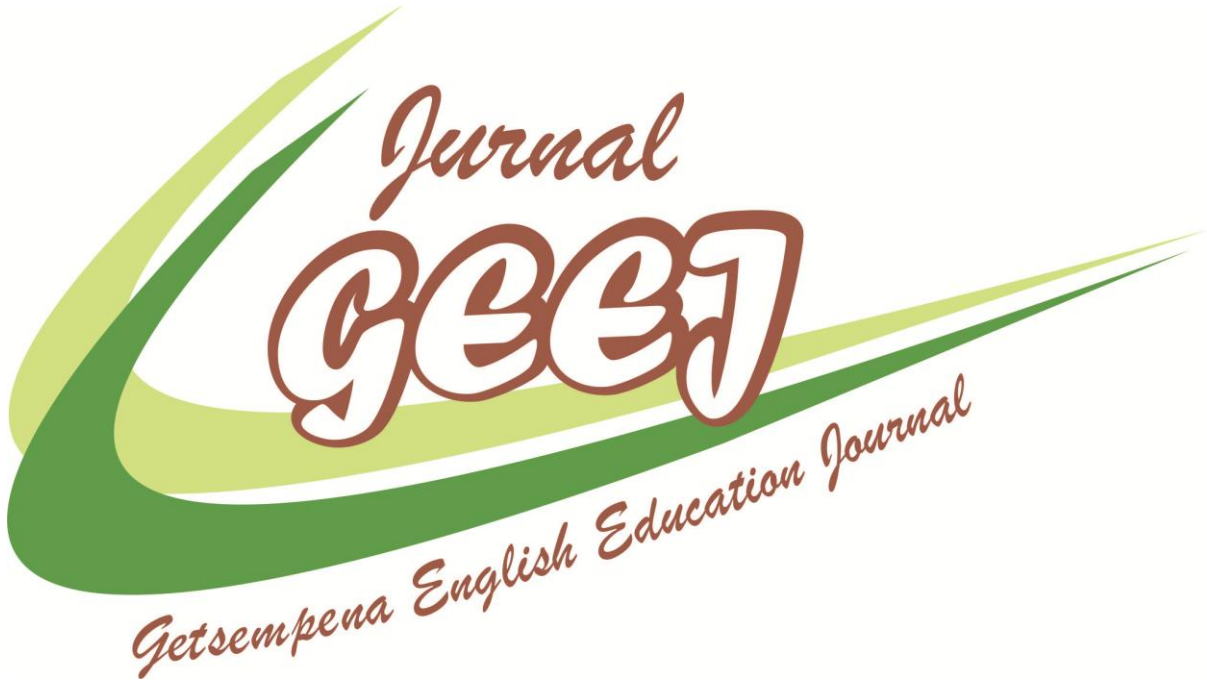
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PENGANTAR PENYUNTING

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. November 2015 dapat diterbitkan.

Adapun tulisan untuk edisi berikut adalah:

1. An Analysis On Students Errors In Distinguishing Between Collective Noun And Plural Noun, merupakan hasil penelitian Samhudi (Dosen STAIN Malikussaleh Lhokseumawe)
2. An Overview Of Critical Reading Strategies To EFL Students, merupakan hasil penelitian Rosdiana (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
3. The Effect Of Game Through Small Groups In Teaching Reading Comprehension, merupakan hasil penelitian Rusmiati (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
4. An Overview Of Stragey In Language Learning, merupakan hasil penelitian Sri Wahyuni (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh)
5. Analyzing Indonesian Curriculum Of KTSP, merupakan hasil penelitian Salwa Chaira (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
6. How A Sentence Is Constructed: A Syntactic Analysis On ESL'S Writing Text, merupakan hasil penelitian Hijjatul Qomariah (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh)
7. Language Universals And Universal Input Conditions (Siusana Kweldju) merupakan penelitian Maulizan ZA (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh)
8. Peningkatan Keterampilan Menulis Teks Narrative Bahasa Inggris Melalui Penerapan Teknik Cloze Procedure Siswa Kelas XII-IA 1 SMA Negeri 3 Putra Bangsa, Aceh Utara, merupakan hasil penelitian Erlinawati (Guru SMA Negeri 3 Putra Bangsa, Aceh Utara)

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

Banda Aceh, November 2015

Penyunting

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**AN ANALYSIS ON STUDENTS' ERRORS IN DISTINGUISHING BETWEEN
COLLECTIVE NOUN AND PLURAL NOUN**

Samhudi¹

Abstract

This research was conducted to find out the students errors in distinguishing between collective and plural noun and the factors made the students errors in distinguishing between collective noun and plural noun. In collecting required data, the researcher used interview and test. The subject of this research was the students at class VII₂ SMPN 1 Nisam which consisted of 29 students. The result of this research shown that the students errors were divided into three categories, namely, errors of omission, errors of addition and errors of misuse. Based on the result of test, it was found out that there were 10,7% of students made errors of omission, 67,4% errors of misuse and 21,9 % errors of addition. The result of interview shown that students made many errors caused by two factors; they are external and internal factor. External factor come from the method of teaching, because how well the students understand the material depends on the method of teaching that used by the teacher. Internal factor was the students themselves, they did not pay attention to their study, some of them were afraid and shy to ask the teacher if they do not understand the material. Some of them were did not do repetition of their lesson or lazy to study.

Keywords: *Error, Collective and Plural Noun*

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1. Introduction

One type of noun is collective noun. Collective noun is a noun that is singular in form but refers to a group of people or things. Sometimes they refer to a group of specific things. For example: tables, chairs, cupboards etc, they are grouped into the collective noun *furniture*; *Group of people*: team, government, committee; *Group of animals*: herd, pack, swarm; *Group of things*: pair, bunch, set.

Plural noun is a noun that consists of two or more than two. There are some rules when working with English plurals: just add an 's' to make most words plural, for example : cat = cats, dog = dogs, girl = girls, bat = bats; if the noun ends with a *ch*, *s*, *sh*, *x*, or *z* add an 'es' to make it plural, for example : box = boxes, witch = witches, witness = witnesses; if the noun ends with a letter *y* and the letter before the *y* is a consonant, change the letter *y* to a letter *i* then add 'es' to make it a plural, for example: sky – skies.

In SMPN 1 Nisam, the students had some errors in understanding collective and plural noun. The researcher wants to investigate about error analysis in distinguishing between collective noun and plural noun. The type of students' errors on grammar were the students have lack motivation in receiving material, then the students were often confuse in understanding grammar, and lack of drills, and also error spelling. Furthermore, the students could not know the ways to make a good sentence, if they do not pay much attention in what case, how they are correctly used.

An English grammar would be a set of rules for making English sentences. By following the rules, the pattern of the sentence can be identified and readers will easily understand the sentence. Hence, the students could write the sentences grammatically and would be able to write the sentence having subject, verb or object correctly by following the rules. So, they students should be able to master about noun well.

This research was conducted to find out kinds of errors made by the first year students of SMPN 1 Nisam in distinguishing between collective noun and plural noun and the reason why the students made errors in distinguishing between collective noun and plural noun.

2. Research Method

This research was designed as a descriptive qualitative approach and the type of research was case study. It was conducted at SMPN 1 Nisam North Aceh. There were 29 students at class VII₂ taken as the subject in this research. Then the reseacher also chose six students purposively to be the subject of interview in this research.

In obtaining the data in this reasearch, the researcher used test and interview as data collection techniques. Test sheet was one of the instrument used in this research to complete the data and to found out the students' errors in distinguishing between collective noun and plural noun. The researcher gave list of test about collective and plural noun to the subject. It was used to investigate kinds of errors made by stduents in distinguishing between collective noun and

plural noun. Through interview, the researcher found out deep information from subject about their causes of making errors in distinguishing between collective noun and plural noun.

After collecting the data, the data analyzed by using steps of analyzing data in qualitative research as follows:

a. Data Reduction

Data reduction involved the process of abstracting, selecting and focusing the raw data that obtained in data collection. It means the writer tried to rearrange the data in good range and make a summary to get data more clearly based on the problem that was researched.

b. Data Display

The next step was the researcher displayed the data in narrative text. In the data displaying step, the selected data were arranged and organized a way that can be used to describe the English teaching learning process in line with the research problems. As Miles and Huberman in Sugiyono (2007: 117) said that the most frequent of display data for qualitative research data in past has been narrative text. By displaying the data, it would be easy to understand what has happened and know that what the researcher would do next. In addition as stated by Miles and Huberman in Sugiyono (2007: 117) that looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding.

c. Conclusion

The last step of data analyze of qualitative research is conclusion. The conclusion of qualitative research is the answering of the problem of the research which is formulated in the first planning of the research.

The data analysis for the research questions in this study was analyzed based on the error analysis procedure. The data of this study are analyzed by using the identification of errors, classification of errors and frequency of occurrence errors.

1. Identification of errors

The identification of errors here refers to the identification of any deviation in using collective noun and plural noun. That is when collective noun and plural noun do not agree with structural of patterns of nouns.

2. Classification of errors

After identifying of errors, the research classifies them into their types of collective noun and plural noun.

3. Frequency of occurrence errors

The current study also tries to find out the frequency of occurrence of errors. In this step the frequency of errors previously identified, classified, counted and tabulated. The number of errors is presented in the form percentage.

The formula is described below:

$$\frac{\text{Number of errors of each number of items}}{\text{Total Number of tries of each formula}} \times 100\%$$

The average percentage of errors for the whole items is calculated by using this formula:

$$\frac{\text{Total number of errors}}{\text{Total number of items}} \times 100\%$$

3. Review of Related Literature

3.1 Definition of Error

In learning a foreign language, the learners often face many difficulties in this attempt to master the target language. According to Corder (1981: 58) Errors against the grammatical rules of the language and result in unacceptable utterance. Errors occur because the learners of English as a second language have not yet mastered the English Grammar. Furthermore, Corder (1996: 28) states that "Not only do language learners necessarily produce errors in the second language but also, errors can provide a significant input to learners because errors can help learners to identify their errors, so that they may not make the same errors in the future."

In World English Dictionary (1988: 128), Error are:

1. A mistake or inaccuracy, as in action or speech : *a typing error*
2. An incorrect belief or wrong judgment
3. The condition of deviating from accuracy or correctness, as in belief, action, or speech: *he was in error about train times*
4. Deviation from a moral standard; wrong doing: *he saw the error of his ways*
5. *Maths, statistics* a measure of the difference between some quantity and an approximation to or estimate of it,

often expressed as a percentage: *an error of 5%*.

The making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without making the errors.

Meanwhile, Brown (1980: 165) states that an error is a noticeable deviation from the result grammar of a native speaker, reflecting the interlanguage competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. For example if students ask: "does John can sing?" they are probably reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation; so, they have committed an error.

That error may happen in teaching learning process, it may be caused by the teacher, they have the lack of grammar competences in teaching English or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

Errors are significant in three different ways. First to the teacher, errors tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the

learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity taking place in the learner.

3.2 Error and Mistake

When we talk about error, we may also think about mistake. Error and mistake are familiar words but some people do not know the distinction between errors and mistake exactly. Some people cannot avoid problems in making mistakes because error and mistake are important aspect in a learning process. Gradually by making mistakes, he knows whether something is right or not. Brown (1980: 165) defines mistake as follows “A mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly.” All people make mistake, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such “lapses” or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. These hesitation, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes when attention is called to them, can be self corrected.

An error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error and mistakes are not always to be differentiated. An error can not be self corrected. While mistakes can be self-corrected if the deviation is pointed out to the speaker. But the learner’s capacity for self-correction is objectively observable only if the learner actually self-correct; therefore, if no such self correction occurs, we are still left with no means to identify error and mistake.

3.3 Analysis of Error

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner’s ability to communicate effectively (Dulay, 1982: 138). This case should support the teacher of second language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully.

The study of error is called error analysis. “The fact that the learners do make error, and that these errors can be observed analyzed and classified to reveal something of the system operating within the learner, led to a surge of a study of learner’s errors, called analysis of error (Brown, 1980: 166). Analysis

of error is the study and evaluation of these uncertainties; its two main functions being to allow the practitioner to estimate how large the uncertainties are and to help him or her to reduce them when necessary (Brown, 1980: 222).

3.3.1 Categories of Errors in Analysis of Error

In general, errors can be categorized as ones of addition, omission, substitution and ordering at either the sentence or discourse level. Within these, different levels of language can be considered including phonology, orthography, lexicon, grammar, and discourse. In addition, errors can be classified as either those which hinder communication (global) or those which do not (local) (Brown, 1980: 222)

Heaton (1989: 149) stated that, there are two distinctions made between global and local errors. These errors which cause only minor trouble and confusion in a particular clause or sentence without hindering the reader's comprehension of the sentence are categorized as local errors (e.g. misuse of articles, omission of preposition, lack of agreement between subject and verb, incorrect position of adverb, act). Global errors are usually those errors which involve the overall structure of a sentence and result in misunderstanding or even failure to understand the message which is being conveyed (e.g. the misuse of connectives, the omission, misuse and unnecessary insertion of relative pronoun, act).

Furthermore, based on the surface strategy taxonomy, the writing errors in this study include:

- a. Omission : the learners omit necessary items.
- b. Addition : the learners add unnecessary items.
- c. Misuse : the learners use the wrong form of word items.
- d. Disordering : the learners use or write the incorrect placement of word items

3.3.2 The Procedure of Error Analysis

For describing errors of students in distinguishing between collective noun and plural noun in the study, some steps need to be followed. The steps here are referred to a process by which description of errors is commonly carried out in second of foreign language errors analysis. The steps in analyzing second a foreign language learners' errors proposed by error analysis writers vary number, depending on the purpose of the analysis. Corder in Ellis (1985: 51) identified five steps in error analysis: (1) a corpus of language is selected; (2) the errors in the corpus are identified; (3) the errors are classified; (4) the errors are explained; and (5) the errors are evaluated.

Ellis (1985: 296) states that analysis of error is a procedure used by both researchers and teachers. It involves:

- (1) Collecting samples of learner language;

- (2) Identifying the errors in the sample;
- (3) Describing these errors;
- (4) Classifying them according to their hypothesized causes; and
- (5) Evaluating their seriousness.

Since this research is aimed at gaining a description of the types of errors of students in distinguishing between collective noun and plural noun as follows:

- a. Identifying of errors
- b. Classifying of errors
- c. Describing of errors

3.3.3 The Importance of Error Analysis

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder, stated the significance of learners' error: "A learner's errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language (Corder, 1980, 164).

Analysis of Error is important both for the teachers and students. Analysis of error will provide a chance for the teachers to observe and investigate how language is learned and acquired by learners. While for the students, error analysis can become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to learning and may actually be a necessary part of learning a language and that it helps teachers to see how learners process

the second language and develop underlying systems of the rules.

Based on the importance of analysis of error mentioned above, the writer feels sure that the study of error or analysis of error will contribute many useful things in language teaching. At least, by using this research, teachers of English will be able to measure and know how far the materials have been mastered by their students, which has not been effectively taught and which teaching should be improved.

3.2 Noun

The word 'noun' comes from Latin *nomen* meaning 'name'. a noun is the name of a thing. Everything that exists has a name, whether you can see it or not. A blind person cannot see something, but that does not mean that it isn't there! It may only exist in our minds, like hope, beauty or calories (Dykes, 2007: 22).

According to Ridwansyah (2006: 15) noun is a word refer to an object, such concrete object (concrete noun) or abstract object (abstract noun). Concrete noun is an object which can see, example: person, animals, book, knife, key, car, or television. Abstract noun is an object which can not see, example: cleverness, stupidity, knowledge, ability, wish, or mind.

Noun can represent the people name, place, object, quality, activity, concept, or condition.

Example: - People : *Abraham Lincoln* is known throughout the world for his humanity.

- Place : Lima is the capital of Peru.
- Object : *Russians enjoy tea served in a glass.*
- Quality : *She discerned deceitfulness in his proposal.*
- Activity: *Writing is an art too often neglected.*
- Concept or condition : *Islam is one of the major world religions.*

3.2.1 Kinds of Noun

A noun is used to identify a person or thing (Dhanny, 2007: 126). Types of noun are:

a. Common Nouns

Common noun is a noun referring to a person, place, or thing in a general sense usually, you should write it with a capital letter only when it begins a sentence. On the other hand, it can occur after *the*.

Example: - All the gardens in the neighbourhood were invaded by beetles this summer.

- According to the sign, the nearest town is 60 miles away.

b. Proper Nouns

Proper nouns denote an individual person, place, etc. A proper noun normally begins with a capital letter. It generally has no plural form, and cannot generally occur after *the* or *a/an*.

Example: - ...Michael Hall.
- ...Jenny.

c. Material Nouns

Material Noun is a word that denotes the matters, or substance of which things are made. Or name of noun which not human being made.

Example: - Moon
- Sun

d. Collective Nouns

Collective Nouns are a number of nouns in English which refer to a group of people or thing.

Example: - *Our little group is complete again.*

- *Our family isn't poor any more.*

e. Abstract Nouns

Abstract Noun is name things that cannot be seen or perceive through your five physical senses.

Example: - Show
- Agreement

3.2.2 Number

The English number system constitutes a two-term contrast: Singular, which denotes 'one', and Plural, which denotes 'more than one'. Each nouns phrase is either singular or plural, and its number is determined is general by its head, which is typically a noun.

1. Singular Noun

Singular noun is the noun used to refer to or talk about one person or thing.

Example: - Dog
- Book

2. Plural Noun

Plural noun is the noun used to refer to more than one person or thing.

- Example: - Dogs
- Books

3.2.3 Collective Noun

Several kinds of nouns conspire to confuse us. One is the *collective noun*, the word that stands for a group of whatever (Kessemal, Judi and Peterson Franklynn, 1982: 10). Collective noun is a singular word used to refer to a group. e.g. *family; team* (Swan, 1995: xxii). Collective noun is singular in form but plural in sense. Although a collective noun includes two or more members of the group, the collective noun itself is *singular* and so takes *singular verbs* and *singular pronouns*.

Sometimes they refer to a group of specific things.

For example:

- Tables, chairs, cupboards etc. are grouped under the collective noun ***furniture***.

flock of birds, sheep	school of fish
herd of cattle	pride of lions
pack of dogs	

Example:

- The flock of birds is circling overhead.
- The herd of cattle is breaking away.

Collective nouns indicating time, money, and measurements used as a whole are singular.

Example:

- Twenty-five dollars is too much to pay for that shirt.

Sometimes they are more general:-

For example:-

- **Groups of people** - army, audience, band, choir, class, committee, crew, family, gang, jury, orchestra, police, staff, team, trio
- **Groups of animals** - colony, flock, herd, pack, pod, school, swarm
- **Groups of things** - bunch, bundle, clump, pair, set, stack

The following nouns are used to indicate groups of certain animals. It is not necessary to learn the nouns; however, they mean the same as group and thus are considered singular.

- Fifty minutes isn't enough time to finish this test.
- Twenty dollars is all I can afford to pay for that recorder.

Nouns in the collective class can be used in either the singular or plural form depending on the context of the sentence. For example, family is a collective noun because it refers to more than one person sharing a relationship or camaraderie. However, we can also use this as a plural in referring to groups of families.

Swan (1995: 526) elaborates on this singular/plural usage, and disagrees about treating collective nouns as both singular and plural in the same construction

In British English, singular words like *family*, *team*, *government*, which refer to groups of people, can be used with either singular or plural verbs and pronouns.

Example: This team is/are going to lose

Plural forms are common when the group is considered as a collection of people doing personal things like deciding, hoping or wanting; and in these cases we use *who*, not *which*, as a relative pronoun. Singular forms (with *which* as a relative pronoun) are more common when the group is seen as an impersonal unit. Compare:

- My family have decided to move to Nottingham. They think it's a better place to live

A determiner in front of a singular collective noun is always singular, e.g. *this committee*; never *these committee* (but of course when the collective noun is pluralized, it take a plural determiner, e.g. *these committees*).

3.2.4 Plural Noun

Plural Noun is a noun which is only used in the plural form; e.g. *trousers*, *scissors*, *vermin* (Collins, 1987: xxi). Ronald Cramer and Chris (1984: 32) stated that a plural noun is usually formed, by adding *-s* or *-es* to the singular noun.

There are many kinds of plural forms:

1. Regular Plural

The plural form of most nouns is created simply by adding the letter *s*.

- more than one snake = snakes
- more than one ski = skis

Words that end in *-ch*, *x*, *sh*, *s* or *ss-like* sounds, however, will require an *-es* for the plural:

- more than one witch = witches
- more than one box = boxes

If the singular forms end in *o*, not human being made, the plural form is made by adding *-es*.

- more than one buffalo = buffaloes
- more than one mango = mangoes

If the singular forms end in *o*, human being made, the plural form is made by adding only *-s*.

- more than one piano = pianos
- more than one photo = photos

Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es*.

- more than one knife = knives
- more than one leaf = leaves

If singular nouns end in *y*, preceded by a consonant, the plural is formed by changing *y* to *i* and add ending *-es*.

- more than one body = bodies

- more than one baby = babies

But, If the singular noun form ends in y, preceded by a vowel, the plural is made adding only -s.

- more than one boy = boys
- more than one day = days

2. Irregular Plural

There are several nouns that have irregular plural forms. The plural is formed by **Mutation** (a change of vowel) in the following seven nouns:

- more than one woman = women
- more than one man = men

The *-en* plural occurs in three nouns:

- more than one brother = brethren (with mutation as well as the *-en* ending) is limited to *brother* meaning 'fellow member of a religious society'; otherwise regular *brothers*
- more than one child = children

Nouns that always plural forms and don't have singular form.

- scissors
- clippers

Nouns that always singular forms, and don't have plural form.

- information
- progress

Nouns have singular and plural forms, and don't change.

- deer
- sheep

3.3 The Distinguishing between Collective Noun and Plural Noun

Plural nouns are grammatical form used to refer to more than one person, thing, etc. In plural noun, its verb must be plural form.

Example: - their pens are black, red, and blue.

- Women play volleyball every Sunday.

