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1. A Report Of Textbook Analysis (Scaffolding English For Junior High School Students), merupakan hasil penelitian Hijjatul Qamariah (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

2. An Overview Of Number Heads Together In Language Teaching, merupakan hasil penelitian Rusmiati (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

3. Student's Perception Toward Written Corrective Feedback In Writing Classroom, merupakan hasil penelitian Rosdiana (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

4. The Implementation Of Role Play Technique In Teaching Speakig (An Experimental Study To The First Year Students Of SMPN 8 Nagan Raya), merupakan hasil penelitian Maulizan ZA dan (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena) dan Nurfajri Safalinda (Mahasiswa S1 Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

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

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Penyunting

DAFTAR ISI

A REPORT OF TEXTBOOK ANALYSIS
(Scaffolding English for Junior High School Students)

Hijjatul Qamariah[1]

Abstract

In this paper, the textbook of junior high school entitled *Scaffolding: English for Junior High School Students* is analyzed. To this end, types of syllabus containing in the book are firstly explored. Then, it is argued what types of syllabus is dominantly governed the textbook by examining the content, activities and tasks in the textbook. It is revealed that the textbook predominantly instructed by structural syllabus with an approach of genre-based syllabus. However, the book is lacked of communicative approach even though the activities designed are aimed at increasing communicative competence of the students. Finally, the suggestion is made for the perfection of the textbook. It is recommended that to be more communicative in teaching and learning language, teacher can manipulate some activities in the textbook to be more expressive and real. In addition, the translation in every instruction of the task is not a good point of this textbook. It is supposed to be the learners acquire it as they are emergent in the process of learning. It will be meaningful for the learners when they understand by themselves without any translation provided.

Key words: *communicative curriculum, syllabus, textbook analysis*

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I. Introduction

A brief Overview of Communicative Curriculum

Curriculum has been designed for good related questions; "what is to be learned? How is the learning to be undertaken and achieved? To what extent is the former appropriate and the latter affective?" (Breen and Chandlin, 1980: 89). Then, Breen technically asserted that:

> *"a communicative curriculum will place language teaching within the framework of this relationship between some specified purposes the methodology which will be the means towards the achievement of those purpose, and the evaluation procedures which will assess the appropriateness of the initial purposes and the effectiveness of the methodology"* (1980:89).

So it is how the communicative curriculum works. The communicative curriculum has been considered as one type of curriculum that carries both language use and form together and involves learning how to negotiate language in social life interaction. Communicative competence becomes an important issue in this curriculum.

There are several components to focus on when dealing with the communicative curriculum (Breen and Candlin cited in Hall and Hewings, 2001). Firstly, it is purpose, what does this curriculum aim for? With its focus on the communicative competence of learners, the communicative curriculum positions learners as both the subject and object of the learning process so they can eventually participate according to social conventions of the target language within society. Secondly, what do the learner to do and achieve? This includes the target that the learners should reach at the end of the program. One of which is linguistics repertoire is one thing; another thing is how learners use the repertoire functionally in communication. The third component is methodology. It is related to how the learning and teaching process is undertaken, the learners' perspective on language, and the learners characteristics all are essential to construct good teaching and learning. Next is the role of the teacher and learner in the curriculum; the teacher can have multiple roles─teacher, learner, participant, and facilitator. The learners can also occupy several roles─participant, negotiator, problem solver, and agent of change. Another important thing is how the contents are displayed in order to have good continuity in the learning process. Evaluation is the last component of the communicative curriculum; it includes the material that has been taught and also the evaluation of the program as a whole.

The changing of curriculum from the previous to the latter is anticipated to offer a better future for language teaching and education predominantly. However the alteration of the new curriculum from the traditional curriculum into the communicative curriculum inevitably might bring some barriers for the teachers and learners. The implementation of communicative language teaching (CLT) in the classroom for instances, is not fully implemented as what CLT offered. Teachers still have problems with the prerequisite techniques and strategies of the

method. Sometimes, teacher should deal with the condition of the learners that need adaptation with the new method. Teacher in English as Foreign Language (EFL) context still complain that CLT is designed for English as Second Language (ESL) context. Thus, the traditional methods such as audio lingual, grammar-translation, and situational methodology undertake the teaching and learning process. For those methods the process of teaching and learning occur in the domains of textbooks and an explicit syllabus. The subject matter of these courses is predetermined and systematically planned. Those methodologies are highly independent on the context. Therefore, different contexts do not make distinctive differences to such courses. In contrast, CLT methodology is highly dependent on the situational context for it emphasizes on authentic language input, real-life language practice, and creative generation of language output. Moreover, CLT requires both a language setting to provide authentic input of language use and opportunity for the students to use the language in a realistic way (Guangyong Sun and Liying Cheng, 2002).

Regardless any difficulties found in the process of implementing curriculum which lead to communicative learning, communicative curriculum, however, cannot be taken for granted. Education practitioners should not overlook on the dependence of CLT method on situational context, and they should understand the complexity of EFL context adequately. This curriculum however,

should be taken into account in curriculum design and implementation.

II. Types of Syllabus

Syllabus is related to what the teacher will implement and what the learners will do to achieve the goal of the learning. It is logical outcome of the principles developed in the curriculum, and it regulates and guides the instruction process. There are several types of syllabus evolved over the last thirty years. Nunan (1988) stated that the grammatical syllabus has been defined as one which consists of a list of grammatical items selected and graded in terms of simplicity and complexity. Similarly, Breen, (2001) asserted that the structural syllabus which was being used in the late 1970s focused on linguistics form. This syllabus seems inflexible in terms of the material selected and the way in which the material presented. Thus, this syllabus has been criticized for a number of reasons (Baleghizadeh, 2012). Perhaps the most important limitation of the grammatical syllabus lies in its ignorance of language functions.

Further Baleghizadeh asserted that:

"The grammatical syllabus is a powerful device for enabling language learners to master grammatical rules; however, it is not as powerful where sociolinguistic rules are concerned. In other words, it is capable of preparing learners who are grammatically competent but communicatively incompetent. A learner who in response to the question "Do you mind if I open the window?" says, "Yes, I do" is typical of someone whose knowledge of English grammar might be perfect yet who does not know how to give socially appropriate replies" (Baleghizadeh, 2012: 112).

Thus, in the 1980s the orientation of structural syllabus shifted to more analytical syllabuses which focused on communication where learners can negotiate meaning in a real social context. A necessary development of structural syllabus was the notional-functional syllabus. It derived in the early 1980s from the view of applied linguists concerning the functions of language (Breen, 2001). A Focus on language form meant that learners could not function in a real communication situation. Thus the functional and notional syllabus filled in the gap to accommodate the linguistic function of language communicatively. This syllabus basically concentrates on communicative competence and has an association with needs analysis. With regard needs analysis, White (1988, p.84) states "the teacher or planner investigates the language required for performing a given role or roles" and that "needs analysis specifies the ends which a learner hopes to achieve", but not "the means by which the ends will be reached." Therefore, Notional-functional syllabuses are intended to be built around the needs of the learners, which are derived by needs analysis questionnaires and interviews.

Another type of syllabus is the situational syllabus. It is included in analytical syllabuses. It focuses on social life context never in isolation. This syllabus concentrates on a number of settings of language use, for example how we use language when ordering a drink in restaurant, seeing a doctor, etc. Tarfa Ash-Shammari and Dina Al-Sibai (2005) affirmed that the logic behind a situational syllabus is that if the content of

language teaching is formed by a range of real or imaginary behavioral or experiential situations in which a foreign language is used, the situational syllabus provides for concrete contexts within which to learn language structures, thus making it easier for most learners to visualize, and this, in turn, helps in promoting students' motivation. Additionally, they stated that Since situational syllabi are organized in terms of the purposes for which people are learning the language and the kinds of language performance that are necessary to meet those purposes, situational syllabi are commonly referred to as product-oriented, analytical syllabi whereby learners are required to achieve situational language accuracy (Tarfa Ash-Shammari and Dina Al-Sibai, 2005).

The other of analytical syllabus is task-based syllabus. This syllabus perceives task as the key point in learning language rather than the aspect of language (Breen, 2001). Unlike conventional syllabuses, a task based language syllabus is oriented towards the process of language learning in the classroom. It also engages more experiential learning through completion of tasks (Nunan, 1991). A next analytical syllabus is skill-based syllabus. It is based on the understanding of a certain skill, such as listening, reading and writing. The main objective of skill based syllabus is to mastery the specific language skills. Another feasible objective is to improve more general competence in the language while applying the language skills. Finally is the content based syllabus is teaching other

content or subject through the language that the learners are learning. Integrated language and content instruction offers a means by which English as second language (ESL) students can continue their academic or cognitive development while they are also acquiring academic language proficiency (Jalilzadeh and Tahmasebi, 2014). In a content based syllabus, the activities of the language class are specific to the subject matter and students are stimulated to think and to learn through the use of the target language.

Other development of syllabus is a lexical syllabus that focuses on the lexicon as a basic foundation of syllabus design (Willis, 1990). It draws the large amount of vocabulary learning and language chunks that are directed to a certain text. Next is genre based syllabus that draws an essential focus on text, purpose and meaning (Derewianka, 2003). Students need to be able to understand genre types and their meaning understand the socio-cultural purpose of the genre and also understand the grammatical features beyond the text until they are able to produce them. Furthermore, a combination of syllabus types to be integrated into one package also enriches the language learning syllabus, for instance in tertiary study, Georgetown University combines the content-based and genre-based approach into one syllabus in its curriculum (Graves, 2008). The courses cover various content when then unified by the study of genre to diverse contents. For example, a course on sports and a course on the EU economy both explore the interview genre, using a Hallidayan genre framework (Rinner & Weigert 2006 in Graves,

2008). The study about the content and the language go together. Students learn both new content and the ways in which language is used as a tool of meaning-making. One aim of the approach is for learners to achieve advanced-level competency through the attention to balanced language development over the four years and a coherent curricular progression within the departments' offerings (Graves, 2008)

III. Textbook Overview

The title of the book is *Scaffolding English for Junior High School grade VII*. This textbook has two basic components; oral and written section. Both two components develop four skills of target language; listening, speaking, reading and writing. The book has ten units. The content of the book is divided in several sections, started with a short explanation about the topic and followed by lead-in tasks which engage students more to understand the topics. The instruction of the task is translated into Indonesian language. Most of activities are set out to be done in pairs, group and individual. For linguistics part, it is presented after task is done separately. This textbook provides homework, evaluation, reflection, summary, and vocabulary list and fun site− learning English idioms, wise words and others motivations quotes.

IV. Discussion

Syllabus contained in the Textbook

Based on the syllabus analysis done on the textbook, there are several syllabuses found in it. The discussion about it is explained below.

1. Integrated syllabus

This textbook has a combination of syllabus. Although, it is implicitly objected that the goal of the course is to pass the national examination which only test two skills; listening and reading comprehension of English, other skills such as speaking and listening are also taught. Genre based approach basically govern this textbook. However, the functional and notional syllabus also include in this textbook.

2. Different types of syllabus strands evident in this textbook

a. Genre-based

The genre-based syllabus can be noticed from the presentation of the material in the unit. Each unit has one functional text that is developed through several tasks done firstly in the unit until students are able to understand the text and it becomes the last product of the topic. For instance in the first unit students are introduced about how to greet and introduce themselves , then as the tasks developed the students are asked to produce a short letter writing about themselves and asking someone's identity. In another unit, students are asked to understand announcements and how to make it. And they are expected to produce an announcement at the end of the unit as one achievement for each unit. The unit always provides a short functional text. This approach, moreover support the students to understand short functional texts as they will be tested in National examination.

b. Form-centered or structural syllabus

Looking at the tasks provided for each unit, this textbook set many tasks to do in order to gain more understanding of the students about the topic. In term of the skills, the tasks vary. Starting with the listening and speaking skill─ it builds the communicative competent of the students and for reading and writing skills─ the tasks are more delicate with focus on the production of the students understanding about the topic. For instance, firstly, a lead-in task is presented as an introduction about the topic and when the students' understanding are built up, the task goes more complex. However, most of the task always links to the linguistics features. Each task directs the students to understand the form of the language, even though; the tasks are focused on the reading and writing skill.

Regarding communicative approach, *Scaffolding English for Junior High School grade VII textbook* set the tasks conducted in pairs and group activities that seem it is a student-centered focus and related to process syllabus, but there is not many spaces for students to develop and express the language freely. The students have to follow a certain pattern that already setup in the book. Although there is a task called *survey game* in this unit that guides the students to negotiate meaning with their friends by finding some information about their classmates' background but the opportunity for negotiating meaning in the classroom is negligible.

In a nutshell, the textbook dominantly adopt structural syllabus emphasizing on language form mostly with a combination of several syllabuses in term of activities

provided in the units. The language use as the ways to manage information for negotiating meaning provided in small portion.

2. Organizing principles of the unit

Looking at the students' needs which are designed for grade VII, the material presented is appropriate for them which are started with greeting where it is basic thing that the students should know in communication. It is a primary level of learning language. Through all units it can be seen that the topics are all about how to use, express and negotiate meaning. The sequences of the material are started with the easy part and move on to more delicate conversation context. Starting with how to greet people then move to the next step of how to introduce somebody else to other people.

The material focus is on how to use several kinds of expressing such expressing apologizing, politeness, commanding, etc. linking to the types of functional text; it is also started with the simple letter, message, and descriptive to procedural text. When it comes to language use in the textbook, it has very small content of authentic language, for example, asking *what's your name*? the answer form is *my name is Budi*, but in addition to be more flexible form *I'm Budi*, also attached. For socio-cultural part, this textbook present local orientation value, there is no multicultural content for the topics. However, it will be more meaningful when the learners can learn some information about other culture. Inevitably when learning a language deliberately we learn the culture of the target language itself. Although the

learners are from the EFL context, where the local values are complex, the socio cultural values should be taken into account in curriculum design and implementation.

Besides, the design of material presentation in the textbook seems cover the continuity of the topics. Each unit has link to the next topic and language form. For instance, students should understand how to greet people and introduce themselves before moving to introducing other people. This principle can assist learner to understand the topics. Learners should be esy to follow the material and develop their language skill gradually.

V. Conclusion and Recommendation

The content of the textbook analyzed significantly emphasize on the language form, which it is steadily presented in similar separated way after the text presented. However, the language use is also provided around the activities in each unit. It can be looked through the activities assigned to the students. Students are asked to do the activities in pairs and in a group. It seems that the textbook employ communicative approach. As communicative approach emphasize communicative interaction involving all the participants such as teacher, learners, texts and activities in the learning and including the various material resources on which the learning is exercised. Nevertheless, the communicative approach implemented in the textbook seems limited since the activities for the students to explore the negotiating for meaning and meaning making are restricted to the certain patterns which show very rigid way

of communication. In this case, teachers should be creative to develop more possibilities of other pattern to be used.

Regarding to the activities set in the textbook, the learners are set up to work in pairs and groups. This is a great point for EFL learners in acquiring language. It is in line with Krashen's theory about affective domain where the learners will learn better when they also engage affectively in learning. The learners feel respected and comfortable in learning. What the learners need to know about the learning process is that learning a language is not all about language but how the learners use it in their real social context. Thus, the learning process is meaningful and not only for a certain goal such as for passing examination. What's more, teachers should create more engaging pedagogy to let the learners use the language to be meaningful communication.

Furthermore, it is recommended that to be more communicative in teaching and learning language, teacher can manipulate some activities in the textbook to be more expressive and real. For some activities such as learners can interview their friend with some different questions that they want to ask or teacher could write some other expression on the board and for role play teacher could record and play it again to gain more attractive participation of the learners. in addition, the translation in every instruction of the task is not a good point of this textbook. It supposed to be the learners acquire it as they are emergent in the process of learning. It will be meaningful for the learners when they understand by themselves without any translation provided.

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AN OVERVIEW OF NUMBER HEADS TOGETHER IN LANGUAGE TEACHING

Rusmiati[1]

Abstract

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Cooperative learning strategy promotes discussion and both individual and group accountability. It offers an alternative to the competitive approach of whole-class question-answer, in which the teacher asks a question and then calls on one of the students with a raised hand. In the numbered heads together approach, the teacher has students number off (e.g. 1-4), asks a question, and then tells the students to "put their heads together" to develop a complete answer to the question. When the teacher calls out a number, the students with that number raise their hands to respond. This structure facilitates positive interdependence, while promoting individual accountability. It also gives confidence to lower achievers because they know they will have the correct answer to give to the class. This study tries to indicate some theories based on experts definition about understanding of cooperative learning, the purpose of cooperative learning, understanding of number heads together (NHT), and characteristic of NHT technique.

