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PENGANTAR PENYUNTING

Puji syukur kita panjatkan kehadirat Allah SWT, atas rahmat-Nya maka Jurnal Getsempena English Education Journal (GEEJ), Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh, Volume III. Nomor 2. November 2016 dapat diterbitkan.

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1. The Effect Of Using Storytelling Technique In Teaching Grammar For Efl Classroom (An Experiment study at STKIP Bina Bangsa Getsempena Banda Aceh), merupakan hasil penelitian Siti Fachraini (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
2. The Use Of Guessing Game To Improve Student's Speaking Skill, merupakan hasil penelitian Sri Wahyuni (Dosen Prodi Pendidikan Bahasa Inggris) dan Fitri Yulianti (Alumni Mahasiswa Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
3. Teaching Writing to EFL University Students: Some Important Issues (Reducing Writer's block and Breakthrough to Better Teaching), merupakan hasil penelitian Hijjatul Qamariah (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
4. Applying Realia To Improve Students' Writing On a Descriptive Text, merupakan hasil penelitian Rosdiana (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
5. The Use Of Direct Strategies In Reading Comprehension *(A Descriptive Study at Senior High School Al-Falah Abu Lam U Aceh Besar)*, merupakan hasil penelitian Rusmiati (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena) dan Kamalina (Alumni Mahasiswa Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
6. The Ielts Reading Test: A Review On Its Development And Language Test Performance, merupakan hasil penelitian Yuliar Masna (dosen FTK UIN Ar-Raniry)
7. The Effectiveness Of Dictogloss Technique In Teaching Listening at SMPN 2 Mesjid Raya, merupakan hasil penelitian Regina Rahmi (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

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

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THE EFFECT OF USING STORYTELLING TECHNIQUE IN TEACHING GRAMMAR FOR EFL CLASSROOM
(An Experiment study at STKIP BinaBangsaGetsempena Banda Aceh)

Siti Fachraini[1]

Abstract

This study is intended to find out the effect of using storytelling to increase students' ability in mastering grammatical structure focused on past tense subject and to investigate if there any significance differences in students' score between students taught by using storytelling technique and traditional method. Research method used in this study was experimental study in which the participants were students of STKIP BinaBangsaGetsempena Banda Aceh. They were EFL students who studied at Pendidikan Guru SekolahDasar (PGSD) department. The students were 50 students divided into two groups (experimental class and control class). The instrument used was tests (pre-test and post-test) which were given before and after treatment. Experimental group was taught by using storytelling technique otherwise control group was taught by using traditional method. The result of the study shows that $t_{obtain} > t_{table}$ that is 5.139 > 2.00, so H_0 is rejected. In other words, the students who were taught using storytelling technique achieved a better ability in mastering grammatical structure than the students who were taught grammar by using traditional method.It indicates that there is a significant differences in the experimental group compared to the control group. Thus, it can be concluded that storytelling technique is effective in increasing students' ability in mastering grammar.

Keywords: *storytelling technique, teaching grammar, EFL students*

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BACKGROUND OF THE STUDY

In this modern era, students in all degrees are demanded to master English for better communication around the world. It becomes the challenge for teachers and lecturers to increase student's ability in learning English. With the development of communicative approach and many more methods in teaching English, the teachers and the lecturers do not pay attention to teach grammar any more. Their teaching focus was to make students capable in using the language and able to conveying what they want to say spontaneously.

In addition, some theorists believed that teaching grammar to language learner did not help them to master the language. In their opinion, the aim of English Language Teaching is to make the student able to communicate in target language. Thus, the student was merely taught communication skills such as introduction, apologizing, requesting, and so forth. The important thing is what they say can be understood by native speakers without need to learn grammar.

In the contrary, it cannot be denied that all the language functions consist of grammatical elements. Without grammar, the message conveying was understandable and inaccurate for listeners. So, the students do really need to learn grammar in order to capable in performing language functions appropriately. That is the reason why grammar is important to be taught because through grammar student can produce sentence in foreign language correctly.