Collective nouns are generally count nouns, but even in the singular they refer to groups of people, animals or things. Collective nouns are singular in form but plural in sense. For purposes of agreement, collective nouns can be singular or plural, depending on how they are used in a sentence. When the unit is acting in unity, it is appropriate to use the singular. When the members of the unit are acting as individuals, it is appropriate to use plural forms of verbs and pronouns. For example:

- The class waits [singular verb] for its [singular pronoun] teacher quietly. (*The class is referred to as a unit acting in unity. The students are all doing the same thing at the same time.*)
- The class begin [plural verb] their [plural pronoun] homework assignments while they [plural pronoun] wait [plural verb] for their [plural pronoun] teacher. (*The students are a unit, but are acting as individuals -- they each doing their own homework assignments.*)

A plural noun represents more than one of something. For example, 'flowers' is

plural for 'flower'. A collective noun is a singular (not plural) noun that represents a 'group' of things. For example, 'herd' is a collective noun for animals such as sheep and cows.

4. Data Analysis and Findings of Research

4.1 Analysis of the Result of Test Sheet

The researcher got the data from test for the students in test sheet, the writer analyzed data to know the students' errors in distinguishing between collective noun and plural noun. The analysis of the data were presented as follows:

4.1.1 Identifying Errors

The test was administered to 29 subjects. The result of the test shows that there are 242 occurrences of errors in distinguishing between collective noun and plural noun, comprising 100 occurrences of errors in collective nouns, 43 occurrences of errors in regular plural nouns and 99 occurrences of errors in irregular plural nouns. It can be calculated on 41,3 % errors in collective nouns, 17,8 % errors in regular plural nouns and 40,9 % errors in irregular plural nouns.

4.1.2 Classifying Errors

The classification of the error into error type was done based on the surface strategy taxonomy. In which errors can be described into four types (Dulay, 1982: 150), they are:

- 1) Omission: the absence of an item that must appear in a well-formed utterance.
- 2) Addition: the presence of an item, which must not appear in a well-formed utterance.

- 3) Misuse: the use of the wrong form of the morpheme or structure.
- 4) Disordering: the incorrect placement of a morpheme or a group of morphemes in an utterance.

However, it was found from the data. There was no error of disordering. So that in the analysis errors only consisted of errors of omission, addition, and misuse.

Based on the result in distinguishing between collective noun and plural noun, it is found out that there are 10,7 % errors of omission, 67,4 % errors of misuse and 21,9 % errors of addition.

4.1.2.1 Omission

This type of errors is indicated by the absence of -s/-es in plural noun forms in certain reconstruction where they are required. For example:

1. I want to buy some flowero.
2. Indonesia has many cityo.

The reconstructed sentences in target language are:

1. I want to buy some *flowers*.
2. Indonesia has many *cities*.

4.1.2.2 Addition

It is indicated by using the collective noun form and irregular plural noun in a sentence where the collective noun form and irregular plural noun are not actually required. The errors appeared when the students put -s/-es in the end of nouns but the nouns are collective noun form and irregular plural noun. For example:

1. *The committees* has already reached a decision.
2. Some *fishes* were caught by him.

The sentence above do not need plural noun form (-s/-es) to express relationship in space because the verb used singular verb “has” in such number 1. And at the number 2, the sentence used irregular plural noun, it do not need -s/-es. The reconstruction of these sentences in target language is presented below:

1. *The committee* has already reached a decision.
2. Some *fish* were caught by him.

4.1.2.3 Misuse

It is indicated by correct use of noun formation (singular, plural and collective noun) in the sentences. If the students use an incorrect irregular plural noun and use verb be in plural noun and collective noun.

Some example sentences containing errors of misuse are below:

1. Alice finds many *mouse* in her house.
2. The *goose* are in the pond.

The sentences above are considered as errors of misuse since the students use the errors form in using irregular plural noun in such number 1 and 2. And at the number 3 and 4, the students use the errors form in using verb be, they took singular verb in plural noun, and also they took plural verb in collective noun in such number 5 and 6. The correctly reconstructed sentences in target language are as follows:

1. Alice finds many *mice* in her house.
2. The *geese* are in the pond.

4.2 Analysis of the Interview

The researcher interviewed six students at class VII₂ SMPN 1 Nisam to know the students’ factors made the students errors in distinguishing between collective noun and plural noun. The researcher got the result according to the whole answers that had been answered by the students.

From the interview result, the researcher found that three from six students interest to learn about collective noun and plural noun, and three of them do not interest to learn about collective noun and plural noun because it made them confuse.

Some of them said they can distinguish between collective noun and plural noun if the teacher gave more explanation and some examples, and students said they cannot distinguish between collective noun and plural noun, because it made them difficulties to comprehend the material. They did not understand in distinguishing verb be and noun form for collective noun and plural noun, because the teacher did not teach them about it detaily.

A part of the fact that acquire more understanding, giving questions for the teacher was also needed by the students if they did not understand the material. The fact, from the six students who were interviewed by the researcher, three of them said that they were afraid, shy to ask the teacher, they were not interested in learning about collective noun and plural noun and they felt it was difficult, because they were not able in it and they did not know how to begin the questions. Three students always ask the questions to the teacher if they do not understand.

Based on the students' reasons of their unbravery to ask the question, the researcher asked them more about the method used by the teacher in teaching collective noun and plural noun. According to the students' answer, the teacher's method is good, because the teacher always gave them examples after explained the material. It was not problem with them, but the way of the teacher in teaching was too fast and she was not smile, it made the teacher looked cruel. Indeed, it will make some of the students rather afraid to the teacher.

Beside that, the researcher also found out information that the students' errors were misplacement noun or verb, the students did not have many vocabularies because they seldom practice in their activities and the teacher did not teach them about collective noun and plural noun in detail.

According to the students' answer, they could understand in distinguishing between collective noun and plural noun if they studied seriously and often asked the

teacher when they do not understand. The students had better understanding about plural noun than collective noun, because plural noun was easier to understand.

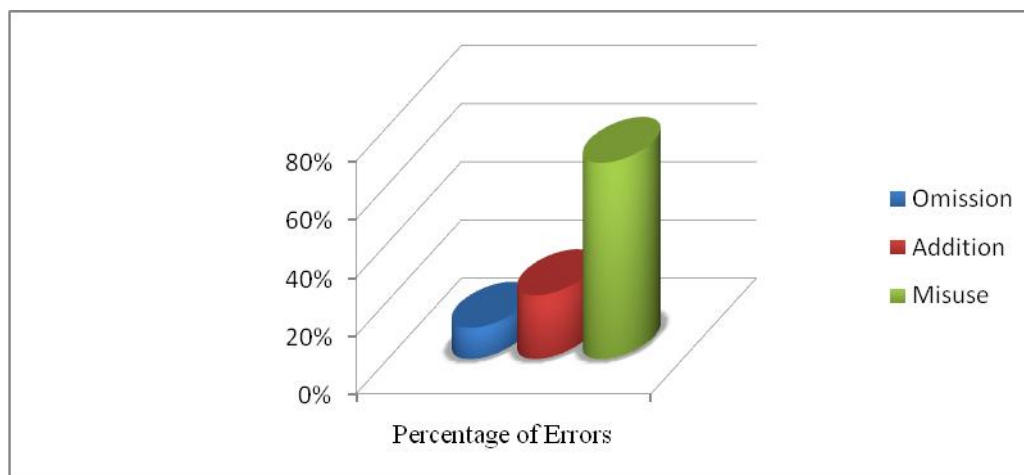
4.3 The Frequency of Errors Made by the Students

The result of research showed that there were 242 errors in distinguishing between collective noun and plural noun. It was classified into errors on collective nouns 41,3%, errors on regular plural nouns of 17,8% and errors on irregular plural noun 40,9%. Based on the types of errors in distinguishing between collective noun and plural noun that they found out that there are 10,7% error of omission, 21,9% error of addition and 67,4% error of misuse.

Table 4.1 Frequency of Occurrence of Each Error Type

No.	Type of Errors	Number of Errors	Percentage of Errors
1	Omission	26	10,7 %
2	Addition	53	21,9 %
3	Misuse	163	67,4 %
Total		242	100 %

Figure 4.1 Percentage of Errors



4.4 Finding of the Research

The data analysis of the test sheet in distinguishing between collective noun and plural noun showed that errors of misuse reached the highest frequency, followed by errors of addition, and errors of omission, it was found that there was no error of disordering in this study. Further analysis concerning the distinguish between collective noun and plural noun in terms of each items show that misuse errors were always of the highest frequency. The average number of errors made of all the students was 42. From the percentage, it can be concluded that the students' ability in distinguishing between collective noun and plural noun was poor.

The researcher thinks that there are many factors why the students make errors, they are external and internal factor. External factor come from the method of teaching, because how well the students understand the material depends on the method of teaching that teacher uses. Internal factor is the students themselves. They perhaps can understand the material, it has been explained by the teacher for several times, but they still keep making

error and some of them who were afraid, shy to ask the teacher if they do not understand the material. The students motivation in learning English may also be caused of students' errors, may be it is because the students' interest in learning English is not much than any other subjects that they like to study. If students had high motivation, they would be diligent to effort and did not want to surrender in increasing their achievement. If the student had low motivation, they would be lazy and their attention was not concentrated to the material. As result, they found the problems in learning.

5. Conclusion

The result of the research showed that the students of SMPN 1 Nisam still have problem in distinguishing between collective and plural noun. They are still error to place of verb be in collective noun and plural noun. According to the result of interview with the students, the students made many errors in distinguishing between collective noun caused by two factors. They are internal factor and external factor. The Internal factor was the students do not pay attention where teaching-

learning process and some of them who was lazy to ask the teacher if they do not understand the material, it caused they were not able in English, and shy to ask. Besides, they do not know the different between collective noun and plural noun. The second factor was external factor, is the factor that come from the method of teaching, because

how well the students understand the material depends on the method of teaching that teacher uses. For instance, most of students made error in distinguishing between collective noun and plural noun it caused the teacher do not teach them too detail, and the teacher teaches them too fast.

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AN OVERVIEW OF CRITICAL READING STRATEGIES TO EFL STUDENTS

Rosdiana¹

Abstract

This article describes about Critical Reading Strategy in teaching English, especially in reading comprehension. Critical Reading is a strategy that provides students with instructional support before, during, and after reading process. The students with critical reading skills have the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, and ignore facts which don't. As readers make sense of what they read, they use various relationships of ideas to aid recognition and fluency. Critical reading includes the ability to evaluate ideas and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading.

Key Words: *Critical Reading Strategies, Reading Comprehension*

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A. Introduction

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. “Comprehension involves what the reader knows as well as the nature of the text itself. It involves the type of text to be read—narrative, expository, poetry, etc. It involves the purpose for reading” (Allan, 1998). It is in line with Bernhardt, (2003) that states comprehension involves intentional thinking, during which meaning is constructed through interactions between text and reader.

It means that comprehension is a process in which the reader constructs meaning using the building materials, the information on the text and the knowledge stored in the reader’s head. The students who have a good comprehension not only make sense of the text, but they are also able to use the information that contains on the text. They are able to think thoughtfully or deeply and to make personal connections as they analyze and question what they are reading, hearing, and seeing.

Similarly, comprehension entails three elements; the reader who is doing the comprehending, the text that is to be comprehended, the activity in which comprehension is a part, (Snow, 2003). In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. To comprehend, a reader must have cognitive capacities (e.g., attention, memory,

critical analytic ability, visualization ability), motivation (e.g., a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (e.g., vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

Second element of comprehension is the features of text. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Motivational factors, such as self concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. In addition, texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader’s

domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

The last element of comprehension is activity which refers to the purpose of reading a text. A reading activity involves one or more purposes that is influenced by a cluster of motivational variables, including interest and prior knowledge. A reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (e.g., wanting to know the information of the text). When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. In contrast, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text.

B. Discussion

Factors that Affect Reading Comprehension

There are some common factors that influence a reader ability to comprehend text; students' motivation, vocabulary/background knowledge, automaticity of decoding, fluent

reading, and the nature or the genre of the text itself. Motivation has been a central aspect that impact reading comprehension tasks, and in particular, student performance on reading comprehension assessments. It plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text (Brown, 1994). Motivation factor includes students' interest and their curiosity in processing a text. Interest has been defined as a "relatively stable evaluative orientation toward a certain domain and described as a personal investment in an activity" (Schiefele, 1999). Interest has also been found to correlate more highly with deep-level learning than with surface-level learning from texts. It is shown that student interest has a correlation with cognitive processes such as in analyzing the feature of the text that includes text length, text genre, background knowledge and text difficulty were statistically controlled.

Similarly, one central dimension of motivation is beliefs about one's ability, or self-efficacy. Self-efficacy refers to individuals' judgments and perceptions about whether they are capable of doing well and accomplishing a task (Presley, 2002). Reading self-efficacy refers to individuals' judgments or self-evaluations about their ability to do well on reading activities such as reading a book, or reading a passage (Calkins, 1998). Thus, the students who has self-efficacy seems to have an even more significant impact on reading comprehension when complexity and difficulty of the passage increases.

In addition, vocabulary/ background knowledge strongly influence or affect students' achievement in reading. "A great deal of research suggests that vocabulary and comprehension are inextricably linked. Thus, strategies related to ascertaining the meaning of unknown words, as well as general vocabulary building, are also essential to a strong program in comprehension instruction" (Orasanu, 1986). It is true that people who have large vocabularies affect their reading comprehension. As Fielding and Pearson (2002) imply that the more one already knows, the more one comprehends, and the more one comprehends, the more one learns new knowledge to enable comprehension of an even broader array of topics and texts. In other words, the more students exposure to have a new word, the more their vocabulary knowledge increases. That is, to know more about the meaning of a new word, students must repeatedly encounter and use the word.

Likewise, another important aspect of reading comprehension is world knowledge, particularly background knowledge that is relevant to the topic of the text. "One of the most effective ways to improve comprehension is to activate mental files before reading" (Keene and Zimmermann 1997). Researchers at the Center for the Study of Reading at the University of Illinois found that reading comprehension can be enhanced by a developing reader's prior knowledge. One way to do this is to provide readers with high-quality, information-rich texts, and then to help them relate what they already know to the

texts. Consequently, whether or not students had background knowledge or mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve students' comprehension.

Automaticity of decoding of the text is the next aspect that is required by the reader. It has been well established that skilled reading comprehension requires the reader to be able to process the written symbols of text at an appropriate level. This is reinforced by the fact that poor decoders, both in and out of school, read considerably less than average readers (Drucker and Mary, 2003). "A first recommendation to educators who want to improve students' comprehension skills is to teach them to decode well. Word-recognition skills must be developed to the point of fluency if comprehension benefits are to be maximized" (Pressley 2002). To be able to understand what they read, students first need to be able to decode the words on the page. The goal is to have students develop the capacity to have automatic word recognition (automaticity) in order to help them become good comprehenders. It is known that well-developed word recognition become primary skill that affects students' comprehension. However, even though skilled decoding is necessary, it is by no means sufficient for

skilled comprehension. Some children can read smoothly and with expression and not understand. Others may struggle mightily with decoding but still somehow get the gist, (Pressley 2001).

Subsequently, one more factor that affects students' reading comprehension is fluent reading. "Fluency refers to the ability to identify words rapidly so that attention is directed at the meaning of the text" (Adam, 1990). Reading with fluency allows students to obtain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text. In contrast, "If a student is not fluent in word recognition, he/she is thinking about the sounds of the individual letters and letter combinations rather than using that energy to make sense of the text being read (Pressley 2002). That is, to be fluent means to be able both to read smoothly, without hesitation, and to comprehend.

The last component that affects students' reading achievement is the feature of the text itself. Texts are structured in different ways depending on their purpose and audience and the way texts are structured plays an important role in student comprehension. By teaching students to understand and draw on what they know about the organizational

structure of texts, they learn how to comprehend text, how to learn important information and remember what they have read and how to monitor their own reading. The more students know about the structure of a text, the more confidently they will be able to read it.

The students who know the structural features of a narrative, for example, it can help them to focus their attention on the more important details of the text while they are reading, e.g. knowing who the main character is; knowing what the plot entails. As students know the genre of the texts, they learn to search for and notice this information and draw on their knowledge of structure to comprehend what is text discussing about. Consequently, by knowing about the structure of the text helps students to make predictions, draw inferences, identify main ideas and reach conclusions during reading. Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.

Critical Reading

Critical reading is a technique for discovering information and ideas within a text. It is identifying the various ways in which each text is unique product of a unique author. It is also recognizing not only what a text says, but also how the text portrays the subject matter. Having recognized what a text says, it reflects on what the text does by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then

infer what the text, as a whole means based on the earlier analysis.

It can be inferred that critical reading generally refers to reading in a scholarly context, with an eye toward identifying a text or author's viewpoints, arguments, and evidence. It means evaluating what you have read using your knowledge as a scholar. Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structure of the writing, the language used as well as the content.

Consequently, a critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding. There are three steps or modes of analysis which are reflected in the types of critical reading; what a text says (restatement) what a text does (description/purpose) what a text means (interpretation). What a text says (restatement) talks about the same topic as the original text, What a text does (description) discusses aspects of the discussion itself and what a text means (interpretation) analyzes the text and asserts a meaning for the text as a whole.

A self-improving reader with critical reading skills discusses what he or she has read with others and listens to their points of view. They then might find that their interpretations reveal new dimensions to the subject, which broaden their way of thinking about it. This type of reader reflects these ideas when applying the information in new situations. Critical reading skill can also give

students the confidence to investigate new sources of information, such as reading books and material from the other sources that nobody has recommended, and learn about subjects that are not actually taught anywhere. These skills empower readers to forget their own way and to pursue studies determined by their own goals and objectives. They allow readers to use the knowledge they acquire through reading to help themselves.

Consequently, critical reading skills is essential to effective communication, problem solving, and analysis in the humanities, and, indeed, to any profession and field of study. To attain these abilities requires ongoing practice and critical review by peers, mentors, and perhaps most importantly, yourself. In any event, the same fundamental principles will assist how to create tighter, better reasoned, and more compelling analyses and arguments.

The important of critical reading

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can also actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will

also be able to identify literary devices and their effect on the text. Having critical reading skills help to deepen a student's comprehension of a text, resulting in a positive reading experience.

Similarly, the students with critical reading skills have the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, and ignore facts which don't. As readers make sense of what they read, they use various relationships of ideas to aid recognition and fluency. Critical reading includes the ability to evaluate ideas and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading. A reader who is constantly looking for new information and inspiration encounters a text with an open mind, but at the same time questions the purpose and content of the text by testing it against his or her previous knowledge and experience. In addition, a critical reader is also trying to discover the hidden message in the text and to find out how the information in the text accords with his or her opinions, values and objectives.

Therefore, by having critical reading skills, a person can read fluently, smoothly and expressively at speeds approaching regular speech. The active vocabulary of an average person is about 1,000 words (National Reading Panel). Most people can recognize around 5,000 words. Many adults have a strong sense that their vocabulary can be improved. In

doing so, it would likely have a positive impact on their reading skills. The secret to reading well is the ability to comprehend and extract the appropriate meaning and relevance of what is being read. Comprehension depends on the complexity of the text, and the sophistication of vocabulary.

Strategies in Implementing Critical Reading

Students who have limited exposure to effective comprehension strategies will likely experience a reading as such bored activity. For most students, it is imperative that teachers provide strategy instruction by modeling, demonstrating, and explaining. Students then need to apply these strategies through much shared, guided, and independent reading. "Surprisingly, many of the studies that examined the thinking of proficient readers pointed to only seven or eight thinking strategies used consistently by proficient readers. Even more surprisingly, the researchers described the same seven or eight strategies in their findings," (Keene, 1997). The teacher can introduce the strategies in implementing critical reading that include monitoring comprehension, understanding text structure, predicting, generating question questions, answering questions, using mental image (visualizing), and summarizing.

Monitoring comprehension means that the students determine how well they are making sense of the text and what to do when their comprehension breaks down. Often, the students do not realize where or when they do not understand. They just keep reading.

Students need to know that reading must always make sense. When comprehension breaks down, it is important to use appropriate fix-up strategies. Students need to determine if a word has been incorrectly decoded or if a word or sentence has been misunderstood given the context. They also need to review whether they understand how the text is organized. Loss of interest or concentration also affects comprehension. In addition, to become successful, proficient readers, students need to be exposed to, and learn about, a variety of text formats. Different kinds of texts are organized in different ways. The students have to know that the story will have a beginning, a middle, and an end. It will have at least one problem and solution and will involve one or more characters. The students should know about setting, plot, and main idea.

The next strategy is Using Prior Knowledge/Predicting. Predicting happens before, during, and after reading. Students use information from their own knowledge base to make sense of what they're reading. This base includes personal knowledge, knowledge of reading, and world knowledge. By making connections with what they already know, students are better able to understand new ideas and information presented in a text. Since students' life experiences are diverse, all students bring their own ideas to the text being read. This diversity of backgrounds accounts for differences in students' understanding of the same text. Each reader "personalizes" the text.

Furthermore, generating questions change reading from a passive to an active pursuit. Generating or asking questions about a text helps students clarify their thinking and better understand what they are reading. Effective readers are always asking themselves questions; less effective readers rarely question. Questioning can occur before, during, and after reading. The kind of questions asked often depends on the genre of the text. Readers ask questions to clarify meaning, speculate about text, determine an author's style, intent, content, or format, locate a specific answer in the text, and consider rhetorical questions inspired by the text (Eskey and Grabe, 1988).

Similarly, Students benefit from responding to questions that they, their peers, or the teacher generates before, occasionally during, and after they read. Thinking about answers and listening to others explain their answers help students understand the text. It is important for students to not only be asked questions, but also to be taught how to find the answers. When higher-order responses are required, students learn to pay attention to more than just factual details.

In addition, visualizing refers to the mind's capacity to imagine what is being suggested by the words on a page." By visualizing, or making mental images, students are able to relate what they are reading (abstract) to something concrete—a visual image, a feeling, a sound, a smell, or a taste. This ability to "image" helps anchor new ideas in the students' minds and enables them to

recall the ideas in a visual way when appropriate.