Keywords: *Number Heads Together, Language,Teaching*

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A. INTRODUCTION

1.1 Understanding of Cooperative Learning

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

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

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

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

1.2 The Purpose of Cooperative Learning

The purpose of cooperative study is to creat the learning situation which can form the habit of students to work in a group, beside, the understanding of the students about the material is the primary purpose of this cooperative study. According to Isjoni (2009:27) there are three main purposes of cooperative learning as follow;

The first purpose of cooperative study based on in isjoni is to improve students' achievement accademically. Cooperative study in not only improving upper students' ability but also lower students' ability. It can be seen throught the classroom activities of cooperative study it self. All technique in cooperative study develop grouping technique. In grouping technique the upper students help the lower students and the lower students adjust their self with upper students.

The second purpose is to teach students the acceptance of individual difference. This method extend the opportunity to the students to accept people difference of their background in a group. The purpose of the method is not only focus to the accademic achievement but also to the improving

students' characteristic to respect people difference in their environment.

The last purpose of cooperative study is to develop students' ability to socialize with other people. Through this cooperative study it is expected that students be able to interact, work together as a team. This is the model of cooperative study.

1.3 Understanding of Number Heads Together (NHT).

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

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

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

Second is group formation. This factor is the most important among other elements to creat positive interdependence in the group. Richards and Rodgers (2001:196) state that there are some factors involve in setting up group. They are:

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

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

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

The writer conclude that NHT technique is one of method to help students to work cooperatively by putting them in a small group form of three, four or five students and organizing them the numbering system.

1.4 Characteristic of NHT Technique

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

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

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

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

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

B. CONCLUSIONS

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor (Terenzini & Pascarella, 1994).

Cooperative learning has been shown to increase student achievement, race relations, acceptance of special needs students, and self-esteem (Slavin, 1995).

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STUDENTS' PERCEPTION TOWARD WRITTEN CORRECTIVE FEEDBACK IN WRITING CLASSROOM

Rosdiana[1]

Abstract

The way to respond to students' drafting is still a controversial topic in Second Language Writing training and premise. Giving written corrective feedback in the process of teaching writing is a common practice by writing teachers because it is believed to be able to help students write better. The feedback may be given directly or indirectly. The feedback may be given in the form of comments, questions, suggestions, and or corrections. It seems to be no dispute about the first three kinds of feedback. But for the corrections as the feedback in the process of teaching writing, there are two opposing views; one view believes that correction is counter-productive while the other view believes that correction is helpful. This Study aimed to explore English Department Students' perception, beliefs, and attitude toward Written Corrective Feedback in writing classroom. Data were obtained from questionnaire and from follow up interview. The findings of an investigation on English Department Student of UIN Ar-Raniry showed that students' preferences for feedback and error correction on their writing. Most students wished their teacher to mark and correct errors for them and believe that Written Corrective Feedback was primarily the teacher's responsibility. Written Corrective Feedback definitely help the students in writing academic pieces better and more easily as they go through the writing process.

Keywords: *Corrective Feedback, Writing*

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1. INTRODUCTION

Written Correction Feedback is an essential aspect of any English language writing course. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity. There are several faults that lie with traditional methods of correcting grammatical errors. The outright correction of surface errors has been found to be inconsistent, unclear and overemphasizes the negative (Fregeau, 1999; Cohen, & Cavalcanti, 1990). Moreover, when this type of feedback is given, students for the most part simply copy the corrections into their subsequent drafts or final copies. The vast majority of students does not record nor study the mistakes noted in the feedback. Having students merely copy teacher corrections into rewrites is a passive action that does not teach students how to recognize or correct errors on their own. Fregeau discovered that the method of teachers indicating the presence or types of errors without correction is also ineffective. Many times the students do not understand why the errors were indicated and simply guess the corrections as they rewrite. Other ineffective aspects of the marking of student errors are that it causes students to focus more on surface errors that on the clarity of their ideas, and it only stresses the negative.

Just as with feedback on form, many faults have been found with standard practices of providing feedback on content (Cohen, & Cavalcanti, 1990; Leki, 1990; Fregeau, 1999; Fathman & Walley, 1990). Fathman and Walley, as well as Fregeau report that teacher feedback on content in the form of teacher comments is often vague, contradictory, unsystematic and inconsistent. This leads to various reactions by students including confusion, frustration and neglect of the comments. Leki reports that when presented with written feedback on content, students react in three main ways. The students may not read the annotations at all, may read them but not understand them, or may understand them but not know how to respond to them. Teacher comments on content are of little use if students do not know what they mean or how to use them productively to improve their skills as writers. Finally, Fathman and Walley note, much like correction of grammar mistakes, comments on content tend to be negative and point out problems more than tell students what they are doing right. Despite these negative aspects, there are effective points to some of the common methods of teacher feedback.

Fathman and Walley (1990) discovered that when students receive grammar feedback that indicated the place but not type of errors, the students significantly improved their grammar scores on subsequent rewrites of the papers. This idea is echoed by Frodesen (2001), who notes that indirect feedback is more useful than direct correction. Written Corrective feedback has also been found to be effective when it is coupled with student-teacher conferencing (Brender, 1998;

Fregeau, 1999). As noted earlier, many students find understanding written feedback problematic. Conferencing allows both students and teachers a chance to trace the causes of the problems arising from student writing and feedback, and to develop strategies for improvement.

During these sessions, teachers can ask direct questions to students in order to gain a deeper understanding of student writings. Also, students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. Finally, teachers can use conferencing to assist students with any specific problems related to their writing.

LITERATURE REVIEW

Three types of mistakes

Feedback may be defined as information supplied to learners concerning some aspect of their performance on a task, by a peer or a teacher, with a view to improving language skills. It includes not only correcting learners, but also assessing them. Both correction and assessment depend on mistakes being made, reasons for mistakes, and class activities. In linguistics, the definitions of "mistake" and "error" are rather diverse.

According to Ancker (2000), a mistake is a performance error that is either a random guess or a slip, it is a failure to utilize a word correctly, and an error is a noticeable deviation from the language of a native speaker. J. Edge (1989) suggests dividing mistakes into three types: slips, errors and attempts. "Slips" are mistakes that students

can correct themselves; "errors" are mistakes which students cannot correct themselves; "attempts" are student's intentions of using the language without knowing the right way. In this article, either the most common linguistic term "error" or the students' preferred term "mistake" will be used interchangeably.

Types of feedback

It is thought that that not all student errors should be corrected because errors are normal and unavoidable during the learning process. The nature of teacher feedback differs widely among teachers and classes and depends on such factors as course objectives, assignment objectives, marking criteria, individual student expectations, strengths, weaknesses, and attitude toward writing (Harmer, 2000). Current theories of how people learn languages suggest that habit formation is only one part of the process. There are many reasons for errors to occur: interference from the native language, an incomplete knowledge of the target language, or its complexity (Edge, 1989). Some researchers suggest that feedback to second language writing falls somewhere between two extremes—evaluative or formative feedback (McGarrell & Verbeem, 2007).

Evaluative feedback typically passes judgement on the draft, reflects on sentence-level errors, and takes the form of directives for improvement on assignments. Formative feedback, which is sometimes referred to as facilitative, typically consists of feedback that takes an inquiring stance towards the text. Most of the research on feedback has dealt

with the role of negative feedback in secondary education.

Student expectations on feedback

Perhaps not surprisingly, more research seems to be conducted on student rather than teacher expectations. To return to Brown (2009), "beginning-level students maintain unrealistic expectations and narrowly defined perspectives about L2 learning" (2009: 48); this in turn may adversely affect their perceptions of teacher feedback on grammar correction—or, at a minimum, how quickly they advance to be higher level students. Schulz (1996) has shown that "With few exceptions…students hold more favorable attitudes toward formal grammar study than do the teachers as a group" (Shultz, 1996: 345).

This positive attitude towards grammar instruction also carries over into student ideals relating to grammar correction: "responses indicate that students are surprisingly positive toward negative feedback" (Shultz, 1996: 346). These results create a conundrum for teachers evaluating corrective feedback, especially in light of other research such as Leki's (1991), discussed earlier. So, as teachers we much decide how to deal with student expectations and the apparent results of mediocre (if not harmful, as Truscott would argue) changes in applied grammatical correction to students' work. Other research has shown that student background plays a role in grammar correction: "learners' perceptions about what

constitutes useful feedback vary considerably according to the educational context and students' level of literacy…" (Hedgcock and Lefkowitz, 1996: 295). Even though students do request feedback, their application of this feedback is not always apparent or discernible. As often noted, extensive research is needed to create a course of action; yet, more current studies are shedding some directional light. Loewen, et al. (2009), probe into the constructs of L2 learners' belief about the role of grammar instruction and correction.

Polling 724 students from varying L2 foreign language courses, they discovered that participants generated two distinct categories for grammatical instruction and grammatical correction (Loewen, et al., 2009: 101). Students were inclined to view grammar correction favorably. One aspect of this study is that it disclosed a distinction between the EFL student and the L2 student. For instance, EFL students were more interested in fluency and comprehension, whereas L2 students studying varying target languages appeared to favor more grammatical instruction and correction. This study suggests that this may be related to previous grammatical instruction in other L2 classes and also reveals that correction and expectation are closely linked.

One particular study has associated the lack of clear evidence in grammatical corrective feedback to classroom motivation and "the general hypothesis underlying this study is that for the classroom as a whole, error correction does not make a significant difference, but that it has significant positive

or negative impact on individual students" (Dekeyser, 1993: 504). The motivation level of the student becomes linked with the desire for corrective feedback; if a student wishes to improve in the class, i.e. get better grades, they feel that grammatical correction is one method of insuring enhanced performance, and vice versa for students with low motivation levels (Dekeyser, 1993: 505).

Ferris (2004) also supports similar claims: "from an affective standpoint, students' strongly held opinions about this issue may influence their success or lack thereof in the L2 writing class. Thus, the existing research on student views predicts that the presence of error feedback may be beneficial and its absence may be harmful" (Ferris, 2004: 55). Much caution is stressed when approaching grammar correction and students' expectations. The potential for positive or negative influence on student achievement is, on the micro-level, hard to determine and perhaps even harder to manage; on the macro-level, as many of the studies mentioned here have demonstrated, it is unclear how to go about a precise method of incorporating corrective feedback that meets the needs of an entire classroom of diverse language students.

RESEARCH METHOD

This is a qualitative research design which is primarily called as exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. in this study qualitative research is also used to uncover English Department Students' perception, beliefs, and attitude toward Written Corrective Feedback in writing classroom.

In collecting data unstructured or semi-structured techniques was used. It focuses on students' interviews, and questionnaire. An interview and a questionnaire were designed to discover students' perceptions, beliefs, and attitudes about Written Corrective Feedback in Writing. The questionnaire contains statements about teacher's written corrective feedback practice and students' own beliefs and attitudes toward error correction.

FINDINGS & DISCUSSION

The results indicated that Written Corrective feedback was considered helpful and was more appreciated. Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work. They prefer immediate correction of errors in spite of its impracticality and claim that individual correction of mistakes by teacher is useful. The students' questionnaires indicated that all the students valued receiving feedback from their teachers. The students provided several reasons for their wish to receive Written Corrective Feedback, mainly related to the importance of Written Corrective Feedback in identifying their errors and improving their writing in the future.

As one student said, 'by receiving feedback I can be aware of my errors and correct them.' Another student said, 'indicating my writing errors by my teacher can help me to avoid them in subsequent writing.' As for the extent of Written Corrective Feedback, 94% of the students preferred to receive comprehensive Written Corrective Feedback. One student explained that if he were not to receive feedback on all his errors, these errors would remain. Thus he wanted comprehensive feedback 'in order not to fossilize wrong information in my mind.'

The main reasons were related to the advantage of the immediate identification of the correct form and also the certainty of the correct answer. As one student put it, 'It is because it would be clearer for me when revising my writing.' Students were concerned that an error code may not lead them to the correct amendments. As one student said, 'If my teacher does not provide the correct answer, then I may not be sure that the one I write can be correct.' The students who preferred indirect coded feedback (32%) noted its benefits in terms of learner autonomy. For example, one student said, 'it will help me in learning from my mistakes and to be more independent in identifying my errors.'

Differences between the responses of students who study two disciplines were slight. Attitudes to feedback do not differ significantly specialization is not very relevant. Criticism isn't meant to undermine self-esteem, though some students were more confident than other students. All the things

considered might help learners be successful in improving language skills. It is generally believed that by making the students aware of the mistakes they make, and by getting them to act on those mistakes in some way, the students will assimilate the corrections and eventually not make those same mistakes in the future. The students state that the most important aspect while giving feedback is adopting a positive attitude to their writing. While marking mechanically the teacher may not realize that she/he is showing the student only mistakes – negative points. Consequently, if the student receives only negative feedback, he may easily be discouraged from trying to form complex structures and using new vocabulary. However, feedback sessions can be a beneficial experience for the student if the teacher shows the strong points as well.

CONCLUSION

This study was designed to figure out English Department Students' perception, beliefs, and attitude toward Written Corrective Feedback in writing classroom. The results indicated a positive attitude toward Written Corrective Feedback as one strategy of error correction in writing. Most of the students reported that they want their teacher to correct all the errors they make. The results indicated that Written Corrective feedback was considered helpful and was more appreciated. Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work.

They prefer immediate correction of errors in spite of its impracticality and claim

that individual correction of mistakes by teacher is useful. These findings concerning the students' preferences for comprehensive direct feedback mainly on grammar are similar to those of previous studies conducted in EFL educational contexts (e.g., Halimi, 2008; Hamouda, 2011). Their expectations were only partially met. They received comprehensive Written Corrective Feedback, but most of it focused on mechanics rather than grammar.

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THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING
(AN EXPERIMENTAL STUDY TO THE FIRST YEAR STUDENTS OF SMP N 8 NAGAN RAYA)

Maulizan ZA[1], dan Nurfajri Safalinda[2]

Abstract

This study study aimed to examine whether there is a significant difference in the speaking mastery of students between those who are taught using role play and traditional technique. The subjects of the study were all students of First grade students of SMPN 8 Nagan Raya. The population in this research is the first grade students which consist of 42 students from two classes. In this research, the researcher does not take any sample. The subject of this researcher is the population; 42 students. The population was divided into two groups; 21 students were experimental group and 21 students were control group. The data collected through pre-test and post-test. The pre-test was given to control and experimental group. The scores were obtained to know whether the means of the two groups were not significantly different. From the result of data analysis on the students' score in pre-test found that the mean score of experimental group was 50.71, the mean score of control group was 49.61, the t-value was 0.64, and the t-critical was 1.684. From the result above, it is found that there is no significant difference between two mean because t-value is smaller than t-critical. Therefore, it can be concluded that experimental and control groups had same English ability at the time of the test. The result of data analysis on the students' score of post-test, it was found that the mean score of experimental group was 70.14, the mean score of control group was 54.67, t-value was 18.31 and t-critical was 2.021. From the result above, it is found that there is a significant difference between two means because t-value is greater than t-critical. Therefore, it can be concluded that the students who were taught by using role play gave better result compared the using speaking through traditional technique.

Keywords: *Role Play, Speaking, Mastery*

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A. INTRODUCTION

Learning English without practice speaking is useless, because practice in speaking English can improve students' knowledge, without practice the student fount easier to forget many thing in their learning. It means that speaking is second commonly used skill in daily life. Kayi (2008) says that ability to communicate in the second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

It is naturally stated by Davies and Pearse (2008:82) that speaking comes naturally to humans, but it is not a simple at it seems. For a start many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we are worry about producing utterances with many errors or oddities in them. Like listening ability, speaking ability should partly be the natural result of using English as the main means of communication in the classroom.

Speaking is an activity used by someone to communicate with other. It takes very where and become part of our daily activities when someone speaks she or he interacts and use language to express his or her ideas feeling and though he or she also share information through other communication.

In fact, the students at the first SMP Negeri 8 Kuala Nagan Raya very interest with English lesson, especially speaking. But they face a lot of problems in mastering speaking ability. The time that limited considered to support the failure of the students' speaking ability since the English lesson at schools is usually held just for four hours per week which is divided into two meetings. Since the time for teaching English is very limited, English teacher are expected to be able to make use of the available time more effectively by applying a certain technique that can involve all students more actively in joining in speaking class.