For some students, learning grammar is a bored activity in classroom especially for students who learn English as foreign language. They have to remember the rules and do some practices. Moreover, they must differentiate one structure to other structure correctly. So, their interest in learning English becomes decrease rapidly because of this fact. EFL students want to master English as soon as possible and as practice as possible. They do not want to waste their time to remember the rules of grammar. Therefore, the lecturer needs to find out some interesting and enjoyable techniques in teaching grammar in order that students can learn grammar comfortably. Because of this reason, the researcher wants to teach grammar by using storytelling technique in order to increase EFL students' ability in mastering English without feeling bored.

Storytelling seems to be one of the most popular techniques and contains cultural value that can be easily used in language classroom. The technique was functioned to develop students' ability in listening, speaking, reading and writing. It also can be used to teach a variety of language items such as sentence pattern, vocabulary and pronunciation.Pesola (1991) describes storytelling in foreign language classroom as "one of the most powerful tools for surrounding the young learner with language" (p. 340).

When teacher uses storytelling in the classroom, the students not only practice and develop listening and reading skills but they also learn new vocabulary and grammatical

structures. The important point is the repetition of words and form of grammatical structure used by the students while performing the story make them mastering the vocabulary and grammatical structure spontaneously.

Based on the explanation above, in this research the writer wanted to apply storytelling technique in teaching English to the students of Pendidikan Guru SekolahDasar (PGSD) at STKIP BinaBangsaGetsempena. They were EFL students in which their native language was Bahasa Indonesia. The English subject that they learned was compulsory subject in fifth semester. In this study, the students were taught grammatical structure by using storytelling techniquefocused in past tenses materials.

Research questions

1. Is storytelling technique effective to increase students' ability in grammar?
2. Is there any significant different in students' achievement score between the students taught by using storytelling technique and students who taught traditional method?

LITERATURE REVIEW

Storytelling consists of more than just telling stories. It may include not only creating a story but also using of pictures, acting, singing, story writing and so forth. Furthermore, storytelling is a teaching technique in conveying events that happened in the world, ideas, and moral values.Storytelling was the only tool available to people to preserve and share cultural customs, beliefs and heritage. Story proved to be the oldest and the most substantiated means for humans to remember and storeinformation (Abrahamson, 1998).

Moreover, Barzaq (2009, p. 7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally, she added that visual storytelling is a way of telling stories through images.

Baldwin (1995) in his article, "The Lost Art of Storytelling to raise happy children, tell them tales", writes that "Stories are perhaps the most effective teaching tool ever used. All of the great worlds' religions use tales and parables to preserve and transmit beliefs and values" (p. 3). Oral storytelling allows students to strengthen their communication skills; thus providing them the tools with which they may successfully negotiate through life's daily interactions.

Barzaq (2009, p. 5) stated that storytelling plays an important role in teaching: thus more learners remember what they learner easily when it is explained in a narrative way and she specified some benefits of storytelling technique as follows:

1. It sparks students' imagination and interest in the language skills
2. It builds vocabulary, comprehension, story sequencing
3. It improves listening and oral communication skills

She also added that storytelling offers teachers a chance to explore into their students' background experience. She also mentioned

some benefits of the storytelling technique; firstly, the learners may gain verbal skills' that can improve the ability to resolve interpersonal discussion and many other skills. Secondly, itprovokes the imagination by either telling or listening that may help the learners to think about new ideas and build self-confidence. Finally, it may help the learners to learn from others' experiences and other's wisdom in behaving in such situation.

Besides, Barzaq (2009, p. 15) considered storytelling as educational means because they are believable, memorable, and entertaining and because they depend on humans and their experience that is considered as an authentic and credible source of knowledge.

In conclusion, McDrury and Alterio (2003) stated that if educators and students practice reflective learning through storytelling, the end result will be learning that is more meaningful, challenging and stimulating. In addition, reflective learning through storytelling offers the additional benefit of creating transformative self-knowledge and personal growth. By sharing stories and listening to others, students process information on a deeper and more meaningful level thus constructing new knowledge and practices.