The last strategy in critical reading is summarizing. It is important strategies for developing student comprehension and oral language proficiency. When students summarize, they identify what is important from what they have read, relate what they have read to their personal experiences. A summary provides the gist or essence of what has been read or heard, and may consist of only a sentence or two. Summarizing helps students to improve their grasp of the main idea, an important skill in comprehension, but it may also include making references to personal experiences or other texts. Summarizing also incorporates students' ability to infer. When students infer, they go beyond the literal meaning to what is implied. They use their own experiences and background knowledge to help them make sense of, and gain deeper insights into, the text. Readers might make inferences about the deeper, underlying meaning of a text character's emotions and feelings, the significance of various events, and lessons that the author may be trying to teach.

Futhermore, Lindsay, (2006) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities - all of which require students to apply what they are learning".

C. Conclusion

Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

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THE EFFECT OF GAME THROUGH SMALL GROUPS IN TEACHING READING COMPREHENSION

Rusmiati¹

Abstract

This article describes about the effect of game through small groups in teaching reading comprehension. Generally, teachers used to be active then their students, Yet, in some ways it has been changed, students now tend to avoid the passivity in the class. Teachers role in this phase is the fasilitator from whom students run for guidance during their lesson. Students are also encouraged to be well spirited in using their skills in English conversationally by giving and sharing ideas. Therefore, learning through games is one of the most interesting technique to reach this great atmosphere of the class.

Key Words: *Game, Small Group Reading Comprehension*

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I. Introduction

Reading as one of the four language skills is very important to be learned. There are some general opinions about reading. According to Nuttal (1996), reading is defined as a process to get meaning from a text. Furthermore, Richard (1998) states that reading is the exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. On the other hand, reading is an activity of getting meaning from written text whose aim is to understand the information in it.

Gamrell and Dromsky in Westwood (2001) define that reading is a process in which readers actively search for and make meaning in what they read. In addition, Gillet and Temple (1994) explain that reading is language ability which influences to other of language abilities, including speaking, listening and writing. It means that reading cannot be separated freely, but it is influenced by other skills.

Moreover, reading comprehension ability is taught to be a set of generalize knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequences of reading printed page. (Harris and Sipay, 1980). This statement is supported by Snow (2002) who states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this phase, readers do not only use grammar and vocabulary knowledge to understand reading, but also use

previous knowledge to understand it.

Especially in teaching learning process, teachers need to get better understanding of the nature of reading comprehension which is effective to help students developing their reading comprehension. The more teachers know about the processes involved in reading comprehension, the better they can prepare good reading lesson for their class.

Briefly, I conclude that reading comprehension is a complex process and an important skill that is used to extract meaning and information from text. Furthermore, reading comprehension is the process of transferring the information conveyed within a certain text into our mind by which it is processed to be our experience.

II. Discussion

Games in Teaching Reading

Comprehension

When reading comprehension is taught with games, it is expected to have different atmosphere in the teaching learning process. Games are expected to provide a better atmosphere and a lot of fun while learning in the classroom. Implementing games will put the students in a situation where the students will have a good time in learning reading comprehension. Therefore, teachers should be more active and creative in designing appropriate games to be applied in teaching reading comprehension.

There are some other examples of games that can be used in teaching reading comprehension beside the games used in this

research. The games are taken from any sources from internet. They are:

1. Missing Headlines

Aim: Reading silently, reading for specific information, speaking (discussing in pairs)

Notes: Cut out news items and their headlines from a newspaper. Paste the news and headlines on separate sheets of paper. Photocopy them. Ask students to work in pairs. Give each pair the photocopies of the news and headlines. Ask them to match the headlines with the news items.

2. Reading Roundup

Give your students a small writing excerpt. Ensure that you match the difficulty of the excerpt to the level of your class. Set a time limit for reading, one that's suitable for the length of the passage. Take the excerpt away from the students after the time expires. Have each student write down as many questions about the passage as possible. Then have them ask their questions to the rest of the class. Award one point for each question and one point for each correct answer. The student with the most points wins. Do this activity in pairs if you have enough students.

3. Question and Answer Game Activity

Level: Any Level

Usually students answer comprehension questions after reading. Why not have students create their own comprehension questions? I have and it works well, especially if this activity is turned into a game. I do this by having students in small group work together to write questions

about the text are allowed. Opinion questions are not allowed. After groups finish writing their questions, they ask their questions to another group which must answer within a specified amount of time (the teacher decides the time according to the class level). If the answer is correct and given within the time period, the answering team receives a point. If the answer is incorrect or not found within the time period, the questioning group receives a point, but they must inform the other group of the answer. Each group takes turn asking and answering questions.

Those above games can be used as an additional technique that can be applied in teaching reading comprehension. Teachers can create and design more games to add variety in teaching reading comprehension by looking at the other sources such as the internet or book. If this is done by the teacher, it is expected that students are not only feel fun with the material being taught in class but also feel pleased with their teacher because their teacher has given the knowledge without make them stressful and fear in learning English. As the result, both students and teacher are successful in creating a good atmosphere in class which leads them to gain the teaching goal easily as it expected.

The Advantages of Implementing Games

Implementing games in language teaching can help students develop their reading comprehension. The followings are some opinions of game advantages proposed by some other experts:

Brewster (2002) proposes ten advantages of using games in language learning, five of which will be mentioned here:

1. Games add variety to the range of learning situation.
2. Games provide 'hidden' practice of specific language pattern, vocabulary and pronunciation.
3. Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
4. Games increase communication among students, which provide fluency, practice and reduce the domination the class by the teacher.
5. Games create fun atmosphere and reduce the distance between teacher and students.

Based on the above information, it is clear that games make the students feel the atmosphere "play while learning". The learning process provides less-pressured atmosphere for the teacher and the students, but certainly it is still serious because of the skills in the English are still taught effectively.

In addition, Carrier (1985) summarizes that there are some advantages of using games. They are:

1. Games add variety to range of learning situations.
2. Games can maintain motivation.
3. Games can refresh learners during formal learning.
4. Games can encourage an interest of those students whose feel intimidated by formal classroom situations.

5. Games can make a teacher-student distance less marginal.
6. Games give an opportunity for student-student communication and can reduce more usual student-teacher communication,
7. Games can act as a testing mechanism, in the sense that they will expose areas of weakness.

Based on the information above, it is clear that games provide motivation on the development of the students' ability to learn English skills. Furthermore, student-centered adopted in the implementation of these games provides many advantages. Nunan (1999) says that learner-centered instruction is an approach to instruction that uses information about and from learners in selecting learning content and procedures. The phrase is also used to describe a classroom in which learners are required to learn actively, through doing, rather than through focusing on the teacher.

The important of small group

Small groups encourage students to think deeply and express their own ideas to others. The relationship among the students in the group will closer in the group will likely give chance as well as challenge in discussing the problems they are faced during lesson then finally lead them to find the solution. Furthermore, according to Brown (2007), group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

In addition, Harmer (1991) explains that group work seems to be an extremely

attractive idea for a number of reasons. In this phase, Interaction among the teacher and the students in small group focuses on producing a good result in teaching learning process in which everyone has a voice to explore their ideas to each other.

Implementing small groups

Teaching is an activity carried on by a person called a teacher who helps another person called a student or pupil to get knowledge or to learn something. Brown (2000) mentions that there are several characteristics of effective teaching. The six of which will be mentioned here. Firstly, instruction is clear and focused. Then, learning progress is monitored closely. Next, class time is used for learning instructional groups formed in the classroom fit instructional needs. Finally, personal interaction between teachers and students are positive, incentives and rewards for students are used to promote excellence.

It can be inferred that effective teaching will determine the teacher and students to perform better in learning process. The characteristics of effective teaching should be applied by the teacher in approach to teach. In addition, the teaching learning process must be based on the goals of curriculum. Teacher gives students the target to reach the goals of the subject. Besides, teacher must focus in giving the comprehension about the materials. The teacher may not tell a lot of unimportant stories that is not related to the materials. When the students still do not understand the materials, the teacher has to keep patient and

spirit to reteach them. Finally, when the students successful in learning the materials, the teacher should give them a praise and good comment. Brophy in Harris and Sipay (1990) mentions that there are twelve suggestions for effective teaching of group. The five of which will be explained here, they are:

Firstly, use a standard and predictable signal to obtain the group's attention. Then, teach the students to move immediately into their reading group. Next, bring the appropriate materials, and make quick, orderly transitions between activities. Furthermore, seat the pupils in the group with their backs to the rest of the class; the teacher should face all of the class members. Moreover, introduce the lesson with an overview of what is to come; this prepares the students for the presentation. Lastly, demonstrate or explain any new activity before asking the children to do it.

It shows that the teacher has to work actively in managing the students in teaching learning process. It includes managing the students to form the groups. The teacher has to make sure that all of the activities run orderly. The most important thing is that the teacher has to explain the objectives and the things that should be done by the students in their groups clearly, in order to minimally the noise made by them.

Implementing Games through small groups

There are some small groups tasks that teacher can be implemented in teaching

learning process. Brown (2007) selects the appropriate group task into some categories. They are games, drama, projects, interview, information gap, jigsaw, and problem solving.

In this research, I choose to implement games through small groups in teaching reading comprehension. Generally feature of many games have the connection with competition among players. Eventhough there are some games also use games cooperatively. In other cases, there is both cooperation and competition are applied in the process of playing the games. Games in this research apply both the cooperation and competitive element in which the students discuss together with their friends in the same groups cooperatively and then compete with the another group.

Additionally, in language teaching, games can play competitively and cooperatively. Hadfield (2004) says that there are two kinds of game: competitive games and cooperative games. Competitive games are games in which players or teams race to be the first to reach the goal. Yet, co-operative games are games in which players or teams work together towards a common goal. The theory is supported by Agoestyowaty (2007) who says that games allow students to work co-operatively, compete with each other, to think in a different way, share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun. Besides, according to Greenall (1990), the

term 'game' is used whenever there is an element of competition between individual students or teams in a language activity. In this phase, when an element of competition is appeared, it is important to encourage and develop students' solidarity in teamwork. The students in their group have to give their best to do the tasks which are given by their teacher. All students will be well motivated to learn in their group to compete with other group and expected to be the winner in playing the games.

III. Conclusion

The explanation above also can be used as the information for the teacher in planning small groups for students in the classroom. The teacher must provide clear information about the activities to be carried out by the students. Activities must be in accordance with the syllabus and curriculum. In this phase, all students must be active in completing the tasks that is given by the teacher. Every student should have input feedback to share with his group, so that they are successful in the learning process.

By implementing small groups, the teacher may not leave the students in their groups. The function of the teacher is the most important thing in implementing this activity. In this phase, the teacher is the one who monitors the students. Besides, the teacher is responsible as a facilitator. Hence, It is hopefully that teaching learning process will run well if the teacher and the students complete their tasks based on the rules given.

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AN OVERVIEW OF STRATEGY IN LANGUAGE LEARNING

Sri Wahyuni¹

Abstract

This article describes about Strategy in Language Learning. Learning strategy are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. Owing to conditioning by the culture and the educational system, however, many language students (even adults) are passive and accustomed to being spoon-fed. They like to be told what to do, and they do only what is clearly essential to get a good grade-even if they fail to develop useful skills in the process. A general overview of the system in language learning strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and composition under the direct class; metacognitive, affective and social under the indirect class). Direct strategies and indirect strategies support each other and each strategy is capable in connecting with and assisting for every other strategy.

Key Words: *Strategies, Language Learning*

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Introduction

Researchers have formally discovered and named language learning strategies only recently, such strategies have actually been used for thousands of years. One well-known example is mnemonic or memory devices used in ancient times to help storytellers remember their lines. Throughout history, the best language students have used strategies, ranging from naturalistic language practice techniques to analytic, rule-based strategy.

Certain cognitive strategies, such as analyzing and particular memory strategies, like the keyword technique, are highly useful for understanding and recalling new information-important functions in the process of becoming competent in using the new language. Compensation strategies aid learners in overcoming competent in using the new language. Compensation strategies aids learners in overcoming knowledge gaps and continuing to communicate authentically; thus, these strategies help communicative competence to blossom.

Discussion

A. A Word about Terminology

The following are some important terms:

Lerning and acquisition, process orientation, four language skills, second language and foreign language, communication communicative competence and learning strategies.

Learning and Acquisition

According to one well-known contrast, *learning* is conscious knowledge rules, does not typically lead to conversational fluency and is derived from formal instruction.

Acquisition, on the other hand, occurs uncounsciously and spontaneously, does lead to conversational fluency and arises from naturalistic language use. Some specialists-even suggest that learning cannot contribute to acquisition, for example: that “conscious” gain in knowledge cannot influence “subconscious” development of language.

However, this distinction seems too rigid. It is likely that learning and acquisition are not mutually exclusive but are rather parts of a potentially integrated range of experience. “Our knowledge about what is conscious and whatt is subconscious is too vague for use to use the (learning-acquisition) distinction reliably,” says one expert; moreover, some elements of language use are at first councious and then become uncounscious or automatic through practice. Many language education experts suggest that both aspects-acquisition and learning-are necessary for communicative competence, particularly at higher skill levels. For these reasons, a learning-acquisition continuum is more accurate than a dichotomy in describing how language abilities are developed.

Process Orientation

Interest has been shifting from a limited focus on merely what students learn to acquire-the *product or outcome* of language learning and acquisition-the *process* by which learning or acquisition occurs. This new emphasis involves looking at a variety of process factors: the development of an interlanguage (the learner’s hybrid from of language use that ranges somewhere in between the first or native language and the

actual new language being learned), the kinds of errors and mistakes the learners make and the reasons for them, the learner's social and emotional adaptation to the new knowledge and culture, the amount and kind of activities available to the learner inside and outside of class and the learner's reactions to specific classroom techniques and methods and to out-of-class experiences with the language.

✚ **Four Language Skill**

Gaining a new language necessarily involves developing four modalities in varying degrees and combinations: listening, reading, speaking and writing. Among language teachers, these modalities are known as *the four language skills* or just *the four skill*. Culture and grammar are sometimes called skills, too, but they are somewhat different from the Big Four; both of these intersect and overlap with listening, reading, speaking and writing in particular ways. The term *skill* simply means ability, expertness or proficiency. Skills are incrementally developed during the language development process.

✚ **Communication, Communicative Competence and Related Concepts**

The word *communication* comes from a Latin word for "commonness," including the prefix *com-* which suggests togetherness, joining, cooperation and mutuality. Therefore, communication is definable as "a mutual exchange between two or more individuals which enhances cooperation and establishes commonality". *Communication* is also seen as dynamic, not static and as depending on the negotiation of meaning between two or more persons who share some knowledge of the

language being used. *Communicative Competence* is competence or ability to communicate. It concerns both spoken or written language and all four language skills. Language learning experts have commonly used the term *communication strategies* to refer only to certain types of speaking strategies, thus unwittingly giving the false impression that the skills of reading, listening and writing- and the language used via these modalities-are not really equal partners in communication.

One very useful model provides a comprehensive, four-part definition of communicative competence:

1. *Grammatical Competence or Accuracy*
2. *Sociolinguistic Competence*
3. *Discourse Competence*
4. *Strategic Competence*

✚ **Learning Strategies**

The word *strategy* comes from the ancient Greek term *strategia* meaning generalship or the art of war. In nonmilitary settings, the strategy concept has been applied to clearly non-adversarial situations, where it has come to mean a plan, step or conscious action toward achievement of an objective. The strategy concept, without its aggressive and competitive trappings, has become influential in education where it has taken on a new meaning and has been transformed into *learning strategies*. One commonly used technical definition says that learning strategies are operations employed by the learner to add to the acquisition, storage, retrieval and use of information.

B. FEATURES OF LANGUAGE LEARNING STRATEGIES

Communicative Competence as the Main Goal

Language learning strategies stimulate the growth of communicative competence in general. Example, metacognitive (“beyond the cognitive”) strategies help learners to regulate their own cognition and to focus, plan and evaluate their progress as they move toward

communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence. Social strategies provide increased interaction and more empathetic understanding, two qualities necessary to reach communicative competence.

FEATURES OF LANGUAGE LEARNING STRATEGIES

No.	Language Learning Strategies
1.	Contribute to the main goal, communicative competence
2.	Allow learners to become more self-directed
3.	Expand the role of teachers
4.	Are problem oriented
5.	Are specific actions taken by the learner
6.	Involve many aspects of the learner, not just the cognitive
7.	Support learning both directly and indirectly
8.	Are not always observable
9.	Are often conscious
10.	Can be taught
11.	Are flexible
12.	Are influenced by a variety of factors

Greater Self-Direction for Learners

Language learning strategies encourage greater overall self-direction for learners. Self-direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use the language outside the classroom. Moreover, self direction is essential to the active development of ability in a new language.

Owing to conditioning by the culture and the educational system, however, many

language students (even adults) are passive and accustomed to being spoon-fed. They like to be told what to do, and they do only what is clearly essential to get a good grade-even if they fail to develop useful skills in the process. Attitudes and behaviors like these make learning more difficult and must be changed, or else any effort to train learners to rely more on themselves and used better strategies is bound to fail. Just teaching new strategies to students will accomplish very little unless

students begin to want greater responsibility for their own learning.

New Roles for Teachers

Teachers traditionally expect to be viewed as authority figures, identified with roles like parent, instructor, director, manager, judge, leader, evaluator, controller and even doctor, who must “cure” the ignorance of the students. New teaching capacities also include identifying students’ learning strategies, conducting training on learning strategies, and helping learners become more independent. In this process, teacher do not necessarily forsake all their old managerial and instructional tasks, but these elements become much less dominant. These changes strengthen teachers’ roles, making them more varied and more creative. Their status is no longer based on hierarchical authority, but on the quality and importance of their relationship with learners. When students take more responsibility, more learning occurs, and both teachers and learners feel more successful.

Other Features

Other important features of language strategies are problem orientation, action basis, involvement beyond just cognition, ability to support learning directly or indirectly, degree of observability, level of consciousness, teachability, flexibility and influences on strategy choice.

➤ **Problem Orientation**

Language learning strategies are tools. They are used because there is a problem to solve, a task to accomplish, an objective to meet, or a goal to attain. Such as, a learner using one of the reasoning or guessing

strategies to better understand a foreign language reading passage. Memory strategies are used because there is something that must be remembered. Affective strategies are used to help the learner relax or gain greater confidence, so that more profitable learning can take place.

➤ **Action Basis**

Related to the problem orientation of language learning strategies is their action basis. Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning.

➤ **Involvement beyond just Cognition,**

Language learning strategies are not restricted to cognitive functions, such as those dealing with mental processing and manipulation or the new language. Strategies also include metacognitive functions like planning, evaluating and arranging one’s own learning; and emotional (affective), social and other functions as well.

➤ **Directly and Indirect Support**

Some learning strategies involve direct learning and use of the subject matter, in this case a new language. These are known as *direct strategies*. Other strategies including metacognitive, affective and social strategies, contribute indirectly but powerfully to learning. These are known as *indirect strategies*. Direct and indirect strategies are equally important and serve to support each other in any ways.

➤ **Degree of Observability**

Language learning strategies are not always readily observable to the human eye. Many aspects of cooperating, a strategy in

which the learner works with someone else to achieve a learning goal, can be observed, but the act of making mental associations, an important memory strategy, cannot be seen. It is often difficult for teacher to know about their students' learning strategies, because some strategies are hard to observe even with the help of videotape and closed-circuit television. Another problem with observing learning strategies is that many strategies are used (as they should be!) outside of the class room in informal, naturalistic situations unobservable by the teacher.

➤ **Level of Consciousness**

The ancient Greek definition of strategies, given above, implies consciousness and intentionality. Many modern uses of learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that learning strategies are always conscious action. However, after certain amount of practice and use, learning strategies, like any other skill or behavior, can become automatic-that is, unconscious-is often a very desirable thing, especially for language learning.

➤ **Teach ability**

Some aspects of the learners' makeup, like general learning style or personality traits, are very difficult to change. In contrast, learning strategies are easier to teach and modify. This can be done through strategy training, which is an essential part of language education. Even the best learner can improve their strategy use through such training. Strategy learning helps guide learners to become more conscious of strategy use and

more adept at employing appropriate strategies. Strategy training is most effective when students why and when specific strategies are important, how to use these strategies, and how to transfer them to new situations. Strategy training must also take into account learners' and teachers' attitudes toward learner self-direction, language learning and particular language and culture in question.

➤ **Flexibility**

Language learning strategies are flexible; that is, they are not always found in predictable sequences or in precise patterns. There is a great deal of individuality in the way learners choose, combine and sequence strategies. The ways that learners do so is the subject of much current research.

➤ **Factor Influencing Strategy Choice**

Many factors affect the choice of strategies: degree of awareness, stage of learning, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language. In a nutshell, learners who are more aware and more advanced seem to use better strategies. Task requirements help determine strategy choice; learners would not use the same strategies for writing a composition as for chatting in a cafe. Teacher expectations, expressed through classroom instructional and testing methods, strongly shape learners, strategies; such as, classroom emphasis on discrete-point on grammar-learning will result in development of learning strategies like

analysis and reasoning, rather than more global strategies for communication.

C. A NEW SYSTEM OF LANGUAGE LEARNING STRATEGIES

The strategies system presented here differs in several ways from earlier attempts to classify strategies. It is more comprehensive and detailed; it is more systematic in linking individual strategies, as well as strategy groups, with each of the four language skills and it uses less technical terminology. Visual and verbal cues are used throughout this book for understanding and remembering the system.

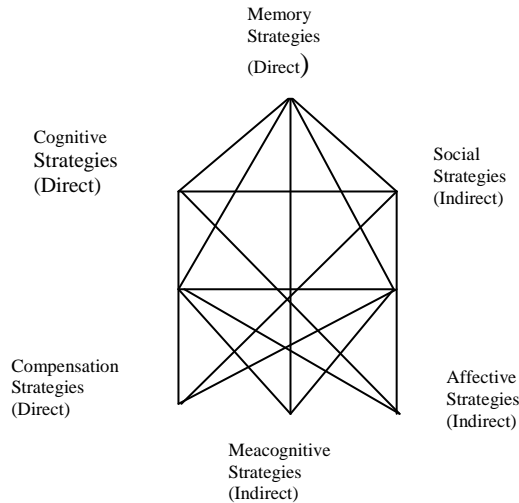
A general overview of the system of language learning strategies. Strategies divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and composition under the direct class; metacognitive, affective and social under the indirect class). Direct strategies and indirect strategies support each other and that each strategy group is capable in connecting with and assisting every other strategy group.