Based on the observation when researcher on in May 01st 2011 to the first grade student of SMPN 8 Nagan Raya, from it was found that some problems were faced by the teacher and students in learning English. *Firstly,* students feel unconfident for speaking English. Student is inhabited to practice to speak in English and they do not have opportunity for practicing English. Here, teacher only focuses her lesson based on the book and teacher seems be more dominant than students in class. *Secondly,* the students' speaking ability in English still unclear, it is caused by the fact that every materials which are given by the teacher in learning English is always for purpose of preparing students for the national examination. *Finally,* teacher and students faced to two challenges, teaching English for getting good score (UAN) or teaching students' skill on how to use English as a means of communication. The fact that, the first option is more than choices, because teacher only focuses on national examination score. Therefore, teaching learning process will be bored day by the day because students' time in learning process only for working examination practice. The students have studied English for several year, but they

could not speak in English well. In other, to improve students' speaking ability at SMPN 8 Nagan Raya, researcher tries to use role play technique in teaching speaking.

Dealing with this reality, the English teacher supposed to apply more interesting and motivate technique for students. There are many technique that can be applied in teaching speaking, they are discussion group, re-tell story, debate, drilling dialogue line, guessing games, role play, etc. The Role Play technique is the choice implemented by the researcher in improving the speaking ability at the first grade SMP Negeri 8 Kuala Nagan Raya**,** through Role Play students can produce their own language and express their ideas freely.

In a role play student, students are provided with facts about situation into which they are Sufficient detail to challenge and engage the students, in should contain and underlying problem that needs to be addressed and it should appeal to students' imaginations (Brown, 2004:112).

Role play technique is a solution to make process in optimal teaching especially in learning or practicing in conversation English. Role play is entertaining, it motivates the students to improve their confidence of hesitant student at SMP Negeri 8 Kuala Nagan Raya. The researcher wants to increase student ability through Role Play technique and comparing with traditional technique.

B. REVIEW OF RELATED LITERATURE

a. Definition of Speaking

Speaking is a communication of one people with other people. It also supported by

Lisnayani (1999: 6) says that speaking is an activity involving two or more people in sending and receiving the information or the message in oral form. In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. In expression one's need-request, information, service, we must considered some points about speaking. Jones stated, "some point should be considered about speaking, they are clarity, variety, audience and tone." (2005:66)

Meanwhile, Jones stated, "Speaking is a form of speaking"(2005:2). While another expert says, "Question and answer, major elements in natural conversation sessions" (Yusnaini Lubis, 2005:48)

Therefore, by mastering speaking skill the student will be able to use English to transfer their idea and to interact with English speaker or to live in spoken English community.

Whatever the purpose of the speaking event the characterize it as interactive or non interactive. The conversation that take place when we buy news paper at a news kiosk is interactive, whereas leaving a message on an answer phone is non interactive. Some speaking in job may be for the exact purpose of maintaining and sustaining good inter personal relations and most interviewees do their best to plan what they are going to say. Nevertheless, thinking of speaking in terms of

purpose, participation and planning helps us to provide speaking activities.

From the above definition, the writer concludes that the talk has played an important role in everyday life because the conversation took place in the first time, because most people carry all their activities through communication. In can be concluded that the speech is to express ideas, opinions or feeling to others by using word or voice articulation in other to inform, to persuade, and for entertaining that can be studied using several technique in teaching and learning English. In this case, talking is the most important part in expressing the ideas of student so that they can communicate with other people. Speaking is a very important aspect in the daily life. In order the communication can run well, one should consider the context when and where the communications occur. And role play is one of techniques for communication.

b. The Teaching Speaking

Teaching is process of transferring knowledge from the teacher to the students that related to a subject. The teaching of speaking mean teaching students to converse in the target language, since speaking course can not separated from the conversation itself.

According to Kayi (2006:1-2) there are several definition of teaching speaking. First, it is producing the English speech and sound pattern. Using word and sentence stress, intonation, pattern and rhythm of second language which is related to pronunciation. Second, it also works with grammar which selecting appropriate words and sentences according to the proper social setting,

audience, situation, and subject matter. Next, it is organizing their thoughts in the meaningful and logical sequence which closely related to vocabulary. Also it is using language as a mean of expressing values and judgments, or in another word we call it comprehension. The last is teaching speaking is uses the language quickly and confidently with few unnatural pauses, which are called as fluency.

c. The Component Skill in Speaking

There are a number of speaking skills that will be evaluated in English as stated by Wipf (1998:227). These five skills in speaking are:

1. Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech. Pronunciation is very important to successful spoken communication, without any good pronunciation the listener will be difficult to understand and get the point of what the speaker says. Additionally, pronunciation is the way in which a language or a particular word or sound is pronounced.

2. Vocabulary

Vocabulary is one of the language aspects which are very important in any language learning including speaking. Therefore, to be able to communicate as a clearly as possible in a target language, the student have to master a lot of vocabulary. Vocabulary is about the words, where come from, how they change, how they relate to each other and how to use them to view the word. In brief, vocabulary is a total number of words that make up the language.

3. Grammar

According to Nunan (2003:154), grammar is generally thought to be a set of rules specifying the correct ordering of word at the sentence level. The Longman Dictionary of Applied Linguistic quoted by Nunan (2003:154) definer grammar as description of the structure of a language and the way in which units such as word and phrases are combined to produce sentences in the language. Also, grammar is ordering of words which are arranged into sentence to give meaning.

4. Fluency

One of the main factors in speaking ability in order to make the ideas or massage of speaking understood by listeners, someone must speak fluently. Hieke (1985) quoted by Rafida (2003:13) states that fluency is an ability to use long sentence with few pauses, in coherence in the topics, and be creative and imaginative in their language use. In summarize, fluency is the ability to speak a language smoothly and easily.

5. Listening Comprehension

Comprehension is the understanding between speaker and listener that communicate in the same language as the base of communication. O'Malley, et al (1989) says that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects or oral input, construct meaning from passages, and relate what they hear to existing knowledge. Thus, comprehension is how to improve understanding fully.

d. Definition of Role Play

In a role play student, students are provided with facts about situation into which they are Sufficient detail to challenge and engage the students, in should contain and underlying problem that needs to be addressed and it should appeal to students' imaginations (Brown, 2004:112).

Role play also can be defined as a technique in which people are presented with a real or artificial environment and they are exposed with some find of case or situation and they need to exhibit the same in form of roles. It is a spontaneous human interaction involving realistic human behavior under artificial or stimulated environment.

Based on those explanations above, the writer views that role play is a technique which involves fantasy imagination to be someone else or to be ourselves situation for a while, improvising dialogue and creating a real word in scenario. It aims at the encourage student in thinking and creativity, lets students develop and practice new language and be behavioral skill in relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

e. Types and Procedure in Using Role Play

Ladousse (1995:13) explain that there are several types of role. The first is the role with correspond to a real need in the students lives. In this category, it involves such role as doctors dealing with patients or salesman travelling abroad. The second type of role is the students played themselves variety of situation with may or may not have direct experience. The example which include in this category is a customer complaining or a

passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teacher has such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind and role taken from real life. The last step is fantasy roles, with are fictitious, imaginary, and possible even absurd. In the role play activity, teacher must be selection in choosing scripts in playing role. Based on the explanation, the writer chooses the first type of using role-play to this research.

C. RESULT AND DISCUSSION

A. Result

The writer used experimental and control groups in this research. Experimental group was taught using role play whereas control group was taught with traditional technique.

There are two result of data analysis. They are the results of data analysis on the students' score in pre-test and post-test.

a. The result of data analysis on students' score of pre-test

In this study, both groups were got pre-test to determine the ability of each group before treatment. The result of this data analysis on the students' score of pre-test is in table 1 and 2.

Table 1. Pre Test Score of Experimental and Control Group

Experimental Group			Control Group		
N	X_1	X_1^2	N	X_2	X_2^2
1	50	2500	1	52	2704
2	46	2116	2	40	1600
3	56	3136	3	56	3136
4	52	2704	4	50	2500
5	53	2809	5	50	2500
6	52	2704	6	52	2740
7	54	2916	7	50	2500
8	58	3364	8	50	2500
9	50	2500	9	56	3136
10	46	2116	10	50	2500
11	44	1936	11	56	3136
12	50	2500	12	50	2500
13	54	2916	13	46	2116
14	50	2500	14	45	2025
15	50	2500	15	58	3364
16	50	2500	16	46	2116
17	52	2740	17	50	2500
18	50	2500	18	44	1936
19	52	2740	19	35	1225
20	40	1600	20	50	2500
21	56	3136	21	56	3136
	$\sum X_1 = 1065$	$\sum X_1^2 = 54433$		$\sum X_2 = 1042$	$\sum X_1^2 = 52370$

The mean score of the experimental group was 50.71 while the mean score of the control group was 49.61. The experimental group had higher mean score than the control group.

After the data in the form of row score is tabulated, then finding the t-test, the formula of t-test is:

$$t = \frac{\overline{X_1} - \overline{X_2}}{SD\bar{X}}$$

Notes:

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

$\bar{X}_2$ = Mean score of the control group

$SD\bar{X}$ = Standard error of the difference between two means

a. Finding the mean score of pre test and post test of the two groups

b. Finding the Standard deviation of the two groups

$$S = \sqrt{\frac{\sum X^2}{N} - \bar{X}^2}$$

Standard deviation of the experimental group: $S_1 = \sqrt{\frac{\sum X_1^2}{N_1} - \bar{X}_1^2}$

$$= \sqrt{\frac{54433}{21} - (50{,}71)^2}$$

$$= \sqrt{2592{,}04 - 2571{,}51} \quad =$$

$$\sqrt{20{,}53} = 4{,}35$$

Standard deviation of the control group: $S_2 = \sqrt{\frac{\sum X_2^2}{N_2} - \bar{X}_2^2}$

$$= \sqrt{\frac{52370}{21} - (49{,}61)^2} \qquad =$$

$$\sqrt{2493{,}81 - 2461{,}15}$$

$$= \sqrt{32{,}66} = 5{,}72$$

a. Finding the standard error of the difference between two means:

$$SD\bar{X} = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2}\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}$$

$$= \sqrt{\frac{21\,(4{,}53)^2 + 21(5{,}72)^2}{21+21-2}\left(\frac{1}{21} + \frac{1}{21}\right)}$$

$$= \sqrt{\frac{21(20{,}52)+(37{,}72)}{42-2}\left(\frac{2}{21}\right)}$$

$$= \sqrt{\frac{1223{,}04}{40}\left(\frac{2}{21}\right)}$$

$$= \sqrt{2{,}92} = 1{,}71$$

b. Finding the t-value: $t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$

$$= \frac{50{,}71 - 49{,}61}{1{,}71}$$

$$= \frac{1.1}{1{,}71} = 0.64$$

t-value : 0,64

The result is tabulated as the following table:

Table 2 The Pre-Test Result of Experimental and Control Groups

Data	Experimental Group	Control Group
N	21	21
Mean	50,71	49,61
Standard Deviation	4,53	5,72
Standard Error of Difference	3.91	
t-value	0,64	
t-critical	1.684	
Degree of freedom	40	

Level of significant	0.05

b. The result of data analysis on the students' score of post-test

The result of post-test was made to see the significant difference of both groups. The result of data analysis is in table 4.3 and 4.4 below:

Table 3. Post-Test of Score of Experimental and Control Group

Experimental Group			Control Group		
N	X_1	X_1^2	N	X_2	X_2^2
1	71	5041	1	58	3364
2	73	5329	2	58	3364
3	65	4225	3	56	3136
4	65	4225	4	59	3481
5	65	4225	5	58	3364
6	72	5184	6	56	3136
7	78	6084	7	53	2809
8	70	4900	8	56	3136
9	80	6400	9	52	2704
10	65	4225	10	54	2916
11	73	5329	11	50	2500
12	74	5476	12	50	2500
13	66	4356	13	54	2916
14	70	4900	14	58	3364
15	66	4356	15	64	4096
16	65	4225	16	52	2704
17	65	4225	17	54	2916
18	72	5184	18	50	2500
19	65	4225	19	50	2500
20	82	6724	20	54	2916
21	71	5041	21	52	2704
	$\sum X_1 = 1473$	$\sum X_1^2 = 103879$		$\sum X_2 = 1148$	$\sum X_1^2 = 63026$

The mean score of the experimental group was 70,14 while the mean score of the control group was 54,67. The experimental group had higher mean score than the control group.

After the data in the form of row score is tabulated, then finding the t-test, the formula of t-test is:

$$t = \frac{\overline{X_1} - \overline{X_2}}{SD\overline{X}}$$

Notes:

$\overline{X_1}$ = Mean score of the experimental group

$\overline{X_2}$ = Mean score of the control group

$SD\overline{X}$ = Standard error of the difference between two means

a. Finding the mean score of pre test and post test of the two groups

b. Finding the Standard deviation of the two groups

$$S = \sqrt{\frac{\sum x^2}{N} - \overline{X}^2}$$

Standard deviation of the experimental group: $S_1 = \sqrt{\frac{\sum x_1^2}{N_1} - \overline{X}_1^2}$

$$= \sqrt{\frac{103879}{21} - (70,14)^2}$$

$$= \sqrt{4946,62 - 4919,62} \qquad = \sqrt{27} = 5.20$$

Standard deviation of the control group: $S_2 = \sqrt{\frac{\sum x_2^2}{N_2} - \bar{X}_2^2}$

$$= \sqrt{\frac{63024}{21} - (54,67)^2} \qquad =$$

$$\sqrt{3001,14 - 2988,81}$$

$$= \sqrt{12,33} = 3,51$$

a. Finding the standard error of the difference between two means:

$$SD\bar{X} = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}$$

$$= \sqrt{\frac{21\,(5,20)^2 + 21(3,51)^2}{21+21-2} \left(\frac{1}{21} + \frac{1}{21}\right)}$$

$$= \sqrt{\frac{21(27,04) + (12,32)}{42-2} \left(\frac{2}{21}\right)}$$

$$= \sqrt{\frac{526,56}{40} \left(\frac{2}{21}\right)}$$

$$= \sqrt{1,25} = 1,12$$

b. Finding the t-value: $t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$

$$= \frac{70,14 - 54,67}{1,12}$$

$$= \frac{15,47}{1,12} = 13,81$$

And the result is tabulated as below:

Table 4. The Post Test Result of Experimental and Control Group

Data	Experimental Group	Control Group
N	21	21
Mean	70,14	54,67
Standard Deviation	5,20	3,51
Standard Error of Difference	5.13	
t-value	18.31	
t-critical	2.021	
Degree of freedom	40	
Level of significant	0.05	

Figure 2. The Normal Curve of Post – Test

Based on the curve above, we know that the difference between two mean is significant because t-value is greater than the t-critical.

b. Discussion

This section interprets the result of the data analysis on the students' score in pre-test and post-test in research finding.

1. Interpretation of the Result of Students' Pre-test Score Analysis

From the result of data analysis on the students' score in pre-test found that the mean

score of experimental group was 50.71, the mean score of control group was 49.61, the t-value was 0.64, and the t-critical was 1.684.

From the result above, it is found that there is no significant difference between two mean because t-value is smaller than t-critical. Therefore, it can be concluded that experimental and control groups had same English ability at the time of the test.

2. Interpretation of the Test Result of the Students' Post-test Score

From the result of data analysis on the students' score of post-test, it was found that

the mean score of experimental group was 70.14, the mean score of control group was 54.67, t-value was 18.31 and t-critical was 2.021.From the result above, it is found that there is a significant difference between two means because t-value is greater than t-critical. Therefore, it can be concluded that the students who were taught by using role play had better speaking mastery.

From the statement above, this study indicated that teaching speaking using role play can increase the students' speaking mastery. Role play can also help the students to understand the lesson easily. In short, there are effects teaching English through role play for teaching speaking at the first grade students of SMP Negeri 8 Kuala, Nagan Raya.

D. CONCLUSION

Based on the research, the writer concludes that the result of the analysis of the research, it is proven that the students. Score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective. The use of role play makes the speaking and learning activity more enjoyable and interesting. It's because role play helps the shy students by providing a mask, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning.

In role play, the world of the classroom is broadened to include the outside world. This offers a much wider range of language opportunities. So, the students can be anyone and in any situation they wish. The use of role play makes the class more active and alive. Students are willing to participate without any forces from the teacher. The use of role play makes the students more motivated in learning and easier to grasp the lesson. Problems that the students faced mostly in role play are lack of confidence and lack of vocabulary.