1. Mutual Support

The first major class, direct strategies for dealing with the new language, is like the

performer in a stage play, working with the language itself in a variety of specific tasks and situations. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. The performer works closely with the Director for the best possible outcome.

The second major strategies class—indirect strategies for general management of learning—can be likened to the Director of the play. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions and social strategies for learning with others. The Director serves a host of functions, like focusing, organizing, guiding, checking, correcting, coaching, encouraging, and cheering the performer as well as ensuring that the performer works cooperatively with other actors in the play. The Director is an *internal* guide and support to the performer. The functions of both the Director and the Performer become part of the learner, as he or she accepts increased responsibility for learning.



Interrelationships between Direct and Indirect Strategies and Among the Six Strategy Groups.

The teacher allows and encourages the learner to take on more of the Director functions that might have earlier been reserved, at least overtly, for the teacher. In the past, teachers might have been the ones to correct learner errors and tell the learner exactly what to do when. Now learners do more of this for themselves, while teachers'

functions become somewhat less directive and more facilitating. For instance, the metacognitive category helps students to regulate their own cognition by assessing how they are learning and by planning for future language tasks, but metacognitive self-assessment and planning often require reasoning, which is itself a cognitive strategy.

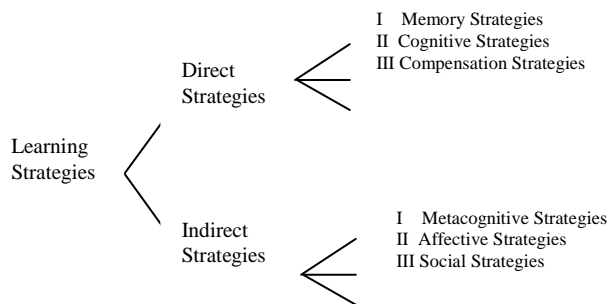


Diagram of the Strategy System

2. Cautions

It is very important to remember that any current understanding of language learning strategies is necessarily in its infancy and any existing system of strategies is only a proposal to be tested through practical

classroom use and through research. At this stage in the short history of language learning strategy research, there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demacrated, and catagorized; and

whether it is-or ever will be-possible to create a real, scientifically validated hierarchy of strategies. Some language learning strategies, such as naturalistic practice, are very broad, containing many possible activities, while others, like the keyword technique, are narrower, but breadth or narrowness cannot be the sole basis of a hierarchical structure for strategies.

Furthermore, the classification conflicts are inevitable. A given strategy, such as using synonyms is the exact word is not known to the learner, is classed by some experts as a learning strategy, but it is unceremoniously thrown out of the learning strategy arena by other experts, who think it is merely a communication strategy which is not useful for learning. Also, there is confusion among some strategy specialists as to whether a particular strategy, like self-monitoring, should be called direct or indirect; this may be because researchers often classify a particular strategy differently at different times, in light of new insights. These difficulties are understandable, given the early stage of investigation concerning language learning strategies.

Despite problem in classifying strategies, research continues to prove that strategies help learners take control of their learning and become more proficient, and the experience of many teachers indicates that the strategy system shown above is a very useful way to examine such strategies. This system provides, albeit imperfect form, a comprehensive structure for understanding strategies. It includes a wide variety of affective and social strategies which are not

often enough considered by strategy researchers, teachers or students.

CONCLUSION

Language learning strategies contribute to all part of the learning-acquisition continuum, for instance, analytic strategies are directly related to the learning end of the continuum, while strategies involving naturalistic practice facilitate the acquisition of language learning, and guessing and memory strategies are equally useful to both learning and acquisition. The strategy concepts, without its aggressive and competitive trappings, has become influential in education where it has taken on a new meaning and has been transformed into *learning strategies*.

One commonly used technical definition says that learning strategies are operations employed by the learner to add the acquisition, storage, retrieval and use of information.

The classification conflicts are inevitable. A given strategy, such as using synonyms is the exact word is not known to the learner, is classed by some experts as a learning strategy, but it is unceremoniously thrown out of the learning strategy arena by other experts, who think it is merely a communication strategy which is not useful for learning. Also, there is confusion among some strategy specialists as to whether a particular strategy, like self-monitoring, should be called direct or indirect; this may be because researchers often classify a particular strategy differently at different times, in light of new insights. These difficulties are understandable, given the early

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ANALYZING INDONESIAN CURRICULUM OF KTSP

Salwa Chaira¹

Abstrak

This article is to explain the implementation of KTSP curriculum which is invented in 2006 and is still implemented in some schools in Indonesia. Here, the writer includes several aspects, which are the current status of the curriculum, the relationship of curriculum with the mainstream environment, the organizing principle of the curriculum, theoretical approach of the curriculum, the theory of language learning, the curriculum and its context, curriculum and syllabus assessment. The method applied here is a library analysis toward KTSP curriculum. The result shows that the curriculum suits Indonesian students in almost sides since it requires teachers to develop the curriculum based on the context of schools and students' capacity. Besides, the students will not face huge burden learning in a school since the teachers who formally recognize their students well develop all the teaching and learning syllabi. In conclusion, KTSP is a practically appropriate curriculum which has been implemented compared to previous curriculums. Indonesian government design it since this is a better innovative curriculum to apply to the educational institutions in Indonesia. The demand of the curriculum appears neither low nor high and is definitely achieved by the students.

Key Words: *Analyzing, Curriculum, KTSP*

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a. Introduction

Teaching process and product need a curriculum to implement an appropriate learning to students. Picking an Indonesian curriculum, KTSP, this report analyses a curriculum which is being implemented in the country briefly. Historically, the curriculums in Indonesia are subject to change regarding its need and requirement. It is a beneficial way to implement a proper curriculum into Indonesian education and to improve the teaching and learning process. Prior to explain all about the Indonesian curriculum, here will be a definition of the curriculum itself. Hall and Hewing's definition seems to strictly define purely language learning, yet a curriculum covers all the learning and studies besides language. A definition of curriculum by Graves and Richard (Graves, 2008) is a process and product of planning, teaching, and evaluating a study as well as program and all its relation. Thus, in this report, the writer prefers to take Graves and Richard's curriculum definition to describe the process and product and the relation of the current curriculum.

KTSP is a curriculum which is based on schools designed by Indonesian government as a replacement of the previous curriculum called KBK (competence-based curriculum). It is a national obligatory curriculum which is merely implemented in elementary (primary), junior high, and senior high levels entire the country. Basically, KTSP derives from KBK due to KTSP still focuses on students' competence. It is an innovation as defined by Markee (Hall and Hewing, 2001)

that Indonesian government design since this is a better innovative curriculum to apply to the educational institutions in Indonesia. KTSP curriculum is a working curriculum which is further developed and accomplished by each school. The curriculum consists of aims of a school, arrangement and content, school calendar, and syllabi. In KTSP system, each school has its own authority to adjust their own curriculum in details based on Content Standard and Passing Standard as well as other two elements, Standard Competence (SK) and Basic Competence (KD) framework which are designed by the government. Content Standard is a learning substance and capacity levels to be achieved by students to accomplish graduation of an education institution. It contains a few items which are a basic framework, curriculum construction, SK, and KD for each subject in every semester and all levels of study. Passing Standard is a capacity qualification toward each school graduation. Competence Standard (SK) is the least and smallest qualification of students' competences about materials mastery, personality, and proficiency involved in any subjects in every term and level of study. Basic Competence is the amount of competences required in a subject that should be mastered by the students as a guiding indicator of the proposed aims designed in KTSP curriculum (BSNP, 2006, p.3)

b. The Current Status of the Curriculum

Indonesian government considers that modifying each curriculum is a particular necessity to deal with the global requirement, social as well as political issues, etc. In its

educational history, Indonesia has nine times of curriculum modification after the Independence of Indonesia. Apparently, they were modified as they no longer fitted the capacity and education quality needed at current time. All these are curriculum of 1947, 1952, 1964, 1968 which were simply identified as Education Plans, 1975, 1984 and 1994 as CBSA (Students Active Learning), 2004 as KBK (Competence-based Curriculum). The last but not the least change occurred in 2006 which is named as KTSP (School-based Curriculum). KTSP is the latest curriculum invented in 2006 and implemented in entire Indonesia. As in general, every curriculum is designed by the government under the charge of Minister of Education. For the current curriculum, the government found a special association, BSNP (National Education Standards Organization) that designs it with some assistance from tertiary level professionals, Curriculum Center, Ministry of Education, and Department of Religious Affairs staff.

In details, the curriculum places the framework in students' competence in a school since the fact that the competence of the students differs from one school to another and one region to each other. The difference occurs when a school in one region possesses all the supporting facilities, knowledgeable teachers, proper material and learning media, creativity, as well as sufficient fund to undertake the teaching and learning process, while another school in the same region or different one may not have the benefit of the other schools possess. This dilemma sometimes cannot be

resolved by providing of what the school requires. Some schools can afford to cover all the needs with various methods such as providing facilities and innovative learning media, adequate teachers, and fund needed to run the education progress. Therefore, they can have their students learn better, gain advantageous knowledge, and increase excellent results. Others are not able to cover the needs as a result of inadequate fund or having low ability students, etc. As a consequence, the implementing of KTSP curriculum is supposed to be helpful to the students who will learn and reach the minimum score based on their own capacity in a school. This approach does not seem to give them a great pressure in passing the final examination. However, they are still required to fulfill the great task reaching the minimum score decided by the school they are in.

c. The Relationship of Curriculum with the Mainstream Environment

Commonly, the language used in teaching and learning process in Indonesia is Indonesian. Thus, all subjects are delivered in the national language. However, there is an exception for foreign language subjects, such as English, Arabic, Chinese, etc. The exception only takes a small amount in entire teaching. The foreign languages are merely used in classrooms while the languages are in the progress. Some teachers who teach the foreign languages deliver the lessons both in the foreign languages and in Indonesian or either one of them. Based on the theory, it applies the context which Graves (2008) describes in Figure 3 that the point is target

language-removed context. It means that the languages like English, Arabic, even Chinese is hardly implemented in a whole life of Indonesian society. Nevertheless, there are some minor communities in several areas in Indonesia that utilize a number of foreign languages, like Chinese and English.

As English is an international language of the universe, the using of English language in educational institutions, offices, and public services is hardly considered important since it is not operated yet as a second language. This happen since English is just a foreign language to Indonesian society. The result shows that not every student is able to use English properly in four competences; speaking, listening, reading, and writing. Therefore, to upgrade students' competency of English, teachers should pay a bigger attention to this fact and learn how to teach them appropriately so that most Indonesian students gain the capacity to use English well.

Accordingly, in teaching and learning progress in KTSP curriculum, each school is allowed to decide the best approaches and methods that suit their students. As a consequence, each school should recognize and be familiar with the students, their needs, their learning styles, and their levels of competency. Once knowing it, the teachers can straightforwardly insert them into their learning process and syllabus.

d. The Organizing Principle of the Curriculum

Analyzing the curriculum, it comprises in a straight line to its purpose and the school environment as it encloses features

like focusing on students' competence and needs as well as their development, focusing on answers of every issue related to human lives, relevance to modern life and balance between national and local purposes. Moreover, it contains a variety of ideas and continuity to take into progress. There are two purposes lying under this KTSP curriculum, they are national education and local education purposes. The national purpose is constantly applied to all schools entire Indonesia, yet the local one varies according to each region, school level, and students' competence. Although this purpose is distinct from each other, it directs to national education standards in order to achieve the national education purpose. The standards themselves are the content, process, passing capability, educators, teaching and learning media and facilities, school management, funding, and assessment. There are two primary aims among all the purposes, Content Standards and Passing Standards as an outline which is designed to be a complete curriculum framework afterward.

There are some principles that should be considered in designing a curriculum by the curriculum makers, such as main law, main aims, etc. Basically, all of the Indonesian curriculums are planned below two Main Indonesian Principals, namely Pancasila and UUD (a constitution) of 1945 (TPUNS, 2011, para. 1). The curriculum cannot be in contradiction against the principals as they are the highest aims of living as human beings in the country, Indonesia. As a result, if one point is opposite to the principles, it should be reconsidered or replaced even deleted.

Subsequently, the curriculum is developed under further regulations based on Pancasila and the Constitution. The regulations are the Constitution Number 20, Year 2003 declaring National Education System as well as the Government Rule (PP) Number 19, Year 2005 declaring National Education Standards (TPUNS, 2011, para. 3). These rules direct the implementation of the KTSP curriculum in elementary level, junior high, and senior high levels which then every school develops their own curriculum completely. The development has to be based on SKL and Content Standards and should be approved with both rules.

There are several national main aims in curriculum KTSP which should be reached by each graduate when they are in learning period or when they finish their study. These aims which are mentioned in the curriculum are learning to be in faith and believing in the Almighty God, learning to fully understand and comprehend, learning to be capable to apply and commence the knowledge effectively, learning to live practically in a society, and learning to build best identity through active, creative, effective as well as pleasurable learning process (TPUNS, 2011, para. 5). These aims show the general purposes of why a student learns for his whole life. The learning is not only to comprehend the subjects offered in each school but also to be able to implement and put the knowledge into practice specifically for him and generally for society.

e. Theoretical Approach of the Curriculum

The government created a number of approaches which develops into a complete KTSP curriculum. Thus, the curriculum developers at a school should concern these elements in accomplishing a final KTSP curriculum. They accordingly adhere to the formulated elements and are capable of merging and matching the curriculum with a school orientation and students' needs without losing its line. Here are theoretical approaches in designing curriculum; students' proficiency, improvement, students' requirement and basic needs as a focal point, unity, continuity, and diversity, acknowledgment of development of science, art, and technology, relevancy to living needs, long life learning, stability to local and national requirements.

In addition, the curriculum designers concentrate on what school levels they plan to accomplish the curriculum since each level has its differences and purposes from other levels. The purposes and requirement of elementary level differ from the requirement and purposes of junior even senior high levels. This is another type of theoretical approaches following the approaches mentioned above. Here are some curriculum structures to be noticed in doing so. An elementary school provides eight regular subjects, a local content subject, and a skill improvement subject. The level encompasses 34-38 active weeks in a year. In this level, it contains thirty minutes for each meeting of a subject. The substance of Nature and Social Sciences lessons that the students learn is integrated, not separated to each other. Specifically, the learning in grade one to grade three is conducted through theme

approach, while grade four to six is through lesson granting approach.

A junior high school provides ten regular subjects, a local content subject, and a skill improvement subject. Similar to elementary one, this level encompasses 34-38 active weeks in a year. Differently, in this level, the school upgrades the learning duration that contains forty minutes for each meeting of a subject. The substance of both Nature and Social Sciences lessons is integrated. Senior high school levels encompass a slight difference comparing to the earlier levels, yet they boast a bigger load in teaching-learning duration, more specific lesson, etc. Nevertheless, the first grade in each school still offers mostly similar curriculum structures to the students. It provides more with sixteen regular subjects, a local content subject, and a skill improvement subject. The level encompasses 34-38 active weeks in a year whereas for each meeting of a subject, it contains forty five minutes. Unlike others, the substance of Nature and Social Sciences lessons is separated, no longer integrated. The nature science is divided into Biology, Physics, and Chemistry, while Social Science comprises History, Geography, Economy, and Sociology.

The second and third grades of a senior high level are present unlike the first grade. Principally, a senior high level offers four categories of study in the second and third grades which then each student is supposed to decide one category based on their capabilities together with preferences. The categories are Nature Science Class, Social Science Class,

Language Class, and Religion Studies Class. As a matter of fact, most senior high schools in Indonesia provide merely two or almost three study categories; Nature Science Class, Social Science Class, Language Class. The curriculum for senior high levels for the second and third grades apply nearly similar structures to the first grade in required subjects, learning duration, active weeks, except for the subjects. Both grades contain thirteen regular lessons with an extended duration for particular lessons.

Basically, all the school levels apply a couple of free subjects; local content and skill improvement lessons. The local content subject is an extracurricular activity to grow students' proficiency contained by local features and attributes as well as characteristic. For example, a school may pick a local language commonly used in a large area as a local content subject taught to its students. The skill improvement subject is slightly distinctive from other lessons since it is not a regular subject, yet a special activity run by students in a school as soon as they want to develop their talents, skills, and preferences. The students freely select any kinds of activities they wish for participating which are offered by the school. Afterward, the students are accompanied and supervised by their teachers or counselor even experts to support their improvement.

f. KTSP and Theory of Language Learning

In KTSP curriculum, schools liberally develop their own curriculum. Teachers easily apply any approaches and methods that suit

the learning elements. The government is likely to involve genre-based approach, notional-functional approach, communicative learning, and the like into the teaching and learning practice. They consider that these approaches and methods will upgrade students' capacity in reading, listening, and writing skills, especially speaking skill. Besides, teachers are possibly to apply another approach or method in teaching since it is proper to be implemented.

In genre-based approach, language textbooks include a number of reading texts which mostly consist of various texts, such as narrative, recount, descriptive, procedure, discussions, and news items. Since traditional grammar learning is no longer in use, teachers draw structures and grammar points from the reading texts. In these recent methods, grammar is not rejected at all but inserted between learning sessions. Teachers realize that learning a language should be followed by grammar learning. In the past, most teachers implemented old methods such as Grammar Translation Method to teach a language to their students. They focused much more on the language rules rather than other language skills, such as speaking, reading, and writing. The result showed that they completely understood almost all structures and rules, but when they were required to do a speaking, or writing, or translating task etc, they were incapable to accomplish it properly. As a result, teachers found and implemented new various approaches and methods to increase their students' language competencies.

Other practical methods used in teaching are PPP (Presentation, Practice and Production) since it is a common method used by teachers. IIO (Input -Interaction- Output) is another regular outline in delivering material as teachers offer it to their students then ask to do a task regarding the give material. Teachers may decide any kinds of interaction that they wish based on the proper method applied to their students. Shortly, teachers have a great responsibility that KTSP requires them to be creative, innovative as well as productive to undertake the teaching-learning process. On the other hand, the curriculum does not demand the students much to be innovative, yet school facilities should support the learning quality.

g. The Curriculum and Its Context

Within KBK, the previous curriculum, the government established a minimum score to pass final examination before leaving a school. The standard was implemented for all schools in Indonesia with a similar minimum score for similar levels; elementary, junior high, and senior high levels. This educational regulation placed the students that those who could reach the minimum score or beyond it would pass the exam. Consequently, those who passed the final might continue to the hierarchy level. Those who failed should attend the replacement examination or return to the most recent grade that they were to re-study and re-attend the final examination. Hence, the government applies a new policy to put a proper curriculum, KTSP into practice replacing the previous one. The curriculum

seems to suit them much because it is adjusted with their capability.

KTSP curriculum is appropriate to Indonesian students as a school develops the curriculum based on the context of the school itself. This mostly includes the capacity of the students. When the teachers are familiar with the students, they will easily adjust the curriculum development with the capacity of the students. The teachers in a discussion at school decide Minimum Passing Criterion (KKM) as the lowest score to be achieved by the students in a school. This minimum score is decided based on the average of the students' capacity with an expectation that slow learners even be able to pursue the target, essentially SK and KD as planned in the curriculum. Besides, the curriculum brings the students to learn well in their school. Their school tasks and exercises are rewarded as one of the final scores within national examinations.

h. Curriculum and Syllabus Assessment

In Indonesia, students are never involved to participate neither in developing curriculum nor in any kind of assessment or evaluation. They are simply required to learn, apply specified rules and receive learning materials. This happens due to teachers and policy makers deem that they do not hold any capacity to contribute in it. Similarly, in designing and developing KTSP curriculum, the students do not participate in it.

In order to identify whether the implementation of KTSP curriculum succeeds in every side of teaching and learning procedures, the government established a

surveyor team that regularly evaluates every school entire Indonesia. The team reviews any case related to the curriculum development, syllabus development, teaching product, school examination and evaluation, etc. Through this auditing, each school is insisted on improving itself especially in teaching quality. The initiative of having a surveyor team is beneficial since each school could maintain its track within the KTSP requirement. Besides, the schools rulers, principles, teachers, and students know how far the teaching quality they are controlling.

i. Other Issues and External Influences

As English is an international language of the universe, the using of English language in educational institutions, offices, and public services is hardly considered important above others yet by Indonesian society. The result shows that not every student is able to use English properly within four competences; speaking, listening, reading, and writing. Therefore, to upgrade students' competency of English, teachers should pay a bigger attention to this fact and learn how to teach them appropriately so that most Indonesian students gain the capacity to use English well. When English is a foreign language for Indonesian society, the language seems to be challenging to be mastered by entire students. Whereas, the demand for utilizing English language in applying a job, entrance of a domestic even more international school or university, and an IELTS/TOEFL test is increasing. Thus, the government implemented this curriculum to upgrade

students' capability of mastering English with the four skills.

Another issue related to the curriculum is the implementation of the curriculum in teaching and learning process. In the present day, there are a number of teachers who do not correctly comprehend the curriculum, what it is required to do, what approaches and methods should be placed in syllabi, what material or authentic material that suits students' competences and need, and what obligation to fulfill by schools in running the teaching process. This matter happens since the government does not engage all the teachers with guidance and detail explanation of the curriculum. In addition, the transition of the early curriculum to the latest one takes only a very short time that sometimes the demand of a curriculum differs from one to another in several parts.

Using KTSP curriculum expects schools to fully complete any school facilities that support the teaching and learning progress. It also requires teachers totally understand the curriculum guideline and rules and comprehend the material they are teaching. Besides, the curriculum invites students to actively learn and practice any tasks given by their teachers. On the other hand, the reality sometimes shows that the competence of the teachers and students differs in each school to another and one region to each other. It occurs when a school possesses all the supporting facilities, knowledgeable teachers, proper material and learning media, creativity, and sufficient fund to undertake the teaching and learning process,

while another school may not have the benefit of the other schools possess. Hence, it leads some students to fail by the lack of the above factors. In view of the fact, the government should overcome the issue by providing the facility needed in a school and offering trainings or guidance to some unqualified teachers teaching in those schools.