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A STUDY ON COMPARISON BETWEEN THE DIALECTS OF WEST SIMEULUE AND MIDDLE SIMEULUE

Sariakin[1]

Abstract

This study is about a comparative study between the dialect of West Simeule and Middle Simeulu. The aim of this study is to find out the differences between the dialects of west Simeulue and middle Simeulue.The subject of this study is all of the utterances of West Simeulue and Middle Simeulue dialects. While the sample of the study is taken from twenty adult informants who are native speakers form the two dialects. The data needed are collected through interview. Meanwhile the data gotten are analyzed by describing the difference between dialects which are used by people of West Simeulu and Middle Simuelu. The result of the study shows that there are three different dialects that are used in West Simeulu and Middle Simeulu; differences in morphology, differences in preposition, differences in vocabulary.

Key Words: *West Simeulue Dialect, Middle Simeulue Dialect*

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A. The Background

In our country, there are many local languages, where the local language is used at specific native and all of them can add treasury word in national language. In local language sometime it is found some differences in dialect. Imulun (Middle Simeulu) language isa language that is in use by most inhabitants of the island of Simeulu, Aceh province. Central Simeulu native speakers residing in the eastern region.Teupah Selatansdistricts, sub-districts West Teupah, Teupah Tengah, and sub-districts of Simeulu Teupah selatan. Number of speakers Imulun now estimated at 56.000 people. On the island of Simeulu, in addition to language sigulai, imulun also contained language that is the language spoken by the people who live in the western districts of Simeulu, Alafan districts, and Salang districts.

In addition to the language used by native speakers sigulai also used as communication language by speakers of other languages who live on the island of Simeulu in their communication within the community of researchers observed in previous research, namely the study of morphology and syntax Simeulu Language (1981), the use of this language in the people are already quite

widespread. Speakers Iimulun, Sigulai also mastered the language and can use it well when they communicate with speakers Imulun. Sigulai so dominant language among residents of the island of Simeulu role perhaps it is this that drives the settlers, who generally come from the west coast of Aceh, Sumatra Utara and Sumatra Barat, can master this language, so they can use it as a language of daily communication.

This may be caused by the need to facilitate communication in the process of buying and selling. Accordingly the research project Language and Literature Indonesia and the region, in the province of Aceh has prioritized the study of other languages in Aceh. This language has begun studied since 1979/1980. Over the years it has worked on a study of language structure Simeulu. This study has recorded some of the things that is the general idea of Simeulu language.

These studies have noted a few things that a general idea of Simeulu language. The things that have been recorded, among others, about the position and function of language in society, the number of speakers, number and shape of phonemes, as well as some idea other

morphology and syntax that is commonly used by speakers.

Simeulu language because language is one area that is supporting the development of the national language, hence comparative studies concerning the dialect in two languages is expected to be as contribute to the development of the national language of Indonesia.

In the teaching of Indonesian in the interior of the island of Simeulu, the role of language Simeulu actually still felt quite important for teachers and students in primary schools. Language Simeulu still have a role as a language of instruction lesson there for the language in use as the dominant language of communication in the lives of everyday people.

Furthermore, this study will provide the data and in-depth information about the dialect comparison in the two languages in Simeulu that can be used by linguists as a comparison with the system prevailing in other languages in the archipelago in an attempt to construct a linguistic theory of languages of the archipelago.

West Simeulu t is one of local language in our country especially in Aceh,

where this language is divided at three groups. The first group which is spoken in center Aceh is called Simeulu dialect or Middle Simeulu dialect. The second which is spoken in eleven sub districts atWest Simeulu. The third group which is spoken at one sub district in east Aceh is called West Simeulu dialect. Because the writer come from Simeulu, so the writer is speak Simeulu language. Besides the writer is able to speak two dialects of Simeulu language, there are Simeulu Barat and Simeulue Tengah dialect. So the writer chooses Simeulu Barat and Middle Simeulu to this research be found the different words but similar meaning in West Simeulu and Middle Simeulu dialect of Simeulu. So the writer want to introduce the difference word but similar meaning in West Simeulu and Middle Simeulu and how to pronunciation and the structure of the sentence in West Simeulu and Middle Simeulue dialect of Simeulu to all the people that want to know about Simeulu Barat and Middle Simeulu dialect.

West Simeulu language which is spoken in center Aceh and at eleven sub districts in West Simeulu. It mean the language is used us. This language also as a medium at elementary school for pupil of

standard one and two years, more ever the junior high school, it is also used in traditional parties and meeting. From the two group of dialects, there are different words but similar meaning. This causes border on other district and influence of language which brought by people from other place.

For example: Nibo, o (dibuang) West Simeulu dialect
Niangkolan (dibuang) Middle Simeulu dialect
Nida,u (diambil) West Simeulu dialect
Niabek (diambil) Middle Simeulu dialect

From the example above, we can see the different word but similar meaning from the second dialects between West Simeulu and Middle Simeulu dialects. The writer is interested in doing research about the different words but similar meaning in Simeulu dialect.

In general the west of Simeulu, there are some groups who are generally using the same language that is the language of West Simeulu however, slowly the population defecate move to other areas such as the Salang.

Continues to mention most western Simuelu move the stricken areas for regional expansion is Alafan districts. Even so they still have the same language. It's just that the population began to creep into the area Salang central of Simeulu therefore they began to discuss the dominant language into the middle of Simeulu.

The opposite is also like that, people who reside in the districts central Simeulu itself at first also has the largest population. However they also began to separate and propagate other regions are now made several districts. Teupah Selatan, Teupah Timur, Teupah Barat, Middle Simeulue, Simeulue Cut, and Teluk Dalam. But the population has the same language there are only slight differences in dialect. However, they can communicate.

1. The Problem of Study

The statement of problem is the beginning activity of the research process and it is the most difficult. The problem leads the researcher to what he has to do as to answer her problem. In line with the statements written above, the problem of this research activity is as follows: "What are the differences between the dialects of west Simeulu and middle Simeulu?"

2. The Aim of Study

The aim of the study is very important in a study because it is as a guidance

for a researcher to find the data needed because by getting the data thus the research problems can be answered. Next, based on the problem of the study thus the aim of this study is to find out the differences between the dialects of west Simeulu and middle Simeulu.

3. The Scope of Study

In analyzing a language it usually involves some aspects of language as: and in conducting the research, the researcher needs to limit this study on linguistict aspects. They are syntax, phonology, morphology,and vocabulary. And this study will focus it self on discussion about differences word but similar meaning in West Simeulu and Middle Simeulu dialects.

B. Review of Literature

1. Dialect

A dialect (from the Greek word, Dialektos) is a variety of a language characteristic of a particular group of the language's speakers. The term is applied most often to regional speech pattern, but a dialect may also be defined by other factors, such as social class.

The term dialect (from the ancient Greek word διάλεκτος diálektos, "discourse", from διά diá, "through" λέγω legō, "I speak")

is used in two distinct ways. One usagethe more common among linguists refers to a variety of a language that is a characteristic of a particular group of the language's speakers. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class. A dialect that is associated with a particular social class can be termed a sociolect, a dialect that is associated with a particular ethnic group can be termed as ethnolect, and a regional dialect may be termed a regiolect or topolect. According to this definition, any variety of a language constitutes "a dialect", including any standard varieties. The other usage refers to a language that is socially subordinated to a regional or national standard language, often historically cognate to the standard, but not derived from it. In this sense, the standard language is not itself considered a dialect.

A dialect that is associated with a particular social class can be termed a sociolect. Other speech varieties include: Standard languages, which are standardized for public performance (for example, a written standard): slang: patois: pidgins or argots. The particular speech patterns used by an

individual are termed an idiolect. Such varieties of language can be distinguished not only by their vocabulary and grammar. But also by differences in phonology (including prosody). Because distinctions are limited to phonology, the term accent is often used instead of dialect (Doubleday, 2005).

2. Standard and Non-Standard Dialects

Standard dialect (also known as a standardized dialect or "standard language") is a dialect that is supported by institutions. Such intuitional support may include government recognition or designation ; presentation as being the "correct" from of a language in schools; published grammars, dictionaries, and textbooks that set forth a "correct" spoken and written form; and an extensive formal literature that employs that dialect(prose, poetry, non-fiction,). There may be multiple standard dialects associated with a language. For example, standard American English, Southern English, Standard British English, and Standard Indian English may all be said to be standard dialects of the English language.

A nonstandard dialect, like a standard dialect, has a complete vocabulary, grammar, and syntax, but is not the beneficiary of institutional support (Doubleday, 2005). A nonstandard dialect, like a standard dialect, has a complete vocabulary, grammar, and syntax, but is usually not the beneficiary of institutional support. Examples of a nonstandard English dialect are Southern American English, Western Australian English and Scouse. The[Dialect Test was designed by Joseph Wright (linguist) Joseph Wright to compare different English dialects with each other.

Hudson (1990:44) says in Britain we may say that many people use a regional accent but standard dialect, and a select few use an RP accent with the same standard dialect. Great confusion result if the standard dialect, which is a matter of vocabulary, syntax and morphology, is referred to as 'RP'.

3. "Dialect" or "language"

There are no universally accepted criteria for distinguishing languages from dialects, although a number of paradigms exist, which sometimes contradictory result. The exact distinction is therefore a subjective one; dependent on the user's frame of reference. Language varieties are often called dialects rather than languages:

- They are not (or not recognized as) literary languages,

- Because the speakers give language do not have a state of their own,

- Or because their language lacks prestige

The most common, and most purely linguistic, criterion is that of mutual intelligibility: two varieties are said to be dialects of the same language if being a speaker of one variety confers sufficient knowledge to understand and be understood by a speaker of the other; otherwise, they are said to be different languages. However, this definition becomes problematic in the case of dialect continua, in which it may be the case that Dialect B is mutually intelligible with both Dialect A and Dialect C but Dialects A and C are not mutually intelligible with each other. In this case the criterion of mutual intelligibility makes it impossible to decide whether A and C are dialects of the same language or not. Cases may also arise in which a speaker of Dialect X can understand a speaker of Dialect Y, but not vice versa; the mutual intelligibility criterion founders here as well.

Anthropological linguists define dialect as the specific form of language used by a speech community. In other words, the difference between language and dialect is the difference between the abstract or general and the concrete and particular. From this perspective, no one speaks a "language". Everyone speaks a dialect of a language. Those who identify a particular dialect as the "standard" or "proper" version of a language are in fact using these terms to express a social distinction. Haugen (1986:31) argues that the reason for the ambiguity, and the resulting confusion, is precisely the fact that "dialect" was borrowed from Greek, where the same ambiguity existed.

C. RESEARCH METHODOLOGY

1. Population and Sample

The population and sample of this research consisted all of the utterances of West Simeulu and Middle Simeulu dialects. While, the sample of the study was taken from twenty adult informant who are the native speakers form the two dialects; West Simeulu and Middle Simeulu dialects.

Next, the sample had been chosen from adults from of West Simeulu and Middle Simeuludialects who live in Simeulu. The writer chooses only part of WestSimeuluand Middle Simeulu People, The writer chooses 10 people from West Simeulu and 10 people

from Middle Simeulu. They have known about the dialect's.

2. The Technique of Data Collection

From this research, the writer had collected information needed to prove statement of problem. The data needed are collected through interview.

First, the writer met people who would be interviewed about the aim of this research, which was to found weather the differences about West Simeulu and Middle Simeuludialects. After that, the writer interviewed people from West Simeulu and Middle Simeulu dialects. After the writer had interviewed, so the writer made result from interviewed of this research.

3. The Data Analysis

The data were analyzed by using the technique given in linguistic items. Linguistic item concern the theory of structure, and people will give different answers according to which theory they think to give the best view of language structure. Those

who accept same version of transformational generative linguistics. We shall see evidence that different linguistic item in the same language can be quite different social distributions (in terms of speakers and circumstance) and we may assume that it is, possible for the social distribution of a linguistic item to be unique. In fact it is much harder to demonstrate this than to show differences between selected items, since we should need to compare the item suspected of being unique with every other item in the same language, just to make sure that no other has the same distribution.

D. THE RESULT OF STUDY

There are three kinds of affixes such as: prefix, infix, and suffix. The affixes consist of nine prefixes, two infixes, and three suffixes and they are as follows:

1. Prefix

The presence of the prefixes are : (mu-), (ni-), (ma-), (ta-), (u-), (la-), (te-), (me), (fa)

a. The Different Words   **The Meaning**

West Simeulue : /muda'u	"you take"
Middle Simeulue : / muabek/	
West Simeulue : /mulongo/	"you heard"
Middle Simeulue: /muèngèl/	
West Simeulue : /mukheman/	"you make"
Middle Simeulue: /muadé'én/	
West Simeulue : /mu'ōé/	"you hand"
Middle Simeulue:/muradak/	
West Simeulue : /mufunde'e/	"you call"
Middle Simeulue: /muaongaan/	

b. The same words   **The Meaning**

   West Simeulu and middle Simeulu   :

/mupakaè/	"you wear"
/mutalen/	"you put"
/mu'ila/	"you see"
/muléngkép/	"you shut"
/musesae/	"you wash"
/mubukha/	"you can"
/mu'iao/	"you go"
/mubakhaé/	"you wear"

2. Infix

West Simeulu   **The Meaning**

(um)   :/umōmbō-mōmbō/   "fly"

       :/langi-lumalangi/   "swimming"

       :/ungkon-umungkon/   "stoop"

       :/tumarak-tarak/   "shiver"

       :/taōk-tumataōk/   "sit"

3. Suffix

West Simeulu   **The Meaning**

(e)   :/alawa'e/   "increase"

       :/tugè'e/   "cook"

       :/ukhu'e/   "heat"

(fen)   :/daufèn/   "get me"

       :/funde'efen/   "call"

       :/alawan fèn/   "dry in the sun"

       :/talèn fèn/   "put"

       :/ukhu'u fèn/   "heat"

	:/matilōpōngi/	"create tangled"
	:/manulalani/	"explain"
(pe)	:/mampè'enalu/	"extend"
	:/manua'e/	"release"

Middle Simeulu   **The Meaning**

(an)	:/ere'an/	"bed"
	:/antoroman/	"show"
	:/funènan/	"hide"
	:/manōntōngan/	"shed"
(le)	:/aifak le uwiè/	"Do not like it"
	:/tè'è le iè/	"not like it"

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THE USE OF REPORT SCRIPT IN IMPROVING STUDENTS' WRITING ABILITY
(A Descriptive Study at The Second Year Students of STKIP Bina Bangsa Getsempena Banda Aceh)

Regina Rahmi[1] dan Muhammad Abrar[2]

Abstract

This study which was conducted at the second year of English students of STKIP Bina Bangsa Getsempena Banda Aceh in academic year 2013/2014 which consists of 6 female students and 1 male student, intended to figure out "The use of report script in improving students' writing ability". The writers use students' writing sheet as instrument. Based on the analyzed data the writers infer conclusion that the use of report script toward students' writing ability conveys the student to decide themain idea in the general classification, the facts about topic as a supporting sentence in the description, and the result of the topic in the conclusion. The students are able to write related to the characteristics of writing such as coherence, cohesion, and unity. Although, the student's writing still have the errors, malformation and disordering in paragraph.

Key Words: *Report, Script, Improving*

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A. Background of the Study

Writing, as a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. Writing, among the other English skills, listening, speaking, and reading, is looked as the most valuable and important skill although it is difficult to process. Learning English cannot be separated from learning writing since writing can help the English learners to acquire English. Writing provides opportunities for the learners to express their ideas, messages, and mind through letters, words, and sentence in English. According to Meyers (2005:2), "writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revising the writing".

Writing is a basic and very important language skill because it is integral to the learning process and it can improve the students' academic performances but it can not be learned in a short time. According to Harmer (2005:33), "writing (as one of the four skills of listening, speaking and reading) has always formed part of the syllabus in the teaching of English".

In English, there are kind types of text such as narrative, descriptive, report, procedure, etc. The writers will focuses on report text in this research. Gerrot and Wignell (1994:196-197) stated that report is a text that describe something such as animals, things, cultures, transportations, planets and social

phenomena in pure environment generally. A report presents information about a subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

In this research, the writers use the descriptive qualitative. Sugiyono (2005:9) stated that the qualitative research is descriptive data which is collected in the form of words of pictures rather than number. Qualitative research tends to analyze their data inductively which concern with processes rather than simply outcomes or products. The writers uses this method to describe how the use of the report script in improving students writing ability at the second year of English students of STKIP Bina Bangsa Getsempena Banda Aceh in academic year 2013/2014 which consists of 6 female students and 1 male student. The writers use students' writing sheet as instrument.

B. Literature Review

1. Definition of Writing

Writing is one of the language skills which is important in learning English. Through writing, the students can inform, persuade, connect, and tell what their feeling to others.Generally, writing is a way in sending message from the writers to the reader. Writing is a process of thinking,it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form.

According to Wardiman et al. (2008:1), "Writing is a method of communication. It uses marks that the people

see and understand. The marks which people use to write English are the letters of the alphabet. They stand for sounds. At a very young age, the people memorize the letters of their alphabet and sounds. They can combine the marks into words and sentences. Other people can understand them. They can understand what other people have written and they also can write down their thoughts".

Ghazi (2002:1) said that writing is the complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Langan (2004:10), "writing is a skill that anyone can learn with practice. Thus, writing is a skill which needs a process, every people has same chance to be an expert writers with a good performance".

The statement above gives the language lecturers signals that conducting writing process is not as simple as other language skills like listening, reading and speaking. It needs some skills, such as using vocabularies generating the ideas, and using tenses or grammar for writing. After doing at least three skills, the product of writing should be examined, changed, and edited to get the perfect writing. Writing performance is different from other skills because it needs the accurate situation or context and the structure of every sentence must be complete to avoid misunderstanding.

2. Report Text

According to Linda, (1995:196) "Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment". The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

Some text types are quite difficult to differ between report and descriptive text that have the similarities in the social function and generic structure. However, if they are analyzed carefully, the slight difference between the two text types will reveal. The purposes of the two texts are to give the live description of the object. Both of a report and a descriptive text try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What makes different, between report and descriptive text is the scope of the written object.

Generic structure consist two items, in particular general classification. It is general opening statement that introduction the subject of the report, it can include a short description and definition. Afterward, the next item is description. It isa series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins

with a topic sentence, followed by detail sentences. And the last item is conclusion. It is the summaries of the information and signals the end of the report. It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

Furthermore, the language features consist 5 items, there are timeless the present tense, the useof action verbs (climb, eat, erupt),and linking verbs (is, has, belongs to), the use of language defining classifying, comparing and contrasting (are similar to, are stronger than, like), the use of descriptive language (color, shape, size, function, habit, behavior), and the use technical terms.

C. Discussion

1. Collecting Data

.After the data are collected, the writers read and learns the reporttext one by one. Then the writers analyze the characteristic of the text based on identification, identifying the problems faced by the students in writing report paragraph and description at last making summarize.

The researcher takes the text as the document from the students' written on reporttext that have not been revised before. The writers gains the data from two the different examples. They arethe major energy source in the USA in both 1980 and 1990, and the profile of Afgan Syahreza.

The MajorEnergySource in The USA in both 1980 and 1990

www.ielts-exam.net
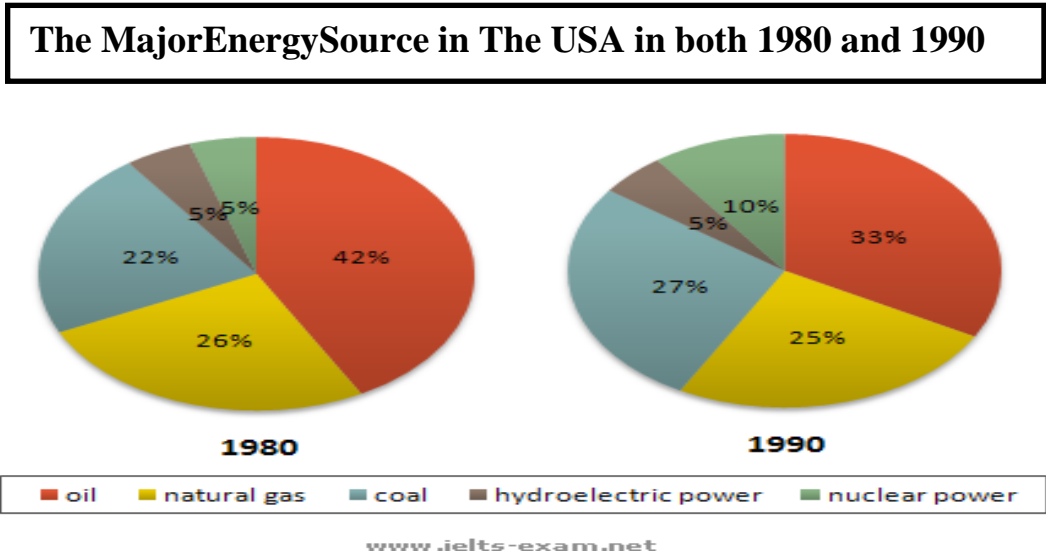
2 Analyzing The Paragraph Based on Identification

Data 1is written by Raisa guswita, with the title "the major energy source in the USA in both 1980 and 1990".

General Classification →	The two pie charts show that the different percentages of the major energy source in the
Description →	In 1980, the major energy source of oil <u>are</u> about 42%, but the percentage drops to 33% in 1990. <u>n</u>ext, natural gas <u>are</u> 26% in 1980, but the percentage drops to 25% in 1990. Then, coal <u>are</u> about 22% in 1980<u>,</u> and <u>increase</u> to 27% in 1990. <u>meanwhile</u>, <u>T</u>he hydroelectric power <u>are</u> 5% <u>not decreased and increased</u>. The last, the <u>unclear</u> power <u>are</u> 5% in 1980<u>,</u>
Conclusion →	<u>as</u> a result, we can conclude that all of the major energy source in the USA in both 1980 and 1990 there are sector <u>change</u> significantly and also <u>not change</u>.

Analysis :

Based on the analysis result, the writers can find that paragraph has appropriate with report paragraph organization. It consists of general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion contains the result of the topic.There are 10 items in grammar error, 1 item in spelling, 4 items in punctuation error, and 4 items in capitalization error.

Data 2 is written by Sundari, with the title "the major energy source in the USA in both 1980 and 1990".

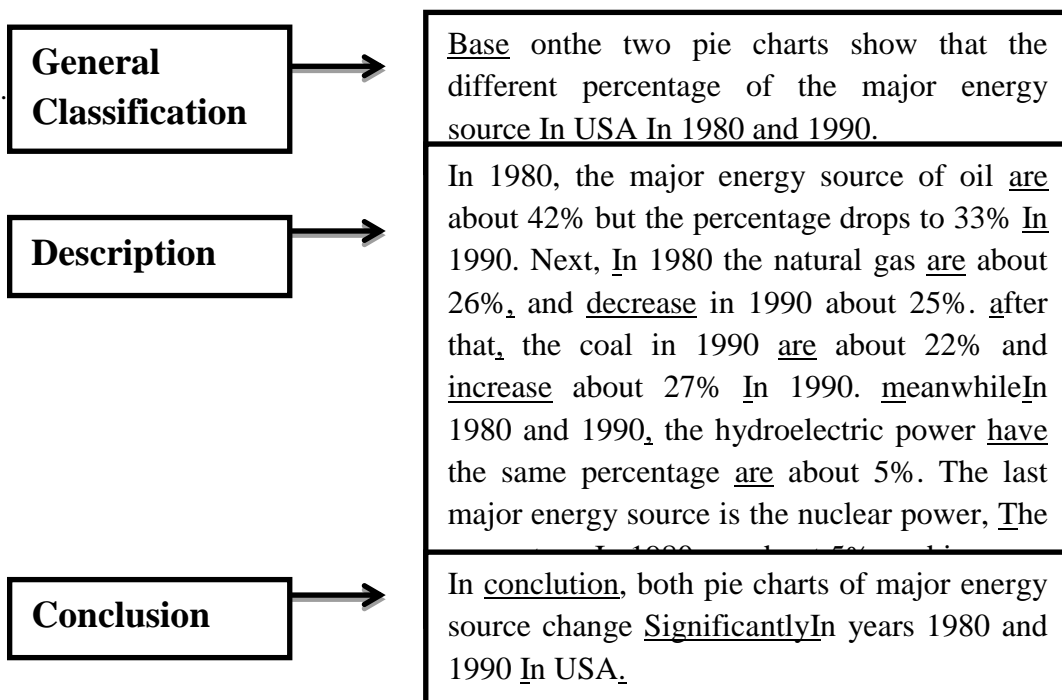| **General Classification** →	<u>Base</u> onthe two pie charts show that the different percentage of the major energy source <u>In</u> USA <u>In</u> 1980 and 1990.
Description →	In 1980, the major energy source of oil <u>are</u> about 42% but the percentage drops to 33% <u>In</u> 1990. Next, <u>In</u> 1980 the natural gas <u>are</u> about 26%<u>,</u> and <u>decrease</u> in 1990 about 25%. <u>after</u> that<u>,</u> the coal in 1990 <u>are</u> about 22% and <u>increase</u> about 27% <u>In</u> 1990. <u>meanwhileIn</u> 1980 and 1990<u>,</u> the hydroelectric power <u>have</u> the same percentage <u>are</u> about 5%. The last major energy source is the nuclear power, <u>The</u>
Conclusion →	In <u>conclution</u>, both pie charts of major energy source change <u>SignificantlyIn</u> years 1980 and 1990 <u>In</u> USA<u>.</u>

Analysis :

Based on the analysis result, the writers can find that paragraph has appropriate with report paragraph organization, except the conclusion that misses the fact about the result. The paragraphconsists general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion contains the result of the topic. There are 10 items in grammar error, 1 item in spelling error, 6 items in punctuation error , and 13 items in capitalization error.

Data 3 is written by Siti Sairah, with the title "the major energy source in the USA in both 1980 and 1990".

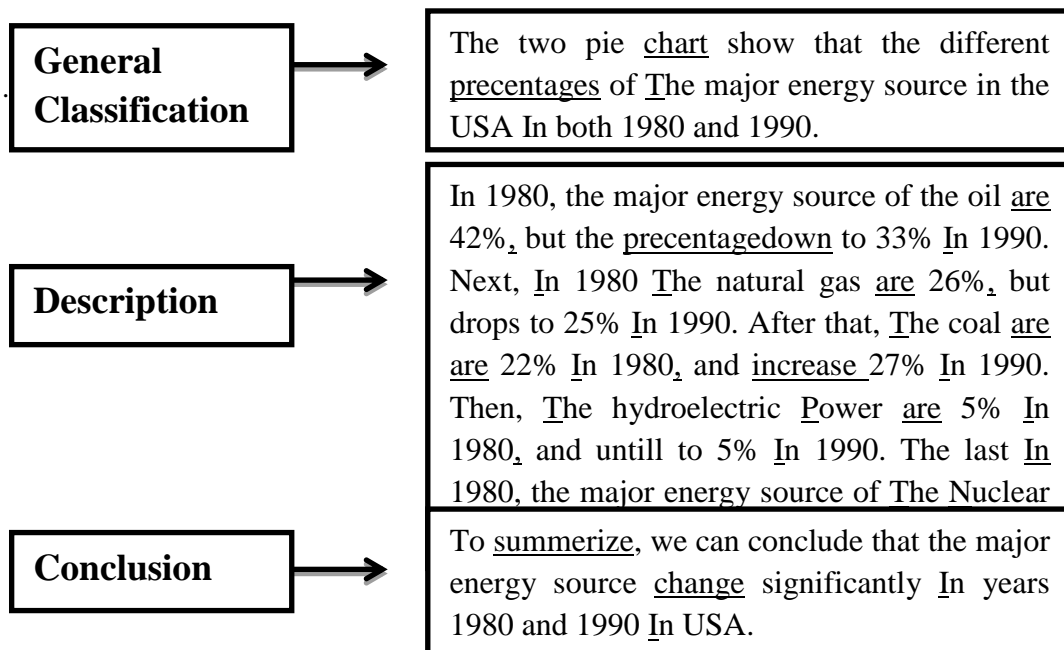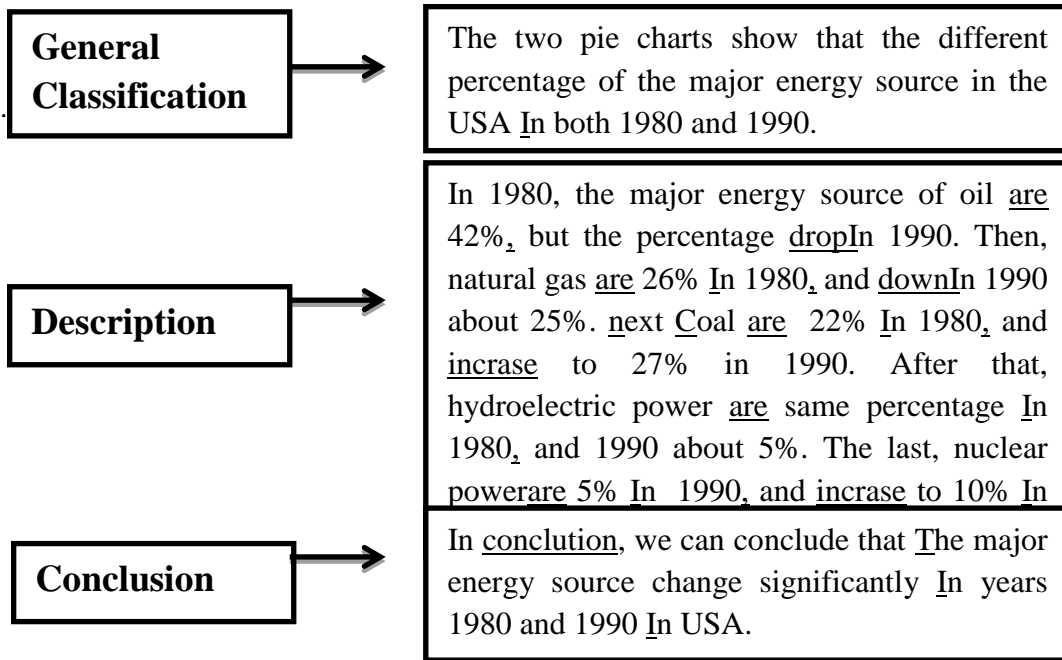|	
General Classification →	The two pie chart show that the different precentages of The major energy source in the USA In both 1980 and 1990.
Description →	In 1980, the major energy source of the oil are 42%, but the precentagedown to 33% In 1990. Next, In 1980 The natural gas are 26%, but drops to 25% In 1990. After that, The coal are are 22% In 1980, and increase 27% In 1990. Then, The hydroelectric Power are 5% In 1980, and untill to 5% In 1990. The last In 1980, the major energy source of The Nuclear
Conclusion →	To summerize, we can conclude that the major energy source change significantly In years 1980 and 1990 In USA.

Analysis :

Based on the analysis result, the writers can find that the paragraph has appropriate with report paragraph organization, except the conclusion that misses the fact about the result. The paragraphconsists general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion contains the result of the topic. There are 10 items in grammar error, 3 items in spelling error, 6 items in punctuation error , and 20 items in capitalization error.

Data 4 is written by Khairati, with the title "the major energy source in the USA in both 1980 and 1990".