An additional issue is about the school examination and evaluation. The government decided in one of the Government Regulation Number 19 Year 2005 subsections that tells a student will be announced as a graduate when s/he could reach the study completion and the minimum score to a number of chosen subjects, and pass the school and national examinations (BSNP, 2006, p.3). These four conditions should be reminded strongly by each student of elementary, junior and senior high school students, teachers, educators, etc, with a great expectance to graduate.

Kande (2008, para. 29) disagrees with the point of implementing national examination. It seems slightly impractical to apply the national examination since the students in every school may learn differently in some materials. The national examination itself offers similar inquiries to all students in the same level of schools entire Indonesia. Thus, it will not be everybody could answer every question correctly because they dissimilar substances of study. On the contrary, Kande's argument should not be concerned as each school implements the SI and SKL. So, whatever they learn and what kinds of materials they prefer to study will not

interrupt the national standards and aims of study which was designed by the government.

j. Conclusion

Overall, the writer believes that KTSP is a practically appropriate curriculum which has been implemented comparing to previous curriculums. It suits Indonesian students in almost sides since it requires teachers to develop the curriculum based on the context of schools and their students' capacity. Hence, the students will not encompass huge burden learning in a school. All the teaching and learning syllabi are developed by the teachers who formally recognize their students well.

For this reason, the demand of the curriculum appears neither low nor high and is definitely achieved by them.

Obstacles and problems still occur in implementing the curriculum. However, the government along with education workers should improve or reform any erroneous aspects related to this implementation. The government may develop even build new ideas or innovation to design a better curriculum to Indonesian education in the future. They may adopt foreign country's curriculums with a proper adjustment to Indonesian students' need and capacity.

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HOW A SENTENCE IS CONSTRUCTED: A SYNTACTIC ANALYSIS ON ESL'S WRITING TEXT

Hijjatul Qamariah¹

Abstrak

Constructing a sentence grammatically and syntactically correct has become a cliché but crucial problem for English as Second Language (ESL) learners. The problem is also faced by ESL teachers, significantly in correcting the students' papers and finding the solutions for this problem. The pattern of the sentences then should be analyzed in order to find a predominant pattern normally constructed by the learners. This article tries to look and explore that point by analyzing the syntactic and grammar aspects of the sentences written by ESL Learners. Two samples of ESL learners' writing paper are used as documents to be analyzed. The samples are taken from two different level of English proficiency called S2 and S4. The analysis is divided into two parts. Part one is the quantitative analysis which reveals the calculation of the analysis on several points such as, types of clause, sub clauses, tenses, aspects, verbs, objects, references, and antecedent of S2 and S4 writing text and it illustrates how many of each component appears in both learners' texts. Those findings are presented in tables and they are attached in appendices. Moreover, part two, qualitatively the result of quantitative method is explained more than only numbers, by giving more details on the pattern of the sentences written by two learners and also to draw a prediction made before. Thus, it is found that the learners have problems in constructing complete sentences, such as lack of subject and verb and subject-verb agreement errors. S2 learner tends to use more personal pronouns comparing to S4 learners, it is assumed because of his lack of syntax repertoire in constructing more complex and compound sentences. The progress of syntactic system of S2 is showed by correctly used of tense, reference, and proper subject. S4 writing text is categorized as a well developed of syntactic system. The confident use of different sentence structure, vary of vocabulary and has a good persuasive sentences reflect on his writing. The sentences written by S2 and S4 learner predominantly have SVO (Np +(aux)+ Vp) pattern and mix with the compound and complex sentences, where clause sometimes can be objects and complement. For instance, *I am a duck who traveled in the sea* (S (Np+Vp)+S-bar) and *I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons* (s(Np+Vp)CC+s(Np+Vp)). This study's findings would benefit the writer, especially for teachers, they should consider the learners' level, and what kind of instruction should be good to apply in order to maximize learners' comprehension.

Key Words: *sentence, syntax, ESL learner*

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I. Introduction

In constructing a sentence; the grammatical rule should be applied (McGregor, 2007). However, grammar can be a complex thing for English as a Second Language (ESL) learner during the process of second language (L2) development. Moreover, this process continues until it reaches higher level where grammar improvement is achieved. Thus the process in between this period engages student in learning more complex syntactic rule (Behjat & Sadighi, 2010). In addition, when children are able to write one sentence in L2, it does not mean that they have a good understanding of what a well written sentence is because there are still many types of sentences that need more understanding of syntactic process (Berninger, Nagy & Beers, 2011). Nevertheless, several studies have been conducted in syntax analysis on ESL composition. The research findings reveal some conclusions toward these problems. Some incomplete sentence form and repetition might appear in ESL learners' writing because of their first language interference (L1) (Hinkel, 2002). Beer and Nagy (2010) state that limitation of cognitive because of students' younger age in understanding types of discourse, and students' linguistic capacities development built slowly that restrain them to write complex syntactic structured might contribute to this problem. Sometimes translating the spoken language into written form can also be noticed in their writing. It becomes a problem because the spoken syntax and written syntax form is relatively different.

Therefore, in order to know more how ESL's sentences mostly constructed and what predominant pattern appeared, this essay tries to examine two ESL's written texts from different stages: stage 2 and stage 4 (hereafter S2 and S4). Several terms that related to syntax such as sentences, clauses, tense, aspect, etc will be discussed further. Moreover, before the analysis conducted, it is predicted that S2 learner will have some difficulty in complex sentences structure compared to S4 who is in higher level, and S4 might have some difficulty in tense pattern. Thus, to find out the syntax problems faced by both learners and to prove the prediction, two methods are used, namely qualitative and quantitative method. Through quantitative method, the result will be revealed the quantity of each component in both learners writing text. Unlike quantitative, qualitative method will enlarge on the comparison analysis of both learners' texts, description of their text performance and what pattern reflects on their writing.

II. Background

It has been investigated that learning grammar is not only a difficult problem faced by ESL learners, but teachers also have the same problems especially regarding grammar instruction (Al-Mekhlafi & Nagaratnam, 2011). Thus there are several terms should be understood in order to know the syntactic process in constructing English sentences. First of all, according to Crystal (2003) sentence cannot be defined as a linear structural unit, but each unit is combined together which has relation to other units. The

linear structure can be presented as follows; sentence combined with clauses, then clauses constructed by phrases and phrases are formed by words. Besides, Crystal divides type of sentence into three categories; major sentence, minor sentence and multiple sentences. However, Blake (2008) states that sentence is the combination of subject and predicate. Moreover, predicates can perform in many kinds of units, such as, verb, preposition, copula verb etc. Additionally, McGregor (2007, p. 123) points out “the structure of sentences is hierarchical. Words in a sentences go together to form groups of intermediate size – clauses and phrases – identified by criteria of movability, contractability and ambiguity”.

The second term of sentence structure proposed by crystal and McGregor is used in this explanation. Thus, clause is the next hierarchical step that will be explained. In simple sentence or major sentence, it only consists of one independent clause. Independent clause means one single clause that is independent and stands alone in a sentence forming a complete sentence, for instance *I like you*. ESL learners in this case can write a complete sentence in early age although they might face difficulty in writing complex sentence (Berninger, Nagy & Beers, 2011). Beside independent clause, there is also dependent clause which is on contrary needs another independent clause to form a complete sentence, for example *when the door opened...* Dependent clauses can appear in different kinds of subordinate clauses such as relative clause, noun clause, and adjunct or adverbial clause (Hinkel, 2002). Hinkel states

that subordinate clause is an advance structure using in ESL teaching.

Another important element of a sentence structure is *verb*. It is considered as the head or nucleus of a sentence. It is obvious because verb can stand alone without any other units in a sentence, for instance in imperative sentence, *go!*, *run!* Etc. Verb is the predicate that cause an agent to do or to give an impact to other units or object. Moreover, verb can be in different forms. It could be verb transitive which requires an object, intransitive that does not need object, verb copula and modal verb. The using of verb, such as modal also causes difficulty for ESL learners because of meaning confusing. Hinkel (2002) asserts that a researched conducted on native speaker and non-natives speaker writing text suggest the non- native speaker tend not to using frequent modal verbs such as *would*, as it is considered advance in use and meaning, but for other modal forms such as in showing necessity, possibility, non-native speaker use more frequent than native speaker. In addition, the function of verb is extremely important in a sentence because it will specify the time of which the action take place. Thus the process of verb indicates the time taking place in a sentence called *tenses* (Radford, Atkinson, Britain, Clahsen & Spencer, 2009).

Tense is one of the significant aspects to consider in constructing a sentence. In this analysis, ESL learners' first language is Asian language which has no tense system (Nguyen, 1987; Norman, 1990 cited in Hinkel, 2002), consequently they might have problem in identifying the tense form in English (Chung,

1988; Hinkel, 1992, cited in Hinkel, 2002). However, the current linguists' perspective about tense is much simpler. They only divide it into two categories, past and non-past, which is very easy for learner to remember and understand. Past is the sentence that takes an action in the past form. There could be some types of past, such as past simple tense and past perfect. Likewise past, non- past also take many forms, such as present, future, and present perfect. When it is dealt with the tenses, another significant thing should be covered too, namely *aspect* (Hinkel, 2002). It is simply defined as how the action which is indicated by verb affects the time (Crystal, 2003). Regarding aspect, English language applies two distinctive forms, namely progressive and perfective (Hinkel, 2002; Crystal, 2003; Radford, Atkinson, Britain, Clahsen & Spencer, 2009). Moreover, Crystal (2003) adds another non progressive and non perfective called simple aspect, for instance, *we play basketball in the back yard*. Another example, *we are watching TV in the living room*, this sentence has only one aspect called progressive.

In addition the element that is also needed to know in this analysis is *reference*. However, it is closely related to the meaning.

*"Take some more tea," the March hare said to Alice, very earnestly.
"I've had nothing yet," Alice replied in an offended tone, "So I can't take more."
"You mean you can't take less," said the Hatter: "It's very easy to take more than nothing."*

The bold sentence presuppose as if Alice has already had tea before, but the fact she does not have any yet. Using presupposition in writing text might reduce

McGregor (2007) points out "there is a particular class of words or morphemes that are used to assist identifying reference by linking them specifically to the context of speech act; there are known as *deictic expression*". Deictic expression can be related to temporal/ spatial and situational of speech context, for instance, personal pronouns such as *I, me, you, we, our* are called situational deictic that are referred to the speaker and listener. Moreover, demonstrative such as *this, that, here, there*, etc are referred to temporal/spatial deictic. Next, the reference refers to something that exists before called *antecedent*, for example, *on-campus students have to be well prepared to keep up with their assignment*. The antecedent in this sentence is the word *on-campus students* and the reference is *their*.

Furthermore, another thing that sometimes found as a mistake in ESL learner writing is the use of *presupposition*. According to Fromkin, Rodman and Hyams, presupposition is the assumption about the truth made by the writer or speaker as if the reader or listener knows about it (2003).

For example, The Mad Hatter in Alice's in Wonderland:

any detail information which cause uninteresting presentation of writing.

In the line with the case above, learning syntax is obviously one of the

important things for ESL learner to be success in second language acquisition. However the problem cannot be negligible as they deal with a new language that has different linguistics system. It is undoubtedly, learner feels stressful when they have to write English composition. Especially when they are assigned to write a special genre of text, because the complexity of syntax will vary as genre is different. Thus the difficulty such as differentiating between spoken and written language style influence the syntax structure (Al Fadda, 2012) can be solved. In addition, Beer and Nagy (2010) proposed that teacher should have a good approach in giving instruction in teaching writing.

III. Method

The analysis of this essay will be divided into two parts. Part one is the quantitative analysis which reveals the calculation of the analysis on several points such as, types of clause, sub clauses, tenses, aspects, verbs, objects, references, and antecedent of S2 and S4 writing text and it will illustrate how many of each component appears in both learners' texts. Those findings will be presented in tables and it will be attached in appendices. Moreover, part two, qualitatively the result of quantitative method will be explained more than only numbers, by giving more details on the pattern of the sentences written by two learners and also to draw a prediction made before.

The participants of this analysis are two different stages of ESL learners that come from two Asian countries. S2 learner is

Burmese, 15 years old and will be entering year nine to secondary school. He speaks Karen as his first language and has been studying English for three terms at refugee camp on Thai-Burma border. His writing is narrative text entitled "Travelling in the sea".

Due to his schooling place and level, S2 might not frequently expose to English, thus he might have difficulty in constructing a complete sentence structure such as dealing with subject verb agreement and writing complex sentences. Consequently, simple sentences might be presented more.

On the other hand S4 learner is Vietnamese, 16 years old. He wrote a newspaper article review about a mountaineer named David Sharp who died in Mount Everest. He is in year 10 and has been studying English for two terms in English language centre in Victoria. Place where he studies might contribute to his English, which is an English speaking country. Thus, it is hypothesized that his written text is perhaps more complex. Complex and compound sentences possibly dominate his writing. Nevertheless, S4 learner might still have problem in using correct tense form, using past instead of non past form.

IV. Analysis and Discussion

The quantitative result of text analysis is presented through table (appendix 1)

Stage 2

Travelling in the sea

I'm thinking about my experience when I was young. I am a duck who traveled in the sea. When I saw a people come to my place I and my friend going to kill them all. When they have something we look it and take to our place.

I have one parrot his name is Micket. He can speak. He always travelling with me. I have one eye and one leg. I have a lot of friend. They didn't look like me because they were another animals. They are dog, cat, bird, snake, frog and others. We have a lot of gold because we stole in some people ship. Sometimes we can find in the mountain and in the cave.

One day I and my friends travelled in the sea. We saw a big ship coming. They were looking for us and they had a lot of people but they afraid of us because they know about us who live in the sea first. I said my friend "Are you ready? If you ready we will started fighting" then we finished prepare our guns, knife and other thing. We started fighting. We always win, because these place is our place and belong to us, so we never afraid and never afraid of death.

Other day coming we were very happy. We thought we never have a fight again but suddenly we heard another ship was coming. They from finding golds and digging gold. And they already know about us so they prepared and protected their self with gun. They had a lot of guns.

Then we're going to started fighting again. Then we started fighting. We were very tired and my friends were die and some friend were afraid. But they wereafraid too. But that day we were won too. But they shoot my eye and my eye was broken. And other thing about my leg, they cut it but I didn't die. I stayed alive.

Now I and my friends, we have a lot of gold and we were rich. We thought we never fight again and never killed people who travelled in the sea and travelled in the jungle like they found gold and digging gold.

So we separate each other and my friend went back to their home and I went back to my home. I think I never see my friend again. Now I have a lot of gold and money so I am a rich person in my country.

Stage 4 text:

Dear Editor,

I am writing this letter to express my opinion about a great deal of controversy in the media recently. This argument has arisen over the issue of whether the death of the mountaineer – David Sharp was preventable. I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons.

In my opinion, David Sharp really risked his life when he decided to climb solo to the roof of the world. This is quite dangerous because he wouldn't be able to get help from anyone. He didn't have enough reserved oxygen, no proper gloves and things like that. Then, he had frostbite on his elbow and knee down, couldn't move and huddled under a rock. I'm can make sure that David Sharp was definitely dying when he had been in that various states of health. Also, he got help from no one at that time.

Which leads me to my next reason why David Sharp should have been left to die, is he might prefer dead than alive. It's nearly impossible to save a man who was dying slowly and unable to move. To carry him down would have taken 20 sherpas and he would have died while descending. Some studies proved that David could have been saved if they have enough oxygen. But supposing that if he could have been revived and the doctors must cut his four limbs because of

frostbite. Would he like to continue his disabled life? So I think between life and death, David would prefer die than alive.

I wonder was it possible to save David Sharp at that time? I agree with what Sir Edmund Hillary said: "Human life is far more important than just get to the top of the mountain. However, I sympathize with those 40 climbers including Mark Inglis who left David Sharp to die. Actually, they tried to saved him by all their effort. They gave him oxygen, sent out a radio distress call and even when they abandoned him, they left a few cans of oxygen. At such an altitude all of them were weak, exhausted, having breathing difficulties and cold, so carry someone else is almost impossible. It's true that human life is very important. If those 40 climbers saved David Sharp and some of them could died with him. Is that a bigger loss of human life? Therefore, I think their responsibility is to save themselves, not anyone else.

The dead of David Sharp is really a tragedy. However, I think death would be better for him and I believe those 40 climbers did nothing wrong. If you were there, you would do the same thing as what they do. You love your life, don't you?

It shows the calculation of several elements discussed in the background. Based on those result, looking through S2 written text, it can be clearly noticed that types of sentences have several variations using compound and complex sentences. Thus, it contradicts the prediction made before. However, simple sentences still exist in his writing. It can be noticed in paragraph two by more frequent used of personal pronouns in each sentences. S2 sentence structure skill indicates a progress, although the limited used of conjunction reflect on complex sentences, which are combined mostly using conjunction "because", for example, *they didn't look like me because they were another animals*. S2 learner might have limited conjunctions to join the clauses, with only two other variations of conjunctions appeared *then* and *so*. In compound sentences, using *but* and *and* are observable. In addition, reflect on Beer and Nagy (2010), S2 certainly has limited linguistics development in writing complex

sentence form, proved by having no passive voice and embedded question form in his text.

On the other hand, it surely proved the prediction, that S4 has adequate linguistics development in constructing sentences. Compound and complex sentences noticeably dominate his writing, with only 10 simple sentences. Besides, the use of conjunction varies in each complex sentence, such as, *while*, *when*, and *if* and using more frequent of relative clauses, adjunct, and complement, for instance, *some studies proved that David could have been saved if they have enough oxygen*, it shows the complexity of sentence by modifying it using complement clause and in another sentences, *However, I sympathize with those 40 climbers including Mark Inglis who left David Sharp to die*, relative clause used correctly, although a mistake still appear in using to infinitive for verb die. Moreover, S4 learner modifies the complex sentences in some passive forms and combines complex and compound sentence in passive as it is seen in this following sentence: *Which leads me to*

my next reason why David Sharp **should have been left** to die, is he might prefer dead than alive. Looking more at S4 sentence structures, embedded questions also color the richness of his writing, he tries to build critical opinion by using this forms, as it is obvious stated in this sentence *This argument has arisen over the issue of **whether** the death of mountaineer – David Sharp was preventable.*

Main clauses are frequently used correctly by both learners. It seems that both learners understand how a basic construction of a single independent clause is. Moreover, both learners' writing contains variation of

subordinate clauses, mostly including relative clause, adjunct and complement. The frequent use of subordinate clause is basically almost similar. In S2 writing there are roughly 15 complex and compound complex sentences which means 15 subordinate clauses. Roughly calculated, adjunct clauses are five, six relative clauses, and five complement in S2 text. Nevertheless, there is also a combination of adjunct and complement. The examples for relative clause, complement and adjunct + complement are presented respectively as follow:

*I am a duck **who** traveled in the sea. (Relative clause)*

*And they already know about us **so** they prepared and protected their self with gun (Complement)*

*We always win, **because** these place is our place and belong to us, **so** we never afraid and never afraid of death. (Adjunct+ complement)*

However, there is no non-finite found in S2 text, but only two complements left out:

I saw a people come to my place (who/that after a main clause: I saw a people), wrong noun plural form.

We saw a big ship coming (which/that after main clause we saw a big ship), this is correctly written by S2.

In S4 pieces of writing on the other hand, about 20 subordinate clauses noticed. There are eight subordinate clauses which

consist of adjunct, three relative clauses, seven complements and two non-finite forms. The evidence for this form (appendix 2).