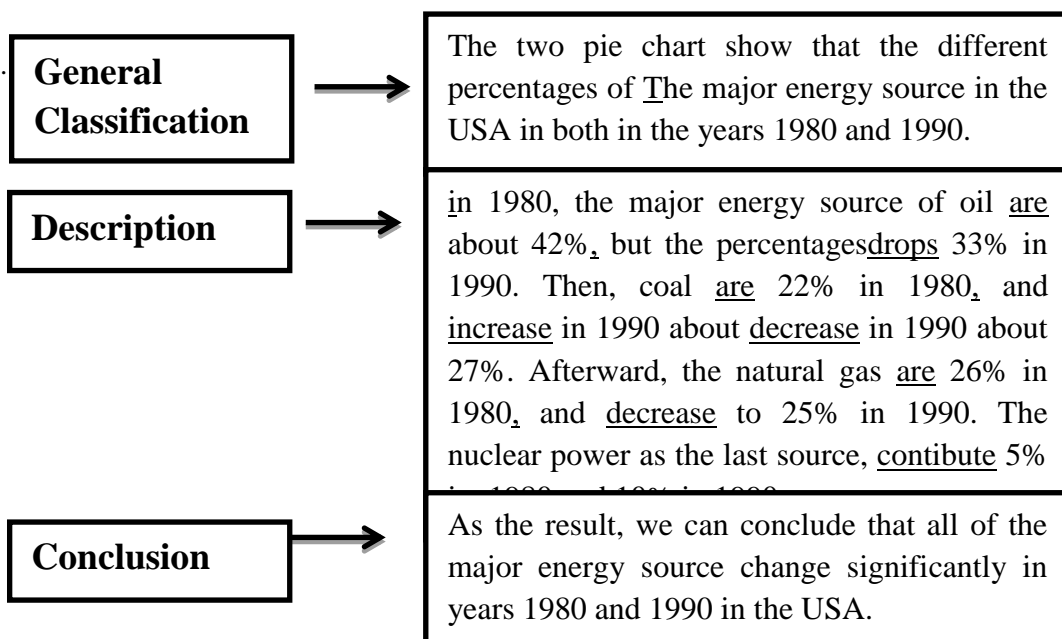| **General Classification**	→	The two pie charts show that the different percentage of the major energy source in the USA In both 1980 and 1990.
Description	→	In 1980, the major energy source of oil are 42%, but the percentage dropIn 1990. Then, natural gas are 26% In 1980, and downIn 1990 about 25%. next Coal are 22% In 1980, and incrase to 27% in 1990. After that, hydroelectric power are same percentage In 1980, and 1990 about 5%. The last, nuclear powerare 5% In 1990, and incrase to 10% In
Conclusion	→	In conclution, we can conclude that The major energy source change significantly In years 1980 and 1990 In USA.

Analysis :

Based on the analysis result, the writers can find that the paragraph has appropriate with report paragraph organization, except the description has malformation, and the conclusion misses the fact about the result. The paragraphconsists general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion contains the result of the topic. There are 7 items in grammar error, 3 items in spelling error, 5 items in punctuation error , and 11 items in capitalization error.

Data 5 is written by Okta Ledy Soraya, with the title "the major energy source in the USA in both 1980 and 1990".

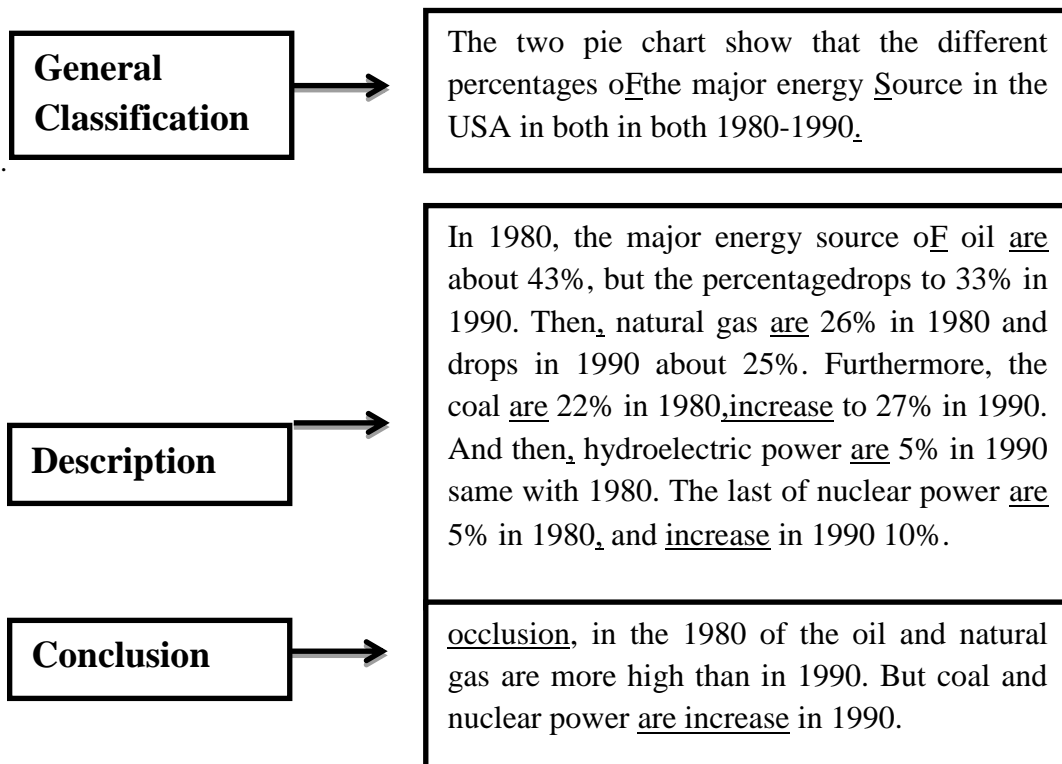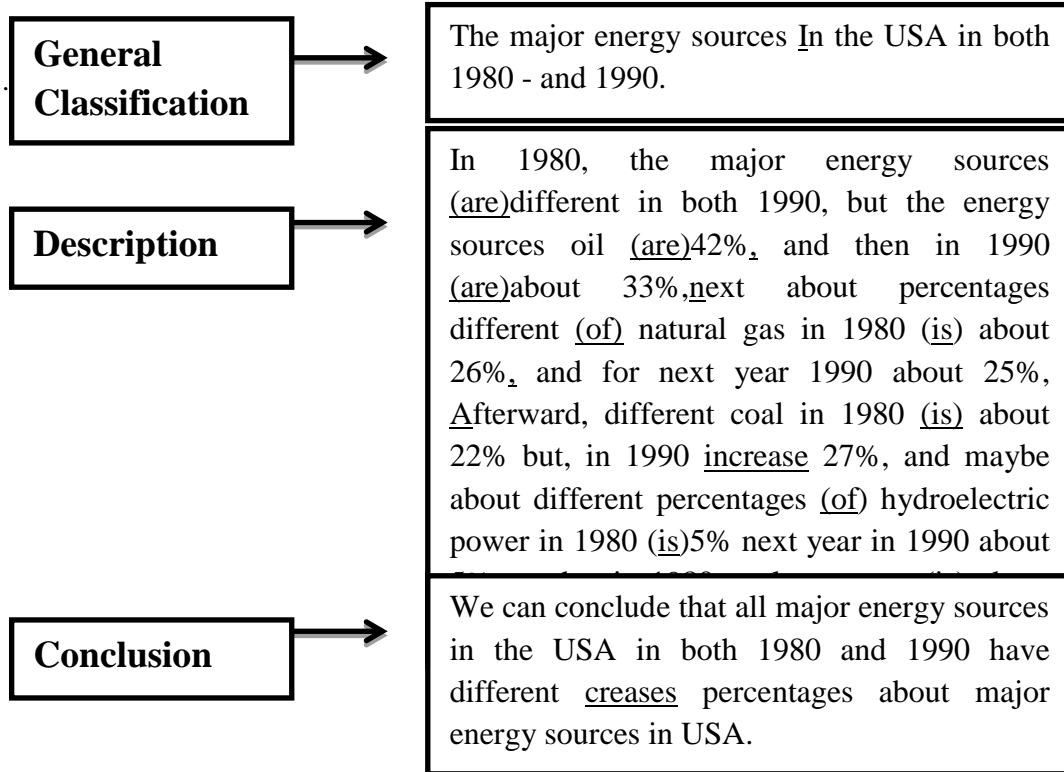| **General Classification**	→	The two pie chart show that the different percentages of The major energy source in the USA in both in the years 1980 and 1990.
Description	→	in 1980, the major energy source of oil are about 42%, but the percentagesdrops 33% in 1990. Then, coal are 22% in 1980, and increase in 1990 about decrease in 1990 about 27%. Afterward, the natural gas are 26% in 1980, and decrease to 25% in 1990. The nuclear power as the last source, contibute 5%
Conclusion	→	As the result, we can conclude that all of the major energy source change significantly in years 1980 and 1990 in the USA.

Analysis :

Based on the analysis result, the writers can find that the paragraph has appropriate with report paragraph organization, except the description has malformation and the conclusion misses the fact about the result. The paragraphconsists general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion contains the result of the topic. There are 6items in grammar error, 3 items in punctuation error , and 2 items in capitalization error.

Data 6 is written by Rini Listiawati, with the title "the major energy source in the USA in both 1980 and 1990".

General Classification	→	The two pie chart show that the different percentages oFthe major energy Source in the USA in both in both 1980-1990.
Description	→	In 1980, the major energy source oF oil are about 43%, but the percentagedrops to 33% in 1990. Then, natural gas are 26% in 1980 and drops in 1990 about 25%. Furthermore, the coal are 22% in 1980,increase to 27% in 1990. And then, hydroelectric power are 5% in 1990 same with 1980. The last of nuclear power are 5% in 1980, and increase in 1990 10%.
Conclusion	→	occlusion, in the 1980 of the oil and natural gas are more high than in 1990. But coal and nuclear power are increase in 1990.

Analysis :

Based on the analysis result, the writers can find that the paragraph has appropriate with report paragraph organization, except the description has malformation, and the conclusion is incorrect. The paragraphconsists general classification, description, and conclusion. The general classification contains the main idea about the topic. The description contains facts about the topic, and the conclusion do not contain the result of the topic. There are 8 items in grammar error, 1 item in spelling error, 5 items in punctuation error , and 3 items in capitalization error.

Data 7is written by Mawardi, with the title "the major energy source in the USA in both 1980 and 1990".

General Classification	→	The major energy sources In the USA in both 1980 - and 1990.
Description	→	In 1980, the major energy sources (are)different in both 1990, but the energy sources oil (are)42%, and then in 1990 (are)about 33%,next about percentages different (of) natural gas in 1980 (is) about 26%, and for next year 1990 about 25%, Afterward, different coal in 1980 (is) about 22% but, in 1990 increase 27%, and maybe about different percentages (of) hydroelectric power in 1980 (is)5% next year in 1990 about
Conclusion	→	We can conclude that all major energy sources in the USA in both 1980 and 1990 have different creases percentages about major energy sources in USA.

Analysis :

Based on the analysis result, the writers can find that the paragraph has appropriate with report paragraph organization. It consists of general classification, description, and conclusion. The general classificationomits the main idea about the topic, the decription is malformation and disordering, and the conclusion is incorrect. There are 8 items in grammar error, 2 items in spelling, 2 items in punctuation error, and 2 items in capitalization error.

The result of thequantification can be stabilizedas follows:

Table. 4.1 The ClassificationErrors of Test 1

No	Kind of Error	Total of Error	Percentage
1	Grammar	59	37,82%
2	Spelling	11	7,05%
3	Punctuation	31	19,87%
4	Capitalization	55	35,25%
	Total	156	100%

Pie Chart. The Classification Errors of Test 1
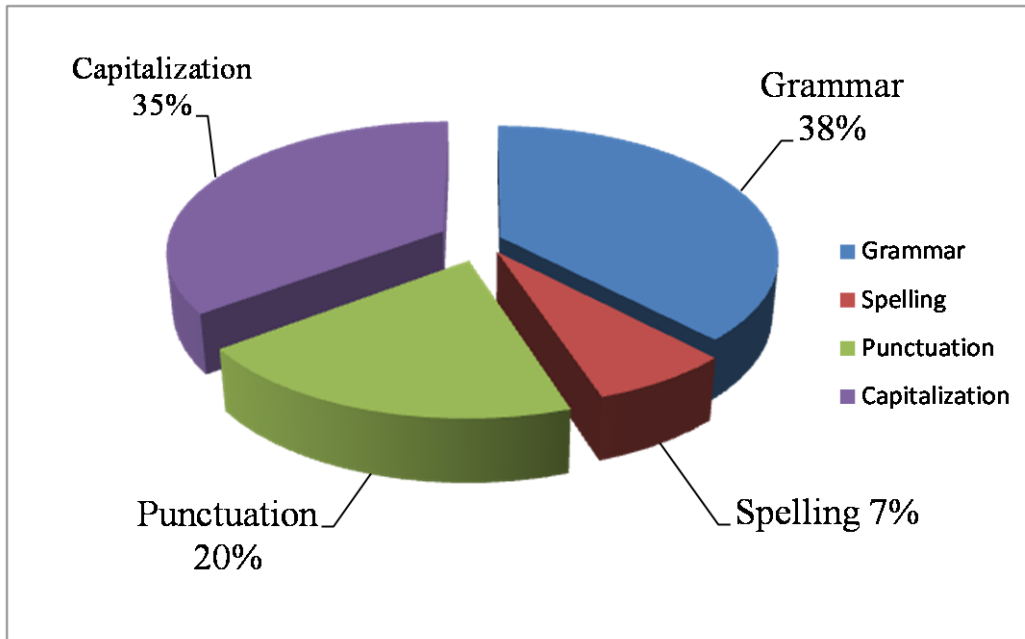
The Profile of Afgan Syahreza

Data 1is written by Raisa guswita, with the title "the profile of Afgan Syahreza".

His Fullname is Afgan Shah Reza. He was born on 27 may 1989 in Jakarta. He is well known as a talented young singer. He is quiet tall. His height is 170 cm. He has an oval Face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses. Afgan's Favourite music is pop, R&B, soul and jazz. That music Influence (is) his way to sing. He likes eating. His favourite Food is Balado Potato. He loves it because it is delicious. Not only (a) singer, but also he is an actor. He is been playing in some movies, one of them is "Bukan cinta biasa". Beside that, He is a student in one of the Universities in Malaysia. And now he has a lot of Fans in Indonesia and Malaysia.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, thendescriptioncontains several facts about Afgan Syahreza. There are 2 items in grammar

error, 1 item in spelling, 2 items in punctuation error, and 8 items in capitalization error.

> He is Afgan Syaheza. His age is 26 <u>Y</u>ears old. He is a singer and actor <u>come</u> from <u>minangkabau</u>. He has short hair and white skin. His tall is 170 cm and weight 65 kg. He always <u>use</u> glasses also has dimple on his cheek. Beside that, he has multi talent, he often <u>become</u> an expert in any a search for talent. His talent has appeared when he was at high school. <u>an</u>d began becoming a singer <u>In</u> 2008. In addition<u>,</u> He has successfull seize Ami award as the best solo singer <u>In</u> 2009. He has much fans, therefore he has made a <u>fans</u> club<u>,</u> it's <u>call</u> Afganisme.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 4 items in grammar error, 2 items in punctuation error, and 5 items in capitalization error.

Data 3 is written by Siti Sairah, with the title "the profile of Afgan Syahreza".

> His name is Afgan Syahreza. He lives in Jakarta. He is a <u>F</u>amous <u>S</u>inger and <u>acktor</u>. He is 172 cm. He has short hair, oval face and white skin. He always <u>use</u> glasses, he has many <u>F</u>ans <u>I</u>n Indonesia and <u>m</u>alaysia. He has some <u>movie</u> like Refrain, cinta 2 hati, bukan cinta biasa. He is a student in one of the <u>university</u>In Malasyia. He <u>startcarier</u> since 2008<u>,</u> and he <u>was</u> get appreciation the best s<u>ingers</u>.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 5 items in grammar error, 2 items in spelling, 1 item in punctuation error, and 7 items in capitalization error.

Data 4 is written by Khairati, with the title "the profile of Afgan Syahreza".

His name is Afgan Syahreza. He lives in jakarta. He is a famous Singer, and Actor in Indonesia. He has short hair, oval Face and white skin. He is 172 cm. He always uses eyeglasses when his performance. He had some movie like Cinta 2 hati, bukan cinta biasa and Refrain. He start career since 2008. He was get some appreciation. He has many fans In Indonesia and Malaysia, Especially Afganistan. Beside that, He is a student In one of all universityIn Indonesia.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 4 items in grammar error, and 5 items in capitalization error.

Data 5 is written by Okta Ledy Soraya, with the title "the profile of Afgan Syahreza".

His name (is) Afgan Syahreza. He lives in Jakarta. He is a singing and actor. He has short hair, oval face and fair skin. He is 172 cm. He always uses the eyeglasses. He grew up in the middle family who like to enjoy music. He also played a movie with the title love two heart. He child two of four brother. His hobby is Hear songs The ipad, play plastation, Browsing, Youtube and other. Afgan finally released his 3rdalbum by title Live to love, Love to LIVE. Bisede that, He is a student in one of the Monash university in Malaysia.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 6 items in grammar error, 1 item in spelling, and 5 items in capitalization error.

Data 6 is written by Rini Listiawati, with the title "the profile of Afgan Syahreza".

His name is Afgan Syah Reza. He lives in Jakarta. He is (an) actor and singer. He was born on 27 mei 1989, He like Pop, Soul, R&B, dan jazz music. He has short hair, oval Face and white skin. He always uses eyeglasses. He has many Fans in Indonesia and Malaysia, Because he Famous singer. He is a student in one oF the university in Malaysia. His start cariersince 2008. In Ami 2009, he was get appreciation The best boy singer.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 3 items in grammar error, 1 item in spelling, and 7 items in capitalization error.