Stage 2 and stage 4

Stage 2											
	Type of sentence	Type of clause	Type of sub clause	Type of verb	Tense	Aspect	Complementizer left out	Subject	Direct Object	Reference	Antecedent
I am thinking about my experience when I was young	Complex	main	adjunct	thinking = vi	non past past	progressive non progressive/non perfective		I			
I am a duck who traveled in the sea	Complex	main	relative	traveled=vi	non past past	non-prog/non-perf		I			
I saw a people come to my place	Complex	main	relative	saw=vt come = vi	Past	non-prog/non-perf	who/that	I a people	a people	my	I
I and my friend going to kill them all	Simple			going=vi kill=vt	non past	non-prog/non-perf		I and my friend	them	them	a people
When they have something we took it and take to our place.	complex compound	main	adjunct	have=vt took=vt take=vi	non past	non-prog/non-perf		they we	something & it	It our	something we
I have one parrot his name is Micket	Compound			have=vt is=v _{cop}	non past	non-prog/non-perf		I his name	one parrot	his	parrot
He can speak	Simple			speak=vi	non past	non-prog/non-perf		he			

He always travelling with me	Simple			traveling =vi	non past	non-prog/non-perf		he		me	I
I have one eye and one leg	Simple			have=vt	non past	non-prog/non-perf		I	one eye & one leg		
I have a lot of friend	Simple			have=vt	non past	non-prog/non-perf		I	a lot of friend		I Friend
They didn't look like me because they were another animals	Complex	main	adjunct	look like=vt were=v _{cop} p	Past	non-prog/non-perf		They	me	they	me
They are dog, cat, bird, snake, frog and others	Simple			are=v _{cop}	non past	non-prog/non-perf		they			
We have a lot of gold because we stole in some people ship	Complex	main	adjunct	have=vt stole=vi	non past past	non-prog/non-perf		we	a lot of gold		
Sometimes we can find in the mountain and in the cave.	Simple			find=vi	non past	non-prog/non-perf		we			
One day I and my friends travelled in the sea	Simple			traveled=vi	past	non-prog/non-perf		I and my friends			

We saw a big ship coming	Complex	main	relative	saw=vt coming=vi	Past	non-prog/non-perf	which/that	we a big ship	a big ship		
They were looking for us and they had a lot of people but they afraid of us because they know about us who live in the sea first	complex compound	main	adjunct	looking for=vt had=vt are=v _{cop} , know=vi live=vi	Past non past	progressive and non-perf/non-prog		they	us & a lot of people	us	we
I said my friend "Are you ready?"	Complex	main	comp	said=vi	past non past	non-prog/non-perf		I you			
If you ready we will started fighting" then we finished prepare our guns, knife and other thing	Complex	main	comp	started=vt finished=vt	non past past	non-prog/non-perf		You we	fighting & prepare our guns		
We started fighting	Simple			started=vt	Past	non-prog/non-perf		we	fighting		
We always win, because these place is our place and belong to us, so we never afraid and never afraid of death.	complex compound	main	adjunct, comp	win=vi is=vcop belong=vi	non past	non-prog/non-perf		we			

Other day coming we were very happy	Compound			coming= vi were= v _{cop}	non past past	prog and non- prog/non-perf		other day we			
We thought we never have a fight again but suddenly we heard another ship was coming	complex compound	main	relative	thought= vi have=vt heard=vt coming= vi	non past past	non-prog/non- perf & prog	that	we another ship	a fight another ship was coming		
They from finding golds and digging gold	Simple				non past	non-prog/non- perf	they				
And they already know about us so they prepared and protected their self with gun	complex compound	main	comp	know=vi, prepared =vt protected =vt	non past past	non-prog/non perf		they	their self		
They had a lot of guns.	Simple			had=vt	Past	non-prog/non- perf		they	a lot of guns		
Then we're going to started fighting again	Simple			started= vt	non past	non-prog/non- perf		we	fighting		
Then we started fighting	Simple			started= vt	Past	non-prog/non- perf		we	fighting		

We were very tired and my friends were die and some friend were afraid	compound			were= V _{cop} were= aux die=vi	Past	non-prog/non-perf		We my friends			
But they were afraid too.	Simple			were= V _{cop}	Past	non-prog/non-perf		they			
But that day we were won too	Simple			were= aux won=vi	Past	non-prog/non-perf		we			
But they shoot my eye and my eye was broken	compound			shoot=vt was=aux broken=v i	non past past	non-prog/non-perf		They my eye	my eye	my	I
And other thing about my leg, they cut it but I didn't die	compound			cut=vt did=aux die=vi	Past	non-prog/non-perf		they I	It	it	my leg
I stayed alive	Simple			stayed= vi	Past	non-prog/non-perf		I			
Now I and my friends, we have a lot of gold and we were rich	compound			have=vt were= V _{cop}	non past past	non-prog/non-perf		we	a lot of gold		

We thought we never fight again and never killed people who travelled in the sea and travelled in the jungle like they found gold and digging gold	complex compound	main	relative	thought=vi fight=vi killed=vt, traveled=vi found=vt	Past	non-prog/non-perf	that	we People they	People gold		
So we separate each other and my friend went back to their home and I went back to my home	compound			separate=vi went=vi went=vi	Past	non-prog/non-perf		We my friend I			
I think I never see my friend again.	Complex	main	relative	think=vi see=vt	non past	non-prog/non-perf		I	my friend		
Now I have a lot of gold and money so I am a rich person in my country	Complex	main	comp	have=vt am=v _{cop}	non past	non-prog/non-perf		I	a lot of gold and money		

Syntactic structure analysis of S4 text

	Type of sentence	Type of clause	Type of sub clause	Type of verb	Tense	Aspect	complementizer left out	Subject	Direct object	Reference	Antecedent
A national ID card should not be introduced in Australia as it will invade our privacy and endanger our liberty	Complex (passive)	main	adjunct	be= v _{aux} introduced:Vt invade= Vt endanger=Vt	past/ non-past	Non-prog/ non-perf, Non-prog/ non-perf		A national ID card It	Our privacy our liberty	our	Australian citizen (deictic)
If a national ID card were to be introduced in Australia, not only will it invade our privacy and endanger our liberty, but it will also make Australia more vulnerable to identity theft	Complex (passive)/ compound	Main	Complement /non-finite	be= v _{aux} introduced:Vt invade: Vt endanger: Vt make: Vt	Past/ non-past	Non-prog/ non-perf, Non-prog/ non-perf		National ID	Our privacy our liberty Australia	Our it	National ID, Australian (deictic)
ID card can easily be lost and be found by people who will abuse it and violate other people privacy	Complex (passive)	Main	Relative	be= v _{aux} lost: Vi found: Vt abuse: Vi violate:Vt	Non past /non-past	Non-prog/ non-perf , Non-prog/ non-perf		ID card	Other people privacy	ID card	It

Up to five percent of cards are lost, stolen or damaged each year, and the result can be denial of services and benefits, and loss of identity	Compound (passive)	Main	Complement	lost :Vi stolen:Vi damaged:Vi be: v _{cop}	Non-past /non-past	Non-prog/ Non-perf, Non-prog/non-perf		Cards, The result		Cards The result	
The replacement of a high security, high integrity card involves significant administrative involvement	Simple			involves: Vt	Non-past	Non-prog/non-perf		The replacement of a high security, high integrity card	significant administrative involvement		
Documents must be presented in person to an official	Simple (passive)			be=v _{aux} presented:Vi	Non-past	Non-prog/non-perf		Documents			
Cards must be processed centrally	Simple (passive)			be:v _{aux} processed: Vi	Non-past	Non-prog/non-perf		Cards			
This process can take some weeks.	Simple			take =Vt	Non-past	Non-prog/non-perf		This process		This process	The replacement of high security and integrity ID card (deictic)

The existence of a person's life story in a hundred unrelated databases is one important condition that protects privacy	Simple			protect: Vt	Non-past	Non-prog/non-perf		The existence of a person's life story in a hundred unrelated databases	Privacy		
The bringing together of these separate information centres create a major privacy vulnerability	Simple			creates: Vt	Non-past	Non-prog/non-perf		The bringing together of these separate information centres	a major privacy vulnerability		
Any multi-purpose national ID card has this effect	Simple			has: Vt	Non-past	Non-prog/non-perf		Any multi-purpose national ID card	this effect	this effect	Sentence 8-9.
The concentration of such data on all Australian in a single location could prove disastrous if it was attacked by hackers.	Complex (passive)	Main	complement	prove: Vt attacked: Vt,	Past/past	Non-prog/non-perf, Non-prog/non-perf		The concentration of such data on all Australian in a single location, it	Disastrous	The concentration of such data on all Australian in a single location	It

The ID card is also expensive making it harder for Australian to be able to afford it	Complex	Main	Adjunct/non-finite	Make=Vt be=v _{aux} afford= Vt	Non-past /non-past	Non-prog/non-perf , Non-prog/non-perf	Which	The ID card, Australia	It	It It	The ID card (deictic)
Australians could be forced to pay about \$100 each for new ID if they are introduced	Complex	Main	Non-finite/ Complement	forced= Vi introduced= Vt	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf	To it (new ID)	Australian, they		They	Australian
A basic card containing so-called biometric data would cost \$40-\$50 each	Complex	main	Non-finite/ Adjunct	Contain= Vt cost= Vt,	Non-past /non-past	Non-prog/non-perf , Non-prog/non-perf	Which	A basic card	Biometric data		
Not only will the national ID card invade our privacy and might endanger our liberty but expensive, render us to more vulnerable to ID theft and is also no guarantee to fight terrorism	Complex	Main	Adjunct/non-finite	invade=Vt endanger=Vt render=Vt guarantee=Vi fight=Vt,	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf	It (subject)	National ID	Our privacy. Our liberty us	Our us	Australian

Therefore I don't think it's a good idea to have national ID card	Complex	Main	Relative, non-finite	do (not)= Vt think=Vi have= Vt	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf		I, It	A good idea	I	Writer(deictic)
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For complement left out, S4 writes two and are correctly left out.

Concerning tense and aspect analysis, S2 uses past tense logically coherent with the story that he wrote about his experience. However, the omission verb is several times found when dealing with the progressive aspect such as, *he always travelling, they from finding golds....* Thus it qualitatively predicted that subject verb agreement is one of S2 problems. In addition, there is no perfective aspect found in S2 writing. On the other hand, S4 seems very well organized in using different tenses interchangeably in his writing. Perfective aspects and perfective combining in passive voice are noticed, and progressive is also used although simple aspect dominates his writing. For instance, *some studies proved that David could have been saved if they have enough oxygen.* Yet it qualitatively not predicted that S4 has lack of tense form.

When it links to verbs, S2 uses almost similar frequency in using verb copula, transitive and intransitive, illustrates 15, 33, 24 respectively. The using of intransitive verbs is moderately elaborated in S2 text such as *win, speak, travel,* etc. It should be taken into account that the learner has progress in vocabulary. On contrary S4 reveals different. Verb copula roughly found only nine. The confident use of various verbs transitive, such as *save, get, risked,* etc is markedly presented about 38 in his text. While the numbers of verb intransitive use surprisingly the same approximately 24 times used.

Furthermore, using more transitive verbs supposed reflect more objects. In S2 for example, the direct objects used relatively the same with the number of transitive verbs used. In S4 text also reflect the same (appendix 3).

Items analyzed

Item of analysis	Frequency	
	S2	S4
1.Types of sentences		
• Simple	16	10
• Compound	8	1
• Complex	9	9
• Compound+complex	6	5
• Passive	-	4
2. Clauses		
• Main clause	16	18
3.Subordinate clauses		
• Relative clause	6	3
• Adjunct	5	8
• Complement	5	7
4. Complement left out	4	2

5. Tense		
• Past	25	26
• Non-past	26	29
6. Aspect		
• Simple(non-progressive+non-perfective)	42	42
• Progressive	3	3
• Perfective	-	8
7. Subject	64	52
8. Verb		
• Transitive	33	38
• Intransitive	24	14
• Copula	15	9
• Modal	4	11
9. Direct object	17	31
10. Non-finite	-	2
11. References	48	47
12. Antecedent	48	47
13. Presupposition	4	1
14. Compounding	-	1
15. Embedded question	-	1

The example for direct object is as followed: *they gave him oxygen...him* is the direct object. Mostly subjects used in S2 are personal pronoun, hardly proper noun found. So it can be considered that the text is highly personal narrative. For instance, *I am thinking about my experience when I was young*. The reference is relatively clear, and not confusing. It straightforwardly refers to antecedent. However, one thing that perhaps cause him use more personal pronoun because of his lack of syntax repertoire in constructing more complex and compound sentences. In line with the finding research about Asian learners' text, such as from Chinese, Vietnamese and Indonesian, the frequent use of personal pronoun relatively higher than native speakers' text (Hinkel, 2002).

In S4 text, personal pronoun, proper noun and clauses are mixed in the text function as subject. For instance, *which leads me to my next reason why David Sharp should have been left to die, is he might prefer dead than alive*. Moreover, third person pronoun is used quite often to create impression of objectivity of his writing. It shows the understanding of writing more academic. For example, *In my opinion, David Sharp really risked his life when he decided to climb solo to the roof of the world*. Likewise S2, S4 also has good understanding using reference in a sentence, so it makes his writing not confusing.

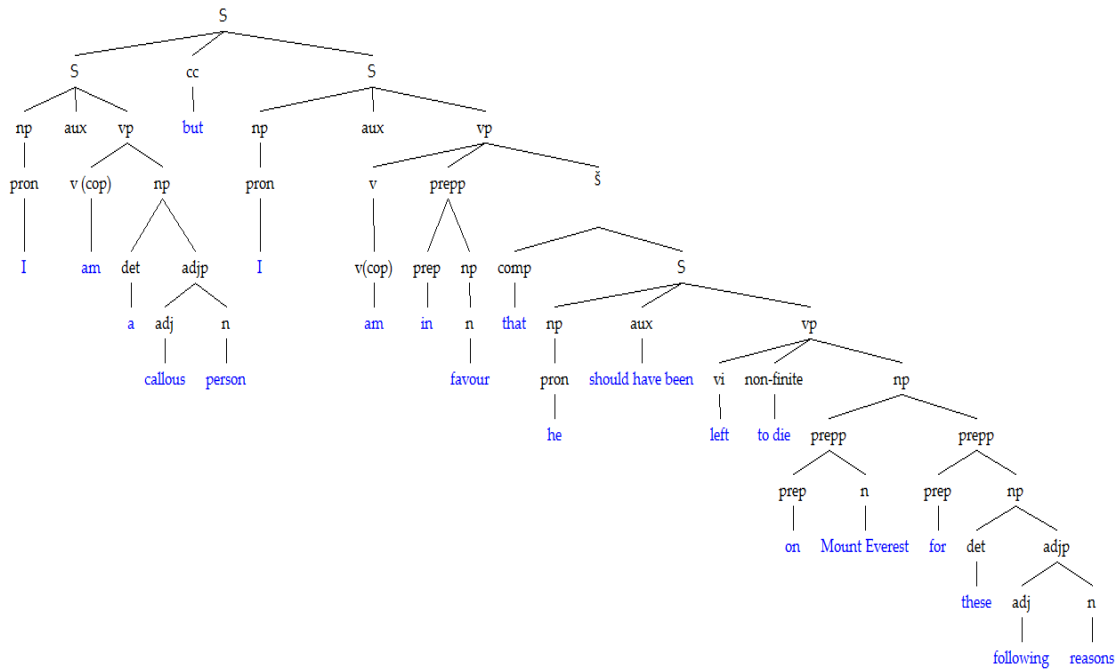
Furthermore, in order to give a clear picture of sentence structure by both learners,

the tree diagram is presented in the appendix (appendix 4).

Tree diagram

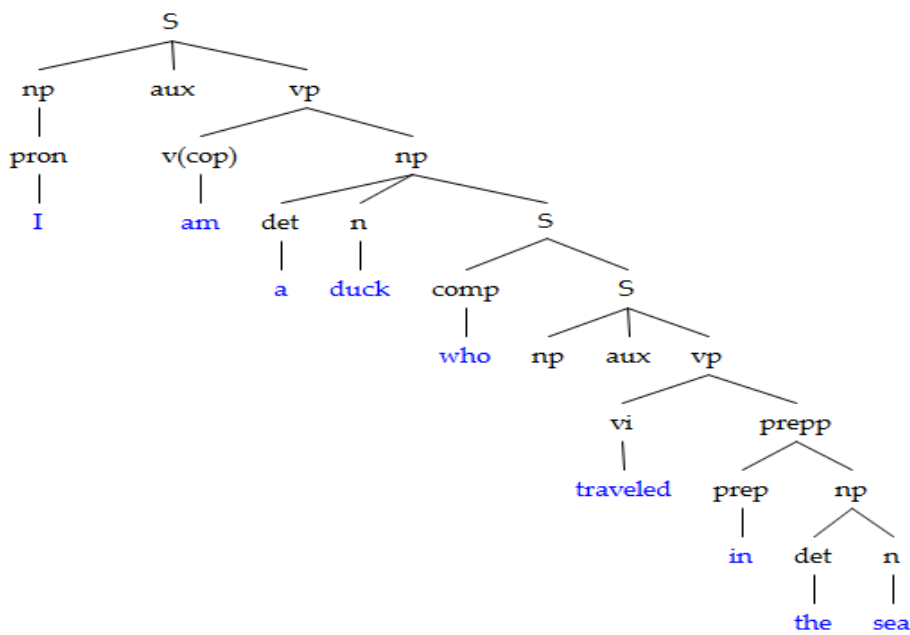
- Compound sentence

I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons



- Complex sentence

I am a duck who travelled in the sea



It illustrates two types of sentences compound and complex. Through tree diagram it can be clearly seen how each words belongs to certain function and how both different sentence portrayed in different tree. The diagram tree will be beneficial for ESL learners to understand the sentence structure and to ease them in differentiating two conjunction functions in each sentence. In addition, if there is an ambiguity sentence, the tree will show the rank of each clause.

Next, when it relates to presupposition, both learners produce it. In S4 text, it is found one presupposition, for instance in this sentence, *He didn't have enough reserved oxygen, no proper gloves and things like that.* This bold typed suggest that the writer assumes that reader understand what kind of equipment use for climbing a mountain. In S2 text found there are four presuppositions produced. For instance, the first sentence in the first paragraph, *I am thinking about my experience when I was young.* Link to compounding expression, one word found in S4, *frostbite*, it is consist of two words, *frost* and *bite*. However in S2, there is no compounding word found. Likewise, blending and euphemistic are not found in both learners text.

As the result has been analyzed, the sentences written by S2 and S4 learner predominantly have SVO (Np +(aux)+ Vp) pattern and mix with the compound and complex sentences, where clause sometimes can be objects and complement (Crystal, 2003; Fromkin, Rodman, Hyams, 2003). For instance, *I am a duck who traveled in the sea*

(S (Np+Vp)+S-bar) and *I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons* (s(Np+Vp)CC+s(Np+Vp). The progress of syntactic system of S2 is showed by correctly used of tense, reference, and proper subject. S4 writing text is categorized as a well developed of syntactic system. The confident use of different sentence structure, vary of vocabulary and has a good persuasive sentences reflect on his writing.

V. Conclusion

To sum up, the illustration of the analysis result can generate the idea of how to approach the syntactic teaching to ESL learners. Describing tree diagram could help their understanding. The problem in writing a complete sentence, such as there is no subject verb agreement can inform us to do more effort in giving more practice in subject, and verb analysis. Beside, teaching them about conjunction can give more progress in creating more complex and compound sentences. The teaching expansion in relative, adjunct and complement clauses could help them write more complex sentences. To avoid mistake such as, reference and presupposition in their writing, teaching ESL learners more about writing skill including coherent and clarity will be one of a good ways to enhance syntax understanding. Nevertheless, it is suggested that teacher should consider the learners' level, and what kind of instruction should be good to apply in order to maximize their comprehension.

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**LANGUAGE UNIVERSALS AND UNIVERSAL INPUT CONDITIONS
(SIUSANA KWELDJU)**

Maulizan ZA¹

Abstract

This essay discusses about human language, human have the common system in their language. The same system of the languages is called as Language Universals. it can be assumed that Language Universals or known as Linguistic Universals is a pattern that occurs systematically across natural languages.

Key Words: *Language, Input and Condition*

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1. Introduction

Language universals deal with universal properties of human language. Specifically, they deal with what is possible and what is impossible in human languages. In these properties enable languages to change but they also have limitations of the variations. Adults could not learn their first or second language just by observing the language without any innate properties they have in their brain. For example, Dogs and cats can never acquire the language they hear every day. While, the environment only function as the triggering and shaping potentials (Chomsky, 1980,p.33)

II. Discussion

2.1 Universals And Second Language Learners' Problematic Areas

Gass and ard (1982) propose six types of language universal, Five of them yield potential influences on adult second language acquisition. The first one refer to the physical constrains, or the constrains of human body. This term is used without including the linguistic and the neurological phenomena. For example, the phonetic universals is due to the constrains of vocal and aural organs.

The second type refers to influences of human perceptual and cognitive apparatus. Actually these influences affect more than language abilities. First language development, for example, is closely related to cognitive and perceptual development. The third and fourth sources are respectively due to the language acquisition device and the neurophysiological apparatus, which specify themselves for language use. The fifth source is related to the nature of human social interaction. In its

linguistic aspect, its deal with communicative competence and pragmatic competence as a part of interactive competence.

There are two kind of universal, absolute universal and universal tendency. absolute universals are related to the physical constrains. The universal tendency. However, reflects a significant fact that ninety-nine percent of languages adhere to the universals. While less than one percent go against them. As long as second language acquisition is concerned, statistical universals are more relevant to discuss than the absolute universals.

No variations can be expected in the absolute universals. For example, we can not expect the nasal trills in any languages, as they are simply physically impossible. Consequently, second language learners do not have to bother themselves with these non existing linguistics elements.

The statistical universals deal with variations among languages. A second language learner will even find the unmarked elements to be easier to acquire although the element do not exist in his first language (Berent, 1997; Connors, 1988; Santos, 1987;Rutherford, 1982). More marked properties. On the other hand, are acquired less easily. For example, although voicing is physically possible, devoicing is more common among languages. Indonesian speakers will find it difficult to voice final obstruent in English. On the contrary, English speakers learning Indonesian will find devoicing easy to manipulate (Kumplf, 1982).

2.2 Markedness Theory Indonesian Speakers Learning English

Eckman, (1997) markedness deals with either what is more or less common. It has been introduced to explain the problems of second language acquisition since a decade ago. The more common is the parameter of universal grammar or core grammar and the less common is its extension or the marked periphery. Markedness itself consists of different degrees. Languages are organized in different layers from the practically invariant core to the extreme periphery. At which point languages naturally differ a great deal. In other words, plasticity increases towards the periphery.

Core grammar is the maximally learnable part or the unmarked part of the language, as it is deeply entrenched in human body. The periphery is the rule that is outside core grammar. It is defined as the additional features for the construction. For example, plural needs additional feature compare to singular. Passive sentences need one more feature compared to negative sentences. Rutherford (1984) claims that second language acquisition emerges from the unmarked structures to the marked ones, because the easier will be tried first by learners (Eckman, 1997; Gass, 1979; mazurkewich, 1984). Language learning in this view is the fixing of the parameters of core grammar, plus the addition of marked rules up to the periphery (Koster, 1978).

Concerning Indonesian speakers' acquisition of English, Kweldju (1989) in her case study found that her marked items tend to

be problematic for Indonesian learners. The items investigated include three morphemes and three syntactic items. The morphemes are tense marker, plural marker, and third person singular marker. The syntactic items are passive, conditional construction, and questions both the WH - and yes/no.

During the acquisition process the problem caused by marked form may predominantly occur in the early interlanguage. These problems may also be likely to persist, and to remain as a candidate for fossilization (Selinker, 1972). This tendency is also noticeable in the utterances of Indonesian speakers learning English. An advanced learner of English who happened to be a lecturer of English language, and had been living for several years in English speaking countries still had some problems with marked contractions, especially conditional construction.

2.3 Input as a factor

It seems that the problem of acquiring marked item is also common among Indonesian speakers. Not only may it occur to those with lower competence of English with no professional back-ground of English, but also with an advanced learner who has been trying to polish his English in English-speaking countries. Although it would not perfectly be reasonable to learn too heavily on a case study of three subjects, Kweldju's (1989) case study tend to indicate that marked items are difficult to acquire by motivated Indonesian learners in the target environment.

Second language acquisition is a process of observing the regularities of the

input, formulates hypotheses, test them with following input and revises them (Schachter, 1986). Thus, increasing awareness is increasing the learners' awareness of testing their hypotheses, and revising them.

There must be an input requirement which enables this awareness to occur.

a. Positive Input

Positive input can be stated as the features in a language which has same features in another language. That is why it named as a positive one. In learning second language, positive input plays its role as the supporting features to acquire or learning any languages. For example, a language use a subject and a verb to construct a sentence. It may be has the same features in other languages.

b. Negative Input

Negative input is defined as the error which got used to by the learners. Schachter (1984) proposes negative input to fulfill this requirement and names it as the universal input condition.

Negative input is information provided to the learner indicating that his utterance is in some way unacceptable to native speakers. For example, it is ungrammatical, in appropriate, or confusing. How can a learner be aware that these following sentences are deviant in English without being told "he does not wish any gift". It is the best which I have ever met". And "look. The baby talks to the dog"?

Negative input has been considered discouraging and has been avoided for classroom practices. Day at al (1981) provide the evidence that ninety percent of second language learners' that occurring errors during their interaction are not corrected. At this point, it needs to be stressed that negative input has been associated with criticism, but it should also be realized that second language learners also welcome direction for their own progress.

III. Conclusion

Human beings have innate properties that make language acquisition possible. There are two kinds of universals, absolute universals and universal tendency. Absolute universals only deal with core grammar, but universal tendency deals with both core and periphery grammar. These two areas are realized as the marked and unmarked forms. Indonesian speakers learning English also find marked forms difficult to acquire in spite of the rich environment where the acquisition take place. The result of the closer investigation to this environment suggest that native input as the universal input condition should be made to increase learners' awareness of marked items. However, it should also be investigated further what kind of negative input is appropriate for Indonesian learners learning English.

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**Peningkatan Keterampilan Menulis Teks Narrative Bahasa Inggris Melalui
Penerapan Teknik Cloze Procedure Siswa Kelas XII-IA 1
SMA Negeri 3 Putra Bangsa, Aceh Utara**

Erlinawati¹

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa kelas XII-IPA1 SMA Negeri 3 Putra Bangsa dalam menulis teks bahasa Inggris. Teknik yang dipilih dalam penelitian tindakan kelas ini adalah Cloze Procedure. Penelitian ini dilakukan di kelas XII IA-1 SMA Negeri 3 Putra Bangsa Aceh Utara semester ganjil tahun ajaran 2012/2013. Lokasi penelitian ini adalah di SMA Negeri 3 Putra Bangsa Aceh Utara. Subjek penelitian ini adalah siswa kelas XII IA-1 SMA Negeri 3 Putra Bangsa yang berjumlah 27 siswa terdiri atas 17 siswa perempuan dan 10 siswa laki-laki. dengan menerapkan teknik cloze procedure dalam pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa pada siklus I diperoleh nilai rata-rata hasil belajar siswa sebesar 58,15 dan persentase ketuntasan klasikal yang tercapai adalah 44,44% atau 12 dari 27 orang siswa tuntas dalam pembelajaran siklus I sedangkan 15 siswa belum mencapai ketuntasan.. Hasil ini menunjukkan bahwa pada siklus pertama indikator keberhasilan belum tercapai karena siswa yang memperoleh nilai ≥ 75 hanya sebesar 44,44%. Nilai tertinggi 90 dan nilai terendah adalah 20 dan ketuntasan klasikal hanya 44,44%. Hasil ini jauh di bawah presentase indikator yang telah ditetapkan yaitu hasil belajar 80% siswa diharapkan mencapai KKM 75. Pada siklus II diperoleh nilai rata-rata hasil belajar siswa sebesar 79,62 dan persentase ketuntasan klasikal yang tercapai adalah 77,77% atau 21 dari 27 orang siswa tuntas dalam pembelajaran siklus II sedangkan 6 siswa belum mencapai ketuntasan.. Hasil ini menunjukkan bahwa pada siklus II indikator keberhasilan telah tercapai karena siswa yang memperoleh nilai ≥ 75 sebesar 77,77%. Nilai tertinggi 100 dan nilai terendah adalah 40. Hasil ini telah mencapai indikator yang ditetapkan yaitu 75% siswa diharapkan mencapai KKM 75. Penerapan teknik cloze procedures sebagai teknik pembelajaran dapat meningkatkan hasil belajar siswa pada materi menulis teks naratif bahasa Inggris di kelas XII IPA-1 SMA Negeri 3 Putra Bangsa Lhoksukon. Oleh karena itu disarankan agar guru bahasa Inggris menerapkan teknik cloze procedure dalam mengajarkan keterampilan menulis.

Kata Kunci : *Kemampuan Menulis Teks Bahasa Inggris, Teknik Cloze Procedure*

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PENDAHULUAN

A. Latar Belakang Masalah

Diantara empat ketrampilan berbahasa yaitu mendengarkan, berbicara, membaca dan menulis, Ketrampilan menulis merupakan salah satu bentuk kegiatan komunikasi yang dilakukan oleh siswa dalam konteks kehidupan sehari-hari. Kegiatan Ketrampilan ini dapat diwujudkan dalam berbagai bentuk tulisan seperti pengumuman, brosur, iklan, pesan singkat, surat pribadi, surat lamaran pekerjaan, pemberitahuan, karya sastra maupun catatan harian. Melalui kegiatan menulis, siswa secara langsung memindahkan ide ataupun apa yang ada dibenaknya ke dalam bahasa tulis.

Tujuan pengajaran menulis pada level Sekolah Menengah Atas (SMA) adalah agar siswa dapat menghasilkan berbagai bentuk teks fungsional pendek dan esei. Bentuk teks yang harus dihasilkan adalah recount, narative, procedure, descriptive, report, news item, exposition, explanation, discussion, dan review'. Untuk mencapai tujuan pengajaran Ketrampilan menulis seperti dinyatakan di atas bukan hal yang mudah. Alasannya karena ketrampilan menulis merupakan ketrampilan yang paling sulit dibandingkan dengan ketrampilan berbahasa lainnya. Hal tersebut dialami pula oleh penulis selaku salah seorang guru bahasa Inggris di SMA Negeri 3 Putra Bangsa. Meskipun siswa telah memahami teori-teori menulis untuk mengembangkan gagasan, menyusun informasi, mengorganisasikan gagasan ke dalam tulisan, ditambah dengan latihan dan bimbingan dari guru agar mampu menulis dengan baik, namun

usaha-usaha tersebut belum membuahkan hasil yang optimal. Motivasi dan kompetensi siswa dalam menulis berbagai teks bahasa Inggris masih tetap rendah.

Penulis tertarik untuk memfokuskan permasalahan pada rendahnya kemampuan siswa kelas XII-IPA1 SMA Negeri 3 Putra Bangsa dalam menulis teks bahasa Inggris dan peneliti sebagai salah seorang guru bahasa Inggris di sekolah tersebut mencoba untuk mencari solusi jawaban atas permasalahan ini. Penulis berasumsi bahwa rendahnya kemampuan siswa dalam menulis teks tersebut adalah karena kurangnya pengetahuan siswa tentang tata bahasa (Grammar) dan pemilihan bentuk kata yang tepat dalam menulis. Untuk ini diperlukan teknik pembelajaran yang tepat sesuai dengan tujuan penulisan teks tersebut. Teknik yang dipilih dalam penelitian tindakan kelas ini adalah Cloze Procedure. Teknik Cloze Procedure merupakan suatu teknik dimana siswa dituntut untuk jeli dalam memilih bentuk dan jenis kata yang sesuai untuk mengisi teks rumpang (Bima, M:2011). O'Malley dan Lorraine (1996:114) mendefinisikan Cloze Procedure sebagai teks atau bacaan dengan rumpang yang mewakili kata-kata yang sudah dihilangkan dari teks aslinya, bagian rumpang tersebut harus dilengkapi oleh pembaca. Untuk melengkapi bagian yang kosong tersebut, pembaca sangat tergantung pada pengetahuan tentang syntax, lexical, dan semantic disamping pengetahuan tentang budaya dan pengetahuan sebelumnya untuk memprediksi kata-kata yang dihilangkan tersebut.

Berdasarkan hakikat teknik Cloze Procedure diatas peneliti berasumsi bahwa teknik tersebut sangat tepat digunakan untuk melatih Keterampilan menulis siswa yang mengalami kesulitan. Oleh karena itu, peneliti melakukan penelitian dengan judul **“Peningkatan Keterampilan menulis Teks Narrative bahasa Inggris melalui penerapan teknik Cloze Procedure Siswa Kelas XII-IA 1 SMA Negeri 3 Putra Bangsa, Aceh Utara, Semester Ganjil Tahun Pelajaran 2012/2013.**

B. Rumusan Masalah

Berdasarkan deskripsi permasalahan di atas, yang menjadi rumusan masalah dalam penelitian ini adalah: 1). Apakah penerapan teknik pembelajaran cloze procedure dapat meningkatkan kompetensi siswa dalam menulis teks bahasa Inggris, 2). Bagaimanakah peningkatan aktivitas siswa dalam menulis teks bahasa Inggris melalui penerapan teknik cloze procedure?, 3). Bagaimanakah kemampuan guru dalam mengelola pembelajaran melalui penerapan teknik cloze procedure dalam mengajar bahasa Inggris?

Teknik Cloze procedure merupakan suatu teknik pembelajaran bahasa khususnya bahasa Inggris dengan tujuan memilih dan menggunakan kosa kata yang tepat untuk mengisi teks rumpang. Memilih kata yang paling tepat untuk melengkapi kalimat bukanlah sesuatu yang mudah. Siswa harus jeli memahami makna kalimat serta pilihan jawaban yang logis. Menurut Bima M (2011:35) saat memilih kata yang tepat untuk melengkapi kalimat, perlu diperhatikan hal-hal berikut.

1. Apabila berupa kata benda (noun), perhatikan apakah noun tersebut jamak atau tunggal, countable (dapat dihitung) atau uncountable (tidak dapat dihitung), kemudian sesuaikan dengan verb-nya,
2. Apabila berupa kata kerja (verb), perhatikan tense kalimat, apakah berbentuk lampau, yang akan datang (future), continuous, dan lain sebagainya,
3. Apabila berupa kata ganti (pronoun), perhatikan verb yang mengikuti pronoun tersebut,
4. Perhatikan makna kalimat dan teks secara keseluruhan

METODE

Penelitian ini dilakukan di kelas XII IA-1 SMA Negeri 3 Putra Bangsa Aceh Utara semester ganjil tahun ajaran 2012/2013. Lokasi penelitian ini adalah di SMA Negeri 3 Putra Bangsa Aceh Utara yang beralamat di Jalan Banda Aceh-Medan Km.300 Lhoksukon Kabupaten Aceh Utara.

Subjek penelitian ini adalah siswa kelas XII IA-1 SMA Negeri 3 Putra Bangsa yang berjumlah 27 siswa terdiri atas 17 siswa perempuan dan 10 siswa laki-laki. Subjek penelitian ini sangat heterogen dilihat dari kemampuannya, yakni, ada sebagian siswa yang mempunyai kemampuan tinggi, sedang, rendah, dan sangat rendah.

Data dari penelitian ini berupa data hasil pengamatan aktivitas siswa secara kelompok dan secara individu, aktivitas guru serta hasil tes. Sumber data untuk memperoleh data penelitian tersebut adalah siswa kelas XII IA-1 SMA Negeri 3 Putra Bangsa tahun ajaran 2012/2013.

Alat pengumpul data dalam penelitian ini adalah (1) lembar pengamatan pengelolaan pembelajaran melalui teknik cloze procedure (2) lembar pengamatan aktivitas siswa, dan (3) tes.

Untuk menganalisis tingkat keberhasilan atau presentase keberhasilan siswa setelah proses belajar mengajar setiap siklusnya dilakukan dengan cara memberikan evaluasi berupa soal tes tertulis pada setiap akhir siklus.

Untuk menyusun dan mengolah data yang terkumpul sehingga dapat menghasilkan suatu kesimpulan yang dapat dipertanggung jawabkan, maka digunakan analisis data kuantitatif dan pada model observasi digunakan data kualitatif. Penelitian ini dianggap berhasil apabila: 1) Sebagian besar siswa (75 % dari siswa) mencapai nilai KKM 75, 2). Aktivitas Siswa mencapai kriteria baik . (76%–86%), dan 3). Kemampuan guru mengelola Pembelajaran mencapai kriteria Baik (76% – 86%).

Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari 2 siklus. Dalam kegiatan penelitian ini peneliti berkolaborasi dengan 2 orang guru bahasa Inggris dari SMA Negeri 2 Banda Aceh.. Dalam melaksanakan tindakan peneliti bertindak sebagai pengajar dan 2 orang guru lain bertindak sebagai observer yang bertugas mengamati proses pembelajaran dalam kelas.

Sesuai dengan jenis penelitian yang dipilih, yaitu penelitian tindakan, maka penelitian ini menggunakan model penelitian tindakan berbentuk spiral dari siklus yang satu ke siklus yang berikutnya. Setiap siklus

meliputi *planning* (perencanaan), *action* (tindakan), *observation* (pengamatan), dan *reflection* (refleksi). Langkah pada siklus berikutnya adalah perencanaan yang sudah direvisi, tindakan, pengamatan, dan refleksi. Sebelum masuk pada siklus 1 dilakukan tindakan pendahuluan yang berupa identifikasi permasalahan.

Siklus 1

Siklus I dalam PTK ini terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi sebagai berikut:

Sebelum penelitian ini dilaksanakan, pertama-tama diadakan survey untuk mendapatkan data pendukung yang akurat sehingga mempunyai dasar yang kuat untuk melaksanakan penelitian. Langkah selanjutnya adalah menyiapkan segala perangkat yang akan digunakan selama penelitian berlangsung, seperti pembuatan perangkat pembelajaran, rencana pembelajaran, Lembar Kerja Siswa untuk setiap pertemuan, dan beberapa instrumen lain seperti lembar observasi pelaksanaan pembelajaran, dan lembar observasi aktivitas siswa.

Penelitian ini dilakukan dalam 2 siklus selama semester kedua. Siklus pertama dilakukan dalam 2 kali pertemuan, dengan materi teks naratif. Siklus kedua dilakukan dalam 2 kali pertemuan, dengan materi bacaan berupa *narrative text*. Siklus I dilaksanakan pada tanggal 10 September 2012 dan 17 September 2012. Siklus II dilaksanakan pada tanggal 8 Oktober dan 15 Oktober 2012.

Pelaksanaan pembelajaran bahasa Inggris melalui teknik *cloze procedure* pada siklus II dapat digambarkan sebagai berikut:

1). Guru membuka pembelajaran dan memotivasi siswa untuk mengikuti pembelajaran, 2). Guru menyampaikan tujuan pembelajaran yaitu agar siswa mampu menulis teks naratif dengan cara melengkapi teks rumpang dengan kata-kata yang sesuai. Guru menjelaskan materi tentang jenis-jenis teks dalam bahasa Inggris, 2). Guru memberikan 1 contoh teks naratif untuk memperjelas pemahaman siswa tentang teks tersebut. Penjelasan materi meliputi definisi text, communicative purpose, generic structure, language features dari text tersebut, 3). Siswa diberikan tugas untuk menjawab beberapa pertanyaan tentang text yang telah dibaca, 4). Guru menjelaskan langkah-langkah pelaksanaan teknik cloze procedure agar memudahkan siswa menyelesaikan tugas kelompok, 5). Siswa dibagi dalam kelompok 4 atau 5 orang dengan memperhatikan heterogenitas artinya pencampuran siswa berkemampuan rendah, sedang dan tinggi, 6). Guru membagikan LKS untuk dikerjakan oleh siswa. Setelah diberikan tugas yang sama untuk setiap kelompok berupa teks naratif rumpang, siswa melaksanakan diskusi kelompok untuk mengisi atau melengkapi teks rumpang dengan kata-kata yang sesuai, 7). Setelah selesai berdiskusi, setiap kelompok mempresentasikan hasil kerja kelompok masing-masing, 8). Guru dan kelompok yang tidak tampil memberikan penilaian terhadap presentasi tadi, 9). Tes tulis individu diberikan oleh guru untuk mengetahui penguasaan siswa. Soal yang diberikan pada saat quiz adalah yang meliputi semua isi wacana yang

telah didiskusikan selama proses pembelajaran.

Pengamat (kolaborator) melakukan pengamatan terhadap aktivitas siswa dan kemampuan guru mengelola pembelajaran dengan menggunakan lembar observasi.

Observasi yang dilakukan adalah observasi berstruktur karena pada lembar observasi sudah ada kriteria – kriteria yang sudah diamati (Wiriaatmadja, 2006: 114). Pengamat memberikan tanda cek (v) pada lembar observasi, jika aktivitas siswa yang diharapkan dalam proses pembelajaran ditampilkan dan mencatat hal lain yang dianggap penting pada kolom catatan yang tersedia dalam lembar observasi.

Dari hasil pengamatan terlihat bahwa selama berlangsungnya pembelajaran masih banyak siswa yang kurang serius mengikuti kegiatan pembelajaran misalnya ketika guru menjelaskan masih ada siswa yang kurang memperhatikan penjelasan. Pada saat diskusi kelas dan kerja kelompok, tidak semua siswa terlibat aktif dalam diskusi dan penyelesaian tugas. Sebagian siswa asyik melakukan kegiatan lain seperti keluar masuk kelas, berjalan-jalan ke kelompok lain, atau mengganggu teman. Kelemahan lain yang terjadi adalah pada saat melaporkan hasil diskusi, beberapa kelompok masih enggan untuk menjadi juru bicara sehingga guru harus mengambil inisiatif dengan menunjuk siswa tertentu untuk menjadi juru bicara. Di sisi lain, guru juga masih belum maksimal dalam mengelola pembelajaran. Penjelasan guru masih dangkal dan contoh teks yang disajikan belum sepenuhnya menggambarkan struktur

teks naratif. Penugasan siswa juga kurang menuntut analisis atau pemahaman yang mendalam tentang unsur kebahasaan teks naratif sehingga pada saat menyelesaikan tugas melengkapi teks siswa masih mengalami kesulitan. Latihan yang diberikan guru juga masih kurang. Disamping itu waktu yang disediakan juga tidak cukup karena sebagian besar siswa belum paham tentang teknik pengisian teks rumpang. Kelemahan ini membawa dampak yang negative terhadap nilai siswa sehingga banyak siswa atau kelompok yang belum mencapai KKM yang ditetapkan.

Dari hasil pengamatan dan analisis data siklus I dapat disampaikan bahwa indikator keberhasilan yang ditetapkan belum tercapai. Hal ini disebabkan oleh masih banyak kekurangan baik dalam proses pelaksanaan pembelajaran maupun penilaian hasil belajar siswa. Dari hasil pengamatan dan analisis data aktivitas siswa diperoleh rata-rata persentase aktivitas cukup sedangkan pada indikator keberhasilan ditetapkan aktivitas siswa harus mencapai indikator baik. Demikian juga halnya dengan kemampuan guru mengelola pembelajaran masih berada pada kategori cukup berarti belum mencapai indikator kriteria baik sebagaimana diharapkan. Nilai klasikal yang ditetapkan juga masih berada dibawah kategori yang diinginkan peneliti. Oleh karena itu, penelitian ini harus dilanjutkan ke siklus berikutnya dengan melakukan perbaikan-perbaikan terhadap kelemahan pada siklus I.

Siklus II

Perencanaan siklus II meliputi penyempurnaan terhadap hasil refleksi siklus I. Selain mempersiapkan kembali kebutuhan administrasi seperti RPP, skenario pembelajaran, LKS, materi, dan soal, tim peneliti merencanakan beberapa perubahan yang harus diterapkan pada siklus II. Hal yang berbeda adalah pada penyajian materi, teknik penugasan, dan penilaian. Pada siklus II, guru menyampaikan materi dengan penjelasan yang lebih mendalam dan luas disertai contoh-contoh yang lengkap dengan informasi struktur teks dan language feature teks naratif. Dalam hal penugasan, guru akan melatih siswa untuk bekerja secara klasikal lebih dulu melalui pemberian tugas analisis teks dan bagaimana teknik melengkapi teks rumpang sebelum siswa mendapat tugas kelompok.

Langkah-langkah pelaksanaan pembelajaran bahasa Inggris melalui teknik cloze procedure pada siklus II adalah sebagai berikut: Seperti biasa, pada awal pembelajaran guru membuka pembelajaran dengan memberikan motivasi kepada siswa. Pada kesempatan ini guru menyemangati siswa dengan diskusi tentang pentingnya mempelajari bahasa Inggris. Selanjutnya guru memancing siswa dengan beberapa pertanyaan tentang apa yang telah mereka pelajari pada pertemuan yang lalu. Lalu, guru memberikan penjelasan lebih luas tentang isi, struktur, dan unsur kebahasaan yang ada dalam teks naratif. Penjelasan disertai dengan beberapa contoh teks naratif diikuti analisis unsur-unsur yang terkait teks naratif. Dalam hal ini, secara klasikal guru menugaskan siswa menemukan kata-kata berbentuk past tense baik regular

maupun irregular verb, time connectors, conflict, resolution, dan struktur teks naratif. Guru memberikan waktu untuk diskusi kelas sehingga siswa memiliki kesempatan untuk bertanya tentang hal-hal yang belum dipahami. Setelah itu, guru mengajarkan teknik mengisi teks rumpang beserta latihan mengerjakannya. Setelah dirasa cukup, guru membagi siswa dalam kelompok yang masing-masing terdiri dari 4 orang yang nama nya telah dipersiapkan guru dengan pemerataan kemampuan dan jenis kelamin. Siswa diberikan LKS untuk melengkapi teks rumpang sesuai dengan teknik cloze procedure. Setelah mencapai waktu yang ditetapkan yaitu 15 menit, setiap kelompok diminta mempresentasikan hasil kerja mereka, kelompok lain memberikan tanggapan. Guru dan siswa lalu berdiskusi tentang hasil kerja siswa dan kegiatan pembelajaran yang baru mereka laksanakan.