Data 7 is written by Mawardi, with the title "the profile of Afgan Syahreza".

His name is Afgan sareza. He lives in jakarta. He is a singindonesia famous, other he (is) hansome, so he hesshort hair, and white skin. He is 172 cm, and always uses eyegless everyday, while he (has) many fans in indonesia. At the clup music, he is (as) a vocalist, he always useshoe and then is Afgan Sareza (is) clever sings to Become vocalist music. He is like use trousers lyl. He is student in one of the university in Malaysia. And he is smile for the people so behave(is) polite and he havecarier good. His name (is) Afgan Sareza since year 2008.

Analysis :

The paragraph above shows that the introduction (identification) and the description. The identification contains the main idea to be described about the topic, then description contains several facts about Afgan Syahreza. There are 10 items in grammar error, 5 items in spelling, 4 items in punctuation error, and 3 items in capitalization error.

The result of the quantification can be stabilized as follows:

Table. 4.2 The Classification Errors of Test 2

No	Kind of Error	Total of Error	Percentage
1	Grammar	34	36,55%
2	Spelling	10	10,75%
3	Punctuation	9	9,67%
4	Capitalization	40	43,01%
	Total	93	100%

Pie Chart. The Classificationof Errorsof Test 2
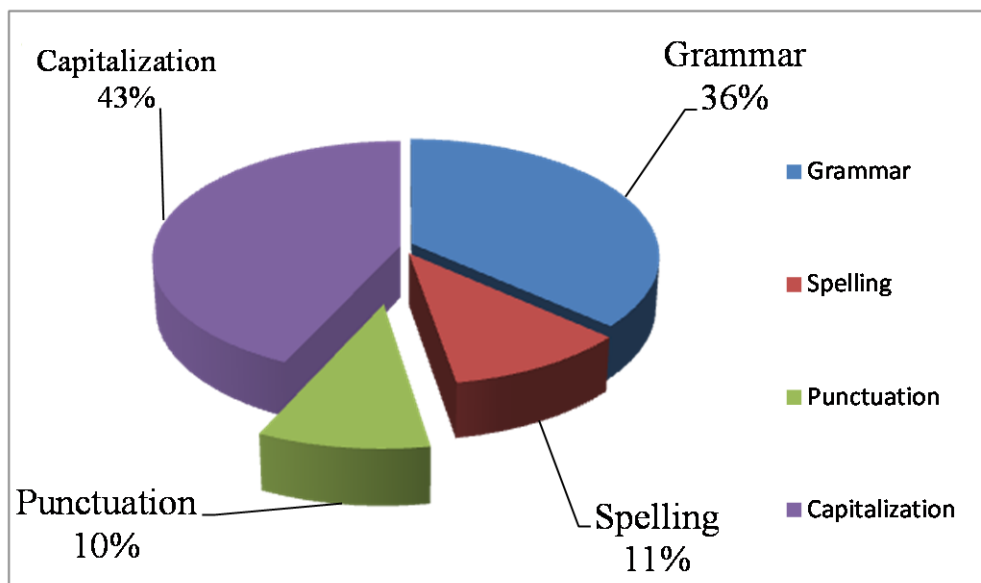
D. Conclusion

Based on the analyzed data the writers infers conclusion that the use of report script toward students' writing ability conveys the student to decide themain idea in the general classification, the facts about topic as a supporting sentence in the description, and the result of the topic in the conclusion. The students are able to write related to the characteristics of writing such as coherence, cohesion, and unity. Although, the student's writing still have the errors, malformation and disordering in paragraph.

E Suggestion

After this research is finished, the writers suggest:

1. For the Lecturer

The lecturer should improve and increase the quality of teaching the report text. Thus the students can compose the paragraph well and clearly without malformation, disordering and reduce the types of error.

2. For the Students

The students have to more study in writing report text with matching on paragraph organization. In addition, they should pay attantion on strategy and writing process to reduce the most dominant error they made.

3. For the Researchers

This research paper can be useful as starting point to investigate the topic more completely like based on structure, capitalization, spelling, and punctuation in writing report script.

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AN ANALYSIS OF TEACHING LEARNING PROCESS

Salwa Chaira[1]

Abstract

This article is about an analysis of teaching and learning process in an English classroom. it also gives an explanation of the presence of Input-Interaction-Output (IIO). In the article, there are details of the type of input and role applied by the teacher, the type and role of interaction built, and the type of output and its lead. Besides, other elements such as English talk and lesson explanation, the feedback given by the teacher, language view, materials, and activity in the classroom, etc will include in the essay. The method applied in the article is document analysis. The result is that the way the teacher teaches, the method she applies, and the approach she implements can offer and encourage them to obtain the knowledge in a good way. These factors seem agreeable as the students can perceive her teaching style well. However, the material or the subject provided by the teacher seems much lower for the students' capacity. Thus, the writer suggests that Monique offer a little bit higher input.

Key words: *English Teaching, Input-Interaction-Output (IIO), Language Acquisition*

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A. INTRODUCTION

This essay contains an analysis of a lesson given in an English classroom at a pre-intermediate level. The institution is a language institute in Universal Institute Technology and located in the city of Melbourne, Australia. The classroom consists of a variety of students who are from Korea, Peru, Brazil, and Italy. The number of the students in the lesson is eight adult learners who possess different mother tongues and are non-native speakers of English. However, they look like to have a proficient ability in English language and persist in a certain level of English expertise. As a result, the language range that is used by Monique in her teaching should fit the lesson and explanation. This lesson is given by a native speaker of English, Monique Sheldon-Stemm, who has a five-month experience of teaching English to the students. Monique herself was born in Wales, Great Britain, but then she moved to Australia and has been residing in there since 1975.

The analysis includes Input-Interaction-Output (IIO) as a basic process of the lesson. The type of input and role applied by Monique in the classroom, the type and role of interaction which are built, and the type of output and its lead will be described in the following discussion. Besides, other elements such as Monique's English talk and lesson explanation, the feedback given by Monique, language view, materials, and activity in the classroom, etc will include in the essay.

B. DISCUSSION

In the lesson, the language is viewed as something that is structural and communicative. It is structural since it requires certain formulas to construct the language, and communicative as the language is applied to build a communication among others. In Monique's lesson, the structural view is obviously seen from her requirement of constructing sentences in Simple Past and Past Continuous forms. She requires it without giving any details of the formula of Simple Past and Past Continuous tenses because she considers that they have a prior knowledge of the material that she is teaching. Afterward, it is proved that they have the knowledge as they can write the required sentences correctly. However, there is a session showed that a student makes a slight mistake of the sentence which is then corrected by Monique.

The communicative view is seen from Monique's requirement to the students to share their stories in Simple Past and Past Continuous tenses with the sentences that they previously write as a support for them to construct the ideas within the stories. In order not to waste the time by having each student presenting the story in the classroom, she divides them into groups which consist of two students in each group. Thus, they can talk to their partners and tell their stories efficiently.

The kind of language applied by Monique in the lesson is a foreigner talk. This is a simplified language as proposed by Ferguson in 1971 (cited in Wesch, 1994). This simplified language is especially used to teach non-native speakers of English who learn English at beginner or middle levels. Therefore, in the lesson, Monique explains much slowly and with special manners to face

the non-native English learners to have them understand the message of the input transferred by her. Besides, this manner assists them to acquire and pick up the language in accurate and formal ways unlike most native speakers do when they communicate with other native speakers. Moreover, it is believed that most people communicate differently based on its register which this level sometimes is not accepted yet by early learners.

There are three main points of how language theorists conceptualize language acquisition. Some theorists notice language is as a behaviorist method. In this term, language is just to be imitated and replicated by its learners. They believe that it is a way to pick up a language naturally. Some others believe that a language is obtained by a special device in human's brain, language acquisition device (LAD). This theory is proposed by Chomsky in sixties. They believe that children are born with an innate competence in their brains to acquire a language. From the brains, the language is received then produced by the users. Others perceive language as a cognitive process in human's brain. This theory, which is proposed by Piaget, demands learners to construct language or words with the knowledge that they already own.

Regarding Monique's concept of language, it can be seen that she holds cognitive theory since she requires her students to develop their sentences, expand their own vocabulary, and build up their dialogues under the prior knowledge that they obtain before attending the class. Monique perceives that the students possess language knowledge so that she does not need to teach her students from the beginning, especially the language formula of tenses that is used in her teaching. Indeed, she still corrects when the students make a mistake in the learning to assist them with correct English.

At the beginning, Long and Swain confirm their personal thoughts into SLA concept. Long produces *interaction* and Swain does *output*. Starting in 1988, Gass draws the two theories into IIO model with an addition of *input* as a termination (cited in Block, 2003). The input itself derives from Krashen's theory which is famous as *comprehensible input*, which means a message from a language producer that can be seized by an interlocutor. In relation to the lesson, it is a comprehended message that is delivered by the teacher, Monique, to the students. Later, beyond this message, the students commence to what is stated by Monique.

The IIO is a teaching and learning model in second language acquisition (SLA) which is developed by Gass and Selinker (cited in Block, 2003) in a compilation between universal grammar (UG) and cognitive psychology. It includes those three elements that construct a teaching concept and functions as a base of teaching. Although the language elements in term of IIO that Monique uses are merely some of the whole language elements, she can cover the students' need beneath the elements. These elements may seem separate to each other but they assist the learners to gain the knowledge of what they are learning.

Monique includes the three elements in IIO model into her teaching to transfer the knowledge through input, interaction, and output. The role of input in her lesson is the IIO model that she comprises comprehensible input which is understood by the students as they know what is commanded by her. Here, Krashen's theory of input plays a huge part in transferring the knowledge. Monique tries to give a clear explanation that can be comprehended by the students. Thus, the students will easily gain the knowledge.

This role can be advantageous to the students when they can receive the message conveyed by the teacher. As Krashen (cited in Boulima, 1999) believes that a message which is understood as a comprehensible input has to be obtained since it is one of the essential factors in learning languages. The input should be as clear as possible to the students to receive. Therefore, in further discussion, stated that it is useful to build a foreigner talk in a classroom which consists of students who are non-native speakers. It is believed that an input may turn comprehensible through a speech modification.

Block (2003) concludes the move from linguistic competence to communicative competence proposed by Yule.

Two of them are in relation Monique's teaching; to focus on meaning and pragmatic function instead of linguistic form and interest in situational rules instead of grammatical rules. In the lesson, she does not concentrate merely on the linguistic form of the tenses. On the other hand, she directs the students to have more practice through a communicative

activity. She even says at the beginning of the lesson that they will practice speaking, not to learn a grammar aspect without a real implementation. As a result, she gives a longer time about ten minutes to run the speaking activity. Besides, the students are required to inform the authentic activity happens in their life rather than to create sentences or do textbook exercises.

The forms of input in her lesson are grammar/structure primarily tenses, speaking practice, and writing short sentences. These tenses are not only to support the speaking practice which is about their past experiences, but also be as a main understanding that they have to learn. Besides, other forms of input given by Monique are brainstorming, editing, and peer work. The brainstorming offers the whole comprehensive picture of a chosen topic that they are going to tell their partners in the classroom. The next step that Monique directs them to write two sentences as an implementation of their ability to construct sentences in a particular tense form. The input is given within a medium, yet it is advantageous to the students. The teacher talks dominantly without showing any other media to support her explanation. Instead, she only utilizes the sample taken from the students' deed in the classroom when they are doing the required task.

Elements of language are basic substances that learners should recognize in learning a new language. Some authors may relate these elements to linguistics discipline, such as phonemes, morphemes, phonology, syntax, semantics etc. However, this is

definitely correct to classify the language elements into those disciplines. Others correlate to other simple basic elements as seen in the lesson; grammar, pronunciation, writing, and speaking. Monique applies only these elements to the students regarding the purpose that she builds within her teaching.

Correcting the produced sentences of the students can be done not only by a teacher, but also learners. Hence, Monique has them edit their partners' work. This activity is called peer editing to prove that the students encompass language competences and are capable to find other students' errors and revise them. However, this does not mean that the teacher can neglect her responsibility to correct the students' work. Speaking practise is the main activity in the lesson. It functions as a tool that the learners apply the written knowledge into a speaking skill. By giving such input, it is expected that the learners draw a benefit that later can be utilized in their needs.

Teacher's noticing of students reasoning is necessary to develop teacher's expertise in teaching. When Monique notices teaching and learning process as a cognitive manner, it is obvious that the appropriate input for it is a simplified language that is used by Monique to transfer her input. The input has to be mastered since it is a material of tenses which have been learned by the students. Batstone (cited in Noonan, 2004) clarifies noticing as an attention into forms and meaning of particular language structures in the input provided by a teacher. Here, it should explain how and what Monique does to attract

them to pay attention to the knowledge given by her. On one hand, she does not make any language comparisons within the tenses that she is explaining. Actually, it is good to do so as they are non native speakers whose languages own certain structures especially in term of tenses. Ellis (cited in Noonan, 2004) offers that the teacher is expected to build students' awareness to assist them to comprehend the input by not offering accurate use of (some) language forms.

Cross (cited in Noonan, 2004) concludes some factors that are implemented to attract students' attention in order to comprehend the input. They are *explicit instruction, frequency, perceptual salience, and task demands.* All the factors are undertaken by Monique to transfer the knowledge. Monique gives a small amount of instruction explaining the tenses. It is used to draw their attention. Instead, she doesn't explain it in a great detail as Ellis suggests (cited in Noonan, 2004). In frequency, she sometimes repeats the explanation a few times. Thus, the learners will perfectly receive the knowledge and maintain it in their minds.

One of the perpetual salience that Monique applies is highlighting the tense sample which is taken from the real and direct occurrence which happens in the classroom. Taking an example trough this way makes them easily comprehend the language structure explained. Besides, she also highlights special punctuation (a coma) which is used in creating the required sentences in the lesson. It means that the students will take it into account when the teacher acts in particular way and consider

that it as one of the important structure to remember. Finally, Monique requires them to do a task as an input and to ensure whether they understand what is explained by the teacher.

Another element of IIO model is interaction. As proposed by Block (2003) about IIO model in term of interaction, it indicates a negotiation for meaning which means a process to run a communicative activity, comprehension, message content, etc. All the elements are applied by Monique in her teaching. The interaction involves between the teacher to the students and the students to the students.

The final element of IIO model is output. The output in the lesson is considered both as process and product. A process since it is a pace to another level of the learning. Both the teacher and the students apply the output as knowledge to correlate it to another step of the teaching materials provided in the lesson. The process that occurs in the lesson is brainstorming, producing written sentences, editing, a short dialogue, and speaking practice. All the process is used as a base for the students to reach the intended product. A product is something that the students produce regarding what they are learning at the end of the lesson. The teacher may prove whether she performs a good teaching through the product which is produced by the students. In the lesson, the product can be the sentences that they create, the ideas within brainstorming activity, and the talks or stories that they share to each other. This product supports them in a further learning of other material or lesson.

Every learner has distinct abilities and levels of expertise to obtain a target language. These differences affect their competences in learning and gaining the language. Age, is one of differences including the students in the lesson, gives distinct influence toward the learners. Some theories say that immature learners who are prior to puberty period are capable to be nativelike especially in speaking skill in term of pronunciation, fluency, spontaneous response and the like. Since neurobiological process in human bodies at that period is excessively crucial to acquire language into nativelike style (Marinova-Todd, Marshall, Snow, 2000).

On the other hand, mature learners may learn language as good as they are able to do, yet they will not be completely similar to native speakers. Lamendalla (cited in Marinova-Todd, et al 2000) argues that within the period which is named with sensitive period, immature learners are more effective to acquire language, yet mature learners are not impossible to reach English competencies as the immature ones. The students' personalities are apparently seen since they perform the lesson. Some of the students are incredibly attractive to participating the learning comparing others who are less attractive. Nevertheless, these differences do not give a huge influence toward their language competencies. This could be observed from their ability in undertaking the task since the students are able to do it incredibly correct.

Assumptions of individual features both by the teacher and the students may represent in the lesson due to their differences.

The differences such as background of origin, former education, language competencies, and personalities encourage them in the teaching and learning process. Monique may see that the students coming from Europe continent whose languages derive from Latin root or as a Romance language have a higher level of English expertise above Asian students. It can be seen from their participation into teacher's talk and explanation. Almost all the students who do so are Brazilian, Italian, and probably Peru. This will give Monique an assumption that they have high intensity toward her participation to engage them to learn.

Teaching elements such as teaching strategies, learning activities, students' activity, and materials are other components that the teacher takes into account. In teaching and learning process, it is expected that the teacher can provide varied methods implementing them in the classrooms. The more varied of these components, the better to engage the students to involve into teacher's teaching plan and activity. Besides, these components should associate with each other to achieve the intended goal. In the lesson, the teaching strategy that Monique applies is proficient since she ameliorate.

Every Monique's action that occurs in the classroom can be considered as a feedback since it influences learners' learning. In one circumstance, the way that she teaches, the method which she applies, and the approach that she implements, can offer and encourage

them to obtain the knowledge in a good way, yet these factors may not be inappropriate to other learners. However, these factors seem to be agreeable as the students can perceive her teaching style well. None of them complains Monique's teaching style. As a result, the students will draw a positive feedback from her which assists them in further learning.

Giving a feedback is advantageous to the students as it restructures their language competence when they have a prior knowledge. An example is found in the lesson when Monique commands them to produce two sentences of Simple past and Past Continues. One of the students writes faulty tense and the teacher corrects the mistake by stating the right form of Simple Past. This means that the prior knowledge which the students possess definitely enhance their present learning. However, they might make mistakes while the teacher is responsible to reconstruct the knowledge to be correct.

C. CONCLUSION

The material or the subject provided seems much lower for their capacity since regarded as university students. However, it is suggested that Monique offer a little bit higher input. However, Monique's teaching method is appropriate to the students as she realizes her students' capacity and competence in English language learning. She knows well how to teach and treat her students who have distinct capacity and personalities between one student to another.

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CHILDREN'S LANGUAGE DEVELOPMENT

Sri Wahyuni[1]

Abstract

The objective of this article is to describe how children's language is developed. The development of child's language actually begun when a child was born with language or a simple talk. First language is the language that is the primary language that is acquired which is called native language or mother tongue. This study is intended to children's language development and their social interaction. To get the data, four children asked to speak about everything of their interest. The process of recording was made as naturally as possible. All the data obtained were then used to facilitate the researcher in describing children's talk. As the result, children direct his attention to thing that language is easy to understand and they used primary interest to help them learn the language related to their interest. They also enjoyed the repetitive events of their life and used it strategies to help them in learning a language. Children can quickly acquire new words if they always heard a new language around them and automatically the development of their language will increased faster. Children learn language through their natural desire to call an object by its name and almost all of the words their produced were not clear enough. They often used a piece of dismembered words.

Key words*: Children, Language Development*

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Introduction

The mastery on how child learn to speak is unique and puzzle adults in understanding the real meaning of his speaking. The mental abilities of a child seem quite different in many ways, yet he/she masters the structure of his/her native language of a short one to five years child. What is more, each child is exposed to a different sample of the language and generally with little or no conscious tuition on part of his parents produces at essentially the same grammar. Each child rapidly becomes a fully fledged member of his language community, able to produce an endless variety of meaningful utterances even though he did not recognize yet in the language he has mastered.

The type of words a child uses in the first year as well as the reason a child uses the words and follows a pattern that shared by children across the world. As soon as a child begins to produce the first words are about objects, people, and actions (Merkel-Piccini, 2001). They might, "Bunda", "Ayah", "Minum", "Makan", etc. (there are all common a child first words. Moreover, Marekel-Piccini (2001) said that the child uses denial or rejection (no) and attributes the words such as red, small, hot, cool, etc. in his vocabulary.

Children are not simply imitating what they hears and going on around them. The learning processes involved are far more complex. From the moment they begin to talk, children seems to be aware that language is rule-governed, and they are engaged in an

active search for the rules that underlie the language to which they are exposed. Children language is never at any time a haphazard conglomeration of random words, or a sub-standard version of adult speech. Instead, every children at every stage possesses a grammar with rules of its own even thought the system will be simpler than that of an adult.

Attention to the ways in which children move from one rule to another that language acquisition is not as uniform as was once thought. Different children use different strategies for acquiring speech. For example, some seem to concentrate on overall rhythm, and slot in words with the same general sound pattern. Whereas other prefer to deal with slots that are more abstract of particular interest is work which looks at how children cope with different language. This enables researcher to see if children have any universal expectations about how language behave, or whether they wait and see what their own particular language offers.

The clearest evidence comes from the very earliest stages of development. Nearly all the work which has been done on the development of grammar so far has focused on the pre-school period between about a year and half and five years of age. A brief examination of the outlines of this work should reveal the relevance of grammatical analysis for an understanding of cognitive development in the child. In grammatical development, when the child starts putting two words together one can begin investigating his

active grammar. The examples presented ("intak ue mak" means that he wants to have a cake) demonstrate that child language is structured from his point on. It soon can be characterized by hierarchal structures that it tends to be regular, that the structures change with age and that they do not always correspond to adult structures.

One cannot study of the child's active grammar until he starts putting two words together to make primitive sentences. This happen typically around eighteen months of age. Several American investigators have deal with this level. (Brain 1963; Brown and Fraser 1963; Miller and Ervin 1964), since their finding have been remarkably similar, it is possible here to speak in general from terms of the typical, two-word utterance.

Distributional analysis reveals that the child does not produce such utterances by mere unstructured juxtaposition of two words rather, two classes of words are revealed by analysis. There is a small class of what have been called "pivot word" by Braine 1963 or "operator" by Miller and Ervin 1964 and a large, open class of words, many of which were previously one-word utterances.

Then, on distributional grounds it seems that one of the classes is small and contains words of high frequency in the child's speech. The membership of this class is stable and fairly fixed; these words can be called pivots because other words can be attached to them. A pivot word may be the first or the second member of two-word sentences but whichever it is, its position is fixed (at least in English and several other languages).

Based on the explanation above, the writer of this research intends to investigate how first-aged to fifth-aged children obtain the language.

Discussion

Many language theorists have defined various stages of language development. Most often these stages are named babbling, jargoning, one word utterances, two word utterances, and "all hell breaks loose" (Cole and Cole, Pinker, and Burling). During the babbling stage, children are learning how to produce the sounds that make up language, a process that Pinker feels is a prerequisite for language development. Jargoning appears around 12 months, and is described as the vocalization of syllable strings that sound similar to the language to which the child is exposed (Cole and Cole, 1996).

One word utterances or holophrases, are sometimes believed to stand for phrases or sentences (Cole and Cole, 1996). At 18 months, language development is quickly developing, in this stage children are increasing their vocabulary at a phenomenal rate of a new word in every two hours (Pinker, 1994). As two or three word utterances emerge these micro sentences that were reflected the language being acquired: in ninety-five percent of them, the words are properly ordered (Pinker, 1994). As Pinker's term "the all hell breaks loose stage" suggest this stage is when children rapidly acquire vocabulary and

grammar.

The developmental process of language acquisition is not completely understood yet because the process of acquiring a language occurs so quickly and with so many nuances and it is difficult to comprehend. Many different aspects of language and language development need to be explained before one theory could be universally accepted. Chomsky is one of the leading theorists in the nativist approach to language development (Cole and Cole, 1996). His primary arguments addressed the inability of such a theory to explain that children know a great more about language than they could have learned since they do not merely reproduce what they hear, rather they reconstruct the basic grammar rules (Chomsky, 1972).

Furthermore he stated that "the fact of all normal children acquire essentially comparable grammars of great complexity with remarkable rapidity, suggests that human beings are somehow specially designed to do this, with data-handling or 'hypothesis-formulating' ability of unknown character and complexity". Nativist theorists tend to feel that language is a maturation process and the learning theory is inaccurate. In line with this, Cole and Cole (1996) present Bruner's term of a "language acquisition support system," which explains that parental behaviors structure child's language environment to support development of language.

The idea of a language acquisition system is also used by Ervin-Tripp in "Some

Strategies For the First Two Years" to explain the ways that children understand and produce language. She suggested that there exist some prerequisites to language development. One such example is environmental input: merely hearing a language such as through television or radio broadcasts is not enough to acquire it, interaction was also take place (Ervin-Tripp, 1973).

Tripp divided that a language development system needs to include certain properties: 1) Selective retention of features in short-term memory, particularly order of acoustic input, 2) Phonological and semantic selection and reorganization for retention in long-term memory, 3) Interpretation templates, providing interpretations of structures according to the formal and semantic properties of sequences, 4) Successive processing by alternative heuristics, allowing shortcuts for frequent phrases, instances where nonlinguistic determinants are strong, and so on, 5) Formal feature generation, identifying abstract classes and providing marking of the lexicon.

Early language development involves many issues, including cognition, play skills, social interaction and oral-motor development. As children awaken to the world at birth, they start a long cycle of language development which involves the understanding (receptive) and production (expressive) of language. Since children's' language development is quite difficult to understand and the way how the children acquire the language is also different. This case is somehow quite interesting to be

investigated. Therefore, the researcher intends to conduct a research on how children's development is.

Methodology

The method used in this research is qualitative method. Qualitative research is not on numbers but on words and observations; stories, visual portrayals, meaningful characterizations, interpretations, and other expressive descriptions (Zikmund, 2000 in Alvara 2003). This study was a descriptive, qualitative and exploratory. It was descriptive because it only describes the existing phenomena as naturally as possible in natural speaking of the children. The main characteristic of this method is that the researcher has no control over the variables and she can only report what has happened or what is happening. Through this method, the researcher studied, researched, concluded and specified the things that establish in general principle.

To get the data, four children asked to speak about everything of their interest. The data were obtained by means of recording a natural speaking of them. In collecting the data, The researcher used tape-recorder as introduced by Labov (1972) as stated in Agustien (2006). In this study, the process of recording was made as naturally as possible. All the data obtained were used to facilitate the researcher in analyzing them.

Findings

The topic discussion was somehow dependent on the children's interests. When the child's start putting two words together one can begin investigating his active grammar. Some words, phrase and sentences that recorded by the researcher as follows:

1. Fragment of pivot grammar

Function of Sentence	Acehnese	Meaning
Request	Ueweh	Cake
	Ie	Drink
Desire	Jak	Go
	Wo	Go back

Based on the recorded data, it can be assumed that the production of the children's words are not clear yet. for instance, the word "ueweh" is supposed to be "kuweh" in Acehnese, but the children only say "ueweh" which is not completed yet. This finding is similar to what had been investigated by Braine (1963) that the children at that stage produce unstructured words.

2. Function of two-word sentences in child speech

Function of Sentence	Acehnese	Meaning
Request	Mak bu	Asking to eat
	Tak lik	Asking to buy
Imperative	Tak no	Come here sister
	Tak yo	I am afraid sister
Describe event	Tak ulis	Sister do the writing

or situation	Nyan chiek	That is a grandfather

3. Function of three-word sentences

Function of Sentence	Acehnese	Meaning
Demonstrative	Yah, Unda hoe	Father, Where is Bunda
	Unda, nyoe weweh	Bunda, This is a cake
Desire	Yah, teuh ngin	I ask for ice cream father
	Mak, aje ro	Mom, buy me a new clothes

4. Two-word or more sentences functioning as negative

Function of Sentence	Acehnese	Meaning
Negative or forbidden	Han mamam	Don't want to eat
	Hana kut	Don't want to follow
	Han ek kek je	Don't want to dress

In point 2, 3 and 4 above, children's produced more than a word. At this stage, children's language develop into putting word together to produce a sentence. But the sentence is not grammatically complete yet. This result is in line with Braine 1963, Brown and Fraser 1963; Miller and Ervin 1964.

The researcher also recorded some sentences that produced by the children. Some of them sometimes used Acehnese and Indonesia together. The sentences that recorded by researcher as follows:

a. Affirmative sentences

1. Angat — "Delicious" — (Delicious)
2. Balap toto — "Run fast car" — (The car run fast)
3. Su nonok uek-uek — "Sound chicken uek-uek" — (The sound of chicken is uek-uek)
4. Mak Nana jak la — "Mom Nana go school" — (Mom Nana want to go to school)
5. Nyum aju — "Smile quickly" — (Please smile)
6. Ajoeh koet — "Eat fish" — (Eat fish)
7. Anoe lom Mak — "Take bath again Mom" — (Take bath more Mom)
8. Jeb ie aju — "Drink water quickly" — (Please drink water)
9. Hana ngat boeh pam — "Not delicious mango" — (This mango is not delicious)

b. Negative sentences

1. Hantem — "Not want" — (Do not want)
2. Han ek jak — "Not want go" — (You don't want to go)
3. Loen han tung — "I no want" — (I don't want)
4. Hana choek ajee — "No wear shirt" — (Doesn't wear shirt)
5. Bek utet beh — "No follow ok" — (Do not follow ok)
6. Han toek cok — "Cannot rich take" — (Cant rich to take it)
7. Wawak hana get upuk — "Wawak no make kerupuk" — (Wawak does not make kerupuk)
8. Hana ngat boeh pam — "Not delicious mango" — (This mango is not delicious)
9. Abang hana jak kula — "Brother not go to school" — (Brother does not go to school)

c. **Interrogative sentences**

1. Aken?	"Why?"	(Why?)
2. Peu kah?	"What you?"	(What do you see?)
3. Inoe jeut?	"Here can?"	"Can I put it here?"
4. Hp ayah pat?	"Handphone father where?"	(Where is father handphone?)
5. Soe nyan mak?	"Who he/she mom?"	(Who is he/she mom?)
6. Nyoe ajee soe?	"This dress who?"	(Whose dress is this?)
7. Soe boe kot?	"Who buy fish?"	(Who bought a fish?)
8. Supoe ilop nyoe?	"Whose sandal this?"	(Whose sandal is this?)
9. Mamak alheuh alat?	"Mom finish pray?"	(Have you prayed Mom?)
10. Pat uduek buku	"Where put book Nana?"	(Where do you put Nana?
	Nana's book?)	

d. **Exclamation sentences**

1. Jeib ju!	"Drink fast"	(Please drink)
2. Aab ju!	"Eat fast"	(Please eat)
3. Aab Eh ju!	"Go bed fast"	(Go bed please)
4. Bi ie aneuk!	"Give water little"	(Give a little water)
5. Yaa bang Bayi!	"Afraid Brother Bahri"	(Afraid to see brother Bahri)
6. Teb that woe!	"Very long go home"	(Its take too long you back home mommy)
7. Jake en eudeh!	"Go walk there"	(Go to play there)
8. Mamak atet nyeh!	"Mom sick yes"	(Are you sick Mom)

Meanwhile, it is also found there are some production of different sentences. For example in affirmative, negative, interrogative and exclamation sentence. It can be assumed that, children can produce varieties of sentences.

Based on the data above, the researcher found that the children acquire and learn the language may be affected by the properties of each language. For example, the types of language could influence the order in which children acquire each system of the language and could also make some parts of the language more difficult or easier to acquire. The acquisition of a language may also be affected by social interaction and cognitive development. Children can acquire any language if placed in the appropriate speech community. In line with the finding above, for children no matter where they are born, whether they are born in Aceh, Malaysia, China, Vietnamese, Africa etc., the language surround them will be easy for them to master well (Clark, 2002; Hornstein, 2003). Children learn language starting immediately from birth. They could learn from nothing and discover what is (and is not) represented in language (Clark, 2002). Then, the language environment of a children give them many opportunities to speak the new language and be understood.

Children direct his attention to thing that language is easy to understand and they used primary interest to help them learn the language related to their interest. They also enjoyed the repetitive events of their life and used it strategies to help them in learning a language. Children often used a piece of

dismembered words while they have to speak. Meanwhile, all of the children go through the distinct ability of language development that they begun from a babbling to a word, phrase and sentence. Unexpected, the children can quickly acquire new words if they always heard a new language around them and the development of their language automatically will increased more faster.

Conclusion

Children vary in their development of speech and language skill. However, they follow a natural progression or timetable for mastering the skill of language. Children learn the language through their natural desire to call an object by its name and almost all of the words their produced were not clear enough.

They often used a piece of dismembered words. The children's language environment was not brought a pressure to bear them as they learn the new word or language. The language that produced by children was not sequenced by grammar or vocabulary.

Moreover, much of the language they heard is simplified especially for them. Children did not let language that they did not understand confuse them. Children do not receive real feedback about the language they do produce, since it has been noted that parents rarely correct a children's mistakes. Thus, the grammar acquisition results from simply the necessity of using language to communicate, along with a need to express complex ideas.

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