Dari hasil pengamatan siklus II diperoleh informasi bahwa terjadi peningkatan pada sebahagian besar aspek pengamatan termasuk pengelolaan pembelajaran, dan aktivitas siswa. Jumlah siswa yang aktif semakin meningkat, hanya sebagian kecil siswa yang melakukan kegiatan lain selama proses pembelajaran. Presentasi kelompok dilakukan tanpa penunjukan tetapi atas inisiatif masing-masing kelompok, ini artinya bahwa siswa telah mengerti tujuan dan materi yang mereka pelajari. Kondisi ini terjadi karena peningkatan kemampuan guru dalam mengelola pembelajaran. Penjelasan yang diberikan guru telah mencakup semua unsur yang ada dalam teks naratif disertai contoh-contoh yang sesuai termasuk contoh

teks rumpang. Penugasan siswa juga telah melalui langkah-langkah yang direncanakan. Guru juga telah memberikan contoh dan latihan tentang cara melengkapi teks rumpang.

Peneliti melakukan diskusi dengan tim pengamat untuk menilai sejauhmana proses pelaksanaan siklus II terlaksana. Data dari lembar pengamatan dan hasil tes siswa dianalisis. Dari hasil analisis tersebut dapat dipaparkan bahwa ketiga indikator yang ditetapkan telah tercapai. Aktivitas siswa selama proses pembelajaran yang pada siklus I hanya mencapai kategori cukup namun pada siklus II telah mencapai kategori baik. Kemampuan guru mengelola pembelajaran juga telah mencapai kategori baik yang pada siklus I juga berada pada kategori cukup. Nilai siswa juga telah mencapai indikator yang ditetapkan sehingga dapat dikatakan bahwa pelaksanaan siklus II telah mencapai indikator dan dianggap berhasil sehingga PTK ini dapat dihentikan.

HASIL PENELITIAN DAN PEMBAHASAN

Deskripsi Kondisi Awal

Kondisi pembelajaran sebelum dilakukan tindakan dan sesudah dilakukan tindakan dengan menerapkan teknik cloze procedure menunjukkan adanya perbedaan yaitu terjadi peningkatan baik dari segi proses maupun hasil belajar siswa. Hal ini tergambar dari semakin membaiknya aktivitas atau partisipasi siswa dalam mengikuti pelajaran dan hasil belajar yang diperoleh siswa setelah mengikuti pembelajaran melalui teknik cloze procedure.

Deskripsi Hasil Siklus I

Kegiatan perencanaan yang dilakukan pada siklus I adalah mempersiapkan beberapa hal yang diperlukan dalam pelaksanaan penelitian yaitu: membuat RPP dan skenario pembelajaran, membuat LKS, menyusun instrumen penelitian berupa lembar pengamatan aktivitas siswa dan kemampuan guru mengelola pembelajaran, mempersiapkan materi ajar yang sesuai, dan format evaluasi.

Pelaksanaan pembelajaran pada siklus I dilaksanakan sesuai perencanaan dengan alokasi waktu 2 jam pelajaran. Pelaksanaan tindakan pada siklus I ini diawali dengan memberikan motivasi dengan menggali pengetahuan awal siswa serta memberikan informasi kompetensi yang akan dipelajari. Selanjutnya guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-5 orang dan kemudian diberikan tugas kepada masing-masing kelompok tersebut tentang teks naratif

rumpang untuk dilengkapi. Dalam tahap selanjutnya guru mengamati aktivitas siswa dan membimbing jalannya diskusi serta memberikan kesempatan kepada setiap kelompok untuk memaparkan hasil diskusi kelompoknya. Tahap selanjutnya guru memberikan klarifikasi dan penguatan terhadap materi yang telah didiskusikan serta memberikan bimbingan kepada siswa yang belum memahami materi yang telah dipelajari. Pada akhir pelajaran siswa diberikan tes tertulis. Kegiatan ini dilakukan dengan dua kali pertemuan. Pada akhir pembelajaran diberikan evaluasi dalam bentuk soal cloze procedure yaitu melengkapi teks naratif rumpang. Hasil belajar siswa dapat dilihat pada tabel berikut:

Berikut disajikan tabel hasil rekapitulasi hasil belajar siswa.

Table 1. Rekapitulasi Hasil Tes Bahasa Inggris Materi Narrative Text Melalui Teknik Cloze Procedure Siklus I

No.	Uraian	Hasil pada Siklus I
1.	Jumlah Skor yang Tercapai	1570
2.	Jumlah siswa yang tuntas	12
3.	Jumlah Siswa Tidak Tuntas	15
4.	Persentase Ketuntasan yang Tercapai	44,44
5	Nilai rata-rata tes formatif	58,15

Dari table di atas dapat dijelaskan bahwa dengan menerapkan teknik cloze procedure dalam pembelajaran bahasa Inggris pada siklus I diperoleh nilai rata-rata hasil belajar siswa sebesar 58,15 dan persentase ketuntasan klasikal yang tercapai adalah 44,44% atau 12 dari 27 orang siswa tuntas dalam pembelajaran siklus I sedangkan 15 siswa belum mencapai ketuntasan.. Hasil ini

menunjukkan bahwa pada siklus pertama indikator keberhasilan belum tercapai karena siswa yang memperoleh nilai ≥ 75 hanya sebesar 44,44%. Nilai tertinggi 90 dan nilai terendah adalah 20 dan ketuntasan klasikal hanya 44,44%. Hasil ini jauh di bawah presentase indikator yang telah ditetapkan yaitu hasil belajar 80% siswa diharapkan mencapai KKM 75. Melihat nilai ini peneliti

mencoba melakukan perbaikan terhadap beberapa aspek pada siklus II.

Hasil observasi peneliti terhadap aktivitas siswa pada saat proses belajar

mengajar berlangsung dengan menggunakan lembar observasi aktivitas siswa dapat dilihat dari tabel berikut.

Tabel 2. Data Aktivitas Siswa Dalam Pembelajaran Bahasa Inggris Melalui Teknik Cloze Procedure Siklus I

No	Aspek yang diamati	Jumlah siswa aktif	Persentase
1	Memperhatikan penjelasan guru	4	50
2	Bekerja dalam kelompok	4	50
3	Mengajukan pertanyaan pada diskusi kelas	2	25
4	Menjawab pertanyaan pada diskusi kelas	3	37,5
5	Memperbaiki jawaban yang salah	2	25
6	Mempresentasikan hasil diskusi kelompok	3	37,5
7	Ikut merangkum materi pelajaran	5	62,5
Rata-rata aktivitas siswa (%)			41,07
Kategori			Kurang

Dari tabel 2 diatas dapat diketahui bahwa dari 8 orang siswa pada 2 kelompok yang diamati, aktivitas siswa mencapai persentase 41,07%. Hal ini menunjukkan bahwa aktivitas siswa tergolong pada kategori kurang dan masih kurang dari yang diharapkan oleh peneliti. Jumlah siswa yang mengajukan pertanyaan pada diskusi kelas, dan

memperbaiki jawaban yang salah hanya 2 orang, 3 orang siswa menjawab pertanyaan pada saat diskusi kelas, dan mempresentasikan hasil diskusi kelompok.

Selanjutnya hasil observasi terhadap Kemampuan guru dalam pelaksanaan proses belajar mengajar dapat dilihat pada tabel di bawah ini:

Tabel 3. Data Kemampuan Guru Mengelola PBM Siklus I

No	Aspek yang diamati	Skor
1	Guru menyampaikan tujuan pembelajaran	3
2	Guru memotivasi siswa untuk mengikuti pelajaran dengan baik	2
3	Guru menjelaskan materi narrative text	2
4	Guru menyampaikan langkah teknik cloze procedure	2
5	Guru memberikan tugas kepada siswa	3
6	Guru membimbing siswa dalam menyelesaikan tugas	3
7	Guru memberikan penjelasan akhir terhadap materi untuk penguatan bagi siswa	3
8	Pengelolaan waktu	2
9	Guru melakukan penilaian	3
Jumlah		23
Rata-rata skor (%)		63.88 %
Kategori		Cukup

Penjelasan dari tabel 3 dapat disampaikan sebagai berikut.

Dari data yang diperoleh rata-rata persentase kemampuan guru dalam melakukan PBM adalah 63,8 % termasuk dalam kategori cukup. Persentase ini belum mencapai indikator yang ditetapkan dimana kemampuan guru mengelola pembelajaran harus berada pada katagori baik. (76% – 86%).

Setelah siklus I selesai dilaksanakan beserta penilaian terhadap hasil belajar siswa, aktivitas siswa dan kemampuan guru dalam melaksanakan PBM, guru peneliti bersama dengan guru kolaborasi membuat pertemuan untuk membahas tentang hasil dari pelaksanaan siklus I dan berdasarkan hasil analisis tersebut dirancang tindakan apa yang harus diperbaiki serta tindakan yang harus dipertahankan pada proses belajar mengajar di siklus II . Dari hasil analisis data hasil tes siswa diperoleh informasi bahwa hasil belajar siswa pada materi melengkapi teks naratif rumpang didapat nilai rata-rata 58,15 dengan persentase ketuntasan sebesar 44,44%. Hal ini menunjukkan bahwa persentase ketuntasan belajar siswa belum mencapai indikator yang

ditetapkan peneliti. Data aktivitas siswa menunjukkan bahwa persentase aktivitas siswa hanya mencapai 41,07% (kategori kurang) yang berarti masih berada dibawah indikator yang ditetapkan karena belum mencapai kategori baik. Selanjutnya kemampuan guru mengelola pembelajaran juga masih mencapai kategori cukup yaitu 63,80% sedangkan yang diharapkan mencapai kategori baik (76% – 86%). Berdasarkan hasil analisis diatas dapat disampaikan bahwa pelaksanaan tindakan siklus I belum berhasil karena belum mencapai indikator yang ditetapkan peneliti.

C. Deskripsi Hasil Siklus II

Pelaksanaan pembelajaran pada siklus II dilaksanakan sesuai perencanaan dengan alokasi waktu 3 jam pelajaran. Pelaksanaan proses pembelajaran didasarkan pada RPP yang telah dipersiapkan. Pada akhir pembelajaran, siswa diberikan tes untuk menyelesaikan teks naratif melalui teknik cloze procedure. Data hasil tes siklus II adalah sebagai berikut:

Berikut disajikan tabel hasil rekapitulasi hasil belajar siswa.

Table 4. Rekapitulasi Hasil Tes Bahasa Inggris Materi Narrative Text Melalui Teknik Cloze Procedure Siklus I

No.	Uraian	Hasil pada Siklus II
1.	Jumlah Skor yang Tercapai	2150
2.	Jumlah siswa yang tuntas	21
3.	Jumlah Siswa Tidak Tuntas	6
4.	Persentase Ketuntasan yang Tercapai	79,62
5	Nilai rata-rata tes formatif	77,77

Dari table di atas dapat dijelaskan bahwa dengan menerapkan teknik cloze procedure dalam pembelajaran bahasa Inggris

pada siklus II diperoleh nilai rata-rata hasil belajar siswa sebesar 79,62 dan persentase ketuntasan klasikal yang tercapai adalah

77,77% atau 21 dari 27 orang siswa tuntas dalam pembelajaran siklus II sedangkan 6 siswa belum mencapai ketuntasan.. Hasil ini menunjukkan bahwa pada siklus II indikator keberhasilan telah tercapai karena siswa yang memperoleh nilai ≥ 75 sebesar 77,77%. Nilai tertinggi 100 dan nilai terendah adalah 40.

Hasil ini telah mencapai indikator yang ditetapkan yaitu 75% siswa diharapkan mencapai KKM 75.

Hasil observasi aktivitas siswa dalam mengikuti pada siklus II dapat dilihat dari tabel dibawah ini:

Tabel 5. Data Aktivitas Siswa Dalam Pembelajaran Bahasa Inggris Melalui Teknik Cloze Procedure Siklus II

No	Aspek yang diamati	Jumlah siswa aktif	Persentase
1	Memperhatikan penjelasan guru	100	100
2	Bekerja dalam kelompok	7	87,5
3	Mengajukan pertanyaan pada diskusi kelas	6	75
4	Menjawab pertanyaan pada diskusi kelas	7	87,5
5	Memperbaiki jawaban yang salah	6	75
6	Mempresentasikan hasil diskusi kelompok	7	87,5
7	Ikut merangkum materi pelajaran	7	87,5
Rata-rata aktivitas siswa (%)			84,21
Kategori			Baik

Data hasil observasi terhadap aktivitas siswa (8 orang sampel) pada siklus II mencapai 84,21%. Kenaikan persentase aktivitas siswa disebabkan adanya peningkatan jumlah siswa yang aktif pada kegiatan diskusi kelas, misalnya dalam mengajukan dan menjawab pertanyaan. Jumlah siswa yang mau

mempresentasikan hasil kerja kelompok juga meningkat sampai 7 orang.

Selanjutnya hasil observasi yang dilakukan guru kolaborator terhadap kemampuan guru mengelola pembelajaran bahasa Inggris pada materi narrative text melalui teknik cloze procedure. Untuk lebih jelasnya dapat dilihat pada tabel berikut:

Tabel 6. Data Kemampuan Guru Mengelola PBM Siklus II

No	Aspek yang diamati	Skor
1	Guru menyampaikan tujuan pembelajaran	4
2	Guru memotivasi siswa untuk mengikuti pelajaran dengan baik	3
3	Guru menjelaskan materi narrative text	4
4	Guru menyampaikan langkah teknik cloze procedure	4
5	Guru memberikan tugas kepada siswa	3
6	Guru membimbing siswa dalam menyelesaikan tugas	3
7	Guru memberikan penjelasan akhir terhadap materi untuk penguatan bagi siswa	4

8	Pengelolaan waktu	3
9	Guru melakukan penilaian	3
Jumlah		31
Rata-rata skor (%)		86,11 %
Kategori		Amat Baik

Dari tabel

adalah peningkatan

diatas terlihat bahwa terjadi peningkatan kemampuan guru dalam melaksanakan pembelajaran bahasa Inggris pada Siklus II. Aspek-aspek yang diamati dalam PBM pada siklus II dilaksanakan dengan baik. Guru telah meningkatkan kemampuan nya dalam memotivasi siswa, memberikan penjelasan materi, memberikan penugasan dengan prosedur yang sesuai, dan membimbing siswa dalam menyelesaikan tugas kelompok. Kemampuan guru mengelola pembelajaran mencapai 86,11%. Persentase ini telah berada pada kategori amat baik dan berarti telah melebihi indikator yang ditetapkan yaitu mencapai kategori baik.

Pembahasan Tiap Siklus dan Antar Siklus

Berdasarkan hasil yang diperoleh dari pelaksanaan siklus I dan II, maka dapat dikatakan bahwa terjadi peningkatan hasil belajar siswa pada materi teks naratif melalui teknik cloze procedure. Hal ini dapat kita lihat dari hasil belajar siswa, aktivitas siswa pada saat PBM berlangsung dan kemampuan guru dalam mengelola PBM. Aspek yang terpenting

atan hasil belajar siswa. Hasil belajar siswa yang diperoleh pada siklus I belum sesuai dengan harapan yang diinginkan yaitu 75% siswa tuntas dalam pembelajaran teks naratif. Ketuntasan belajar pada siklus I hanya mencapai 44,44% siswa tuntas dan sebanyak 12 orang siswa yang memperoleh nilai KKM 75 keatas. Mendapatkan hasil belajar yang belum sesuai dengan harapan yang diinginkan, maka penelitian ini dilanjutkan dengan siklus II untuk memperbaiki dan menyempurnakan hal-hal atau aspek yang masih kurang maksimal pada siklus I. Setelah dilaksanakan siklus II, ternyata terjadi peningkatan jumlah siswa yang memperoleh nilai 75 keatas 65 yaitu sebanyak 21 orang dari jumlah total siswa 27 orang dengan persentase ketuntasan siswa 77,77%. Jumlah ini jelas menunjukkan bahwa telah terjadi peningkatan dari siklus I ke siklus II dan hasil tersebut telah sesuai dengan yang diharapkan yaitu ketuntasan hasil belajar siswa sebesar minimal 75%. Data hasil belajar siswa antar siklus dapat dilihat pada tabel dibawah ini:

Tabel 7 Perbandingan Hasil Belajar Siswa antara Siklus I dan Siklus II

Kegiatan	Perolehan hasil belajar (KKM 75)		Ketuntasan (%)	
	Nilai 75 keatas	Nilai 75 kebawah	Tuntas	Tidak Tuntas
Siklus I	12	15	44,44 %	55,56 %
Siklus II	21	5	77,77 %	22,23%

Observasi yang dilakukan terhadap aktifitas siswa pada siklus I dan siklus II menunjukkan terjadinya peningkatan. Peningkatan ini terjadi karena adanya upaya guru meningkatkan kinerja nya yang mengakibatkan ikut meningkatnya aktivitas siswa. Pada siklus I sebanyak 41,07 % siswa aktif dalam kegiatan PBM. Angka persentase keaktifan siswa yang diperoleh belum maksimal karena dari hasil observasi masih

ada siswa yang tidak bekerja dalam kelompoknya serta kegiatan diskusi kelompok siswa dan diskusi kelas yang masih kurang.

Hal ini disebabkan karena kurangnya bimbingan guru dalam melaksanakan kegiatan tersebut. Setelah dilakukan perbaikan dalam PBM pada siklus II terjadi peningkatan aktivitas siswa menjadi 84,21%, Data aktivitas siswa antar siklus dapat dilihat pada tabel dibawah ini :

Tabel 8 Perbandingan Data Aktivitas Siswa antar Siklus

No	Aspek yang diamati	Siklus I		Siklus II	
		Jumlah siswa aktif	Persentase	Jumlah siswa aktif	Persentase
1	Memperhatikan penjelasan guru	4	50	100	100
2	Bekerja dalam kelompok	4	50	7	87,5
3	Mengajukan pertanyaan pada diskusi kelas	2	25	6	75
4	Menjawab pertanyaan pada diskusi kelas	3	37,5	7	87,5
5	Memperbaiki jawaban yang salah	2	25	6	75
6	Tidak terlibat dalam diskusi kelompok	3	37,5	7	87,5
7	Ikut merangkum materi pelajaran	5	62,5	7	87,5
Rata-rata siswa aktif (%)			41,07 %		84,21 %

Persentase kemampuan guru dalam melaksanakan PBM pada antar siklus juga

terjadi peningkatan. Kemampuan guru dalam mengelola PBM sebesar 63,88 % pada siklus I

dengan kategori cukup dan pada siklus II meningkat menjadi 86,11 % dengan kategori amat baik. Peningkatan ini terjadi karena perbaikan tindakan yang dilakukan pada siklus

II terhadap kekurangan PBM yang dilaksanakan pada siklus I. Data kemampuan guru pada saat melaksanakan PBM antar siklus dapat dilihat pada tabel dibawah ini:

Tabel 9 Data Kemampuan Guru Mengelola Pembelajaran Antar Siklus

No	Aspek yang diamati	Siklus I	Siklus II
		Skor	Skor
1	Guru menyampaikan tujuan pembelajaran	3	4
2	Guru memotivasi siswa untuk mengikuti pelajaran dengan baik	2	3
3	Guru menjelaskan materi narrative text	2	4
4	Guru menyampaikan langkah teknik cloze procedure	2	4
5	Guru memberikan tugas kepada siswa	3	3
6	Guru membimbing siswa dalam menyelesaikan tugas	3	3
7	Guru memberikan penjelasan akhir terhadap materi untuk penguatan bagi siswa	3	4
8	Pengelolaan waktu	2	3
9	Guru melakukan penilaian	3	3
Jumlah		23	28
Rata-rata skor (%)		63.88 %	86,11 %
Kategori		Cukup	Amat Baik

Berdasarkan dari seluruh hasil tindakan menunjukkan terjadinya peningkatan hasil belajar siswa, peningkatan keaktifan siswa serta peningkatan kemampuan guru dalam melaksanakan proses belajar mengajar bahasa Inggris pada materi narrative text. Maka dapat disimpulkan bahwa penelitian ini berhasil karena ketiga indikator yang ditetapkan mencapai indikator. Dengan demikian penelitian ini dapat dihentikan sampai siklus II.

SIMPULAN DAN SARAN

Simpulan

Berdasarkan hasil penelitian ini dapat disimpulkan bahwa :

1). Penerapan teknik cloze procedures sebagai teknik pembelajaran dapat meningkatkan hasil belajar siswa pada materi menulis teks naratif bahasa Inggris di kelas XII IPA-1 SMA Negeri

3 Putra Bangsa Lhoksukon.2). Penerapan teknik cloze procedures dapat meningkatkan aktivitas siswa dalam pembelajaran menulis teks bahasa Inggris di kelas XII IPA-1 SMA Negeri 3 Putra Bangsa Lhoksukon, 3).Penerapan teknik cloze procedures dapat meningkatkan kemampuan guru mengelola pembelajaran bahasa Inggris khususnya pada materi menulis teks naratif bahasa Inggris di kelas XII IPA-1 SMA Negeri 3 Putra Bangsa Lhoksukon, Aceh Utara.

Saran

Berdasarkan kesimpulan dan kondisi selama dilakukannya penelitian, maka

peneliti dapat memberikan saran-saran sebagai berikut :

1). Kepada guru-guru bahasa khususnya bahasa Inggris yang sering menemukan kendala dalam penyampaian materi kepada

siswa agar dapat merancang proses pembelajaran yang sesuai dengan materi yang ingin disampaikan sehingga materi tersebut dapat diterima dengan baik oleh siswa. Teknik cloze procedure dapat dijadikan sebagai teknik alternatif dalam upaya peningkatan proses dan hasil belajar siswa, 2). Bagi guru yang tertarik dengan penelitian ini disarankan untuk melakukan penelitian

lanjutan dengan subjek dan bidang yang lebih luas untuk penyempurnaan.

3). Kepada pihak sekolah disarankan agar memberikan dukungan kepada guru-guru untuk melaksanakan penelitian tindakan kelas karena hal ini merupakan salah satu upaya peningkatan kualitas pembelajaran di kelas yang pada akhirnya dapat meningkatkan kualitas sekolah.

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