METHODOLOGY

1. Research Design

This research was experimental study. It concerns primarily with discovering the effectiveness between or among interrelationship of two variables at the same time of actions did. In experiment design there were two groups, the experimental and the control group. The procedure of experiment design included pre-test, treatment and post-test.

Moreover, this study tried to find out if there has any difference in students' score in mastering English structure between experiment class which was taught using storytelling technique and control class which was taught by using traditional method. In addition, in this study, the researcher intended to find out which of the techniques were effective in increasing the students' ability in mastering past tenses. Besides, to collect the data, the writer gave two tests (pre and post-test) for both of the groups in order to know the students' scores.

2. Subject

The participants in this study were 50 college students of STKIP Bina Bangsa Getsempena Banda Aceh. They were third year students who have been studying in Pendidikan Guru SekolahDasar (PGSD) department. The sample includes female and male students with the same native language. They learn English as compulsory subject in the fifth semester. Then, the researcher divided them into two groups randomly (one experimental and one control group) involved in the study (25 students each group)

3. Instrument

Instrument used in this study were tests. The tests were administered twice, pre-test and post-test. The lecturer wanted the students to answer the questions that were at the end of passage. A story containing some grammatical points related to past tense. The

tests consisted of five texts and the answers are in form of multiple choices items consisted of five questions for each text. The pre-test and post-test were different in form of the texts and questions but were similar in degree of difficulties. The maximum score was 100 that derived from 20 questions times 5 for one right answer. The individual students' score was derived from students' total score divided by the maximum score 20, and then multiply with 100% as the constant score. The pre-test was used to find out the students' grammar score before the treatment and post- test was used to find out the students' grammar score after the treatment.

4. Procedures

First of all, the students were divided into two groups – experimental and control groups- in each group consisted of 25 students. Then in the different place, the researcher gave a pre-test to both groups in order to evaluate the students' ability in grammar. She asked students to answer the questions that have been provided. The researcher develop 20 items multiple choice test on past tenses. Test items had 5 choices and only one of which was correct. In scoring technique, the students got (1) point for each correct answer and (0) for each wrong answer was allotted.

Then, the researcher gave treatment for each class. Experimental class was taught by using storytelling technique and control class was taught by using traditional method. In teaching the experimental group, the lecturer chose one short story to be read together in the class. Having read the story, the lecturer asked if the students found any difficult words and guided them to find the meaning of the words by using context clues in sentences. After that, the lecturer asked the students to analyze the sentences structure in the story whether those sentences were different than the sentences learnt in the last meeting (present tense) or not. Then, some students were asked to retell the story in front of the class by using their own words. For the last activity, the students had to answer some questions below the passage in order to evaluate the students' ability in grammar.

In control group class, the researcher used traditional method in teaching grammar. First, the lecturer read a short story and the students repeated it loudly. Then she translated the story into Bahasa Indonesia word per word. After that the lecturer taught formula and examples of past tenses. At the end of class, the students were asked to answer the questions related to past tenses that have been learnt before.

After giving treatment for experimental group and control group, the researcher distributed the post-test in order to evaluate the result of learning grammar for both groups.

RESULT FINDING

The purpose of this study is to find out the effect of using storytelling technique to teach grammar for EFL learners and to investigate if there is significant difference in students' achievement between storytelling technique and traditional method of grammar teaching. The data were collected through a pretest, treatment and posttest designed for

equivalent groups and the data were analyzed by using SPSS.

a. The Independent t-test Analysis on the Pre-test for the Experimental and the Control Group

Since the distribution of post-test is normal and the data are homogenous, the independent sample t-test can be utilized to compare the pretest of experimental and control groups. The result of the t-test is shown in the following table

Table 1: the independent t-test for revealing the differences between two groups on pre-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Value	Experiment al	25	50.2000	10.84743	2.16949
	Control	25	47.0000	9.01388	1.80278

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	2.380	.129	1.134	48	.262	3.20000	2.82076	-2.47151	8.87151
	Equal variances not assumed			1.134	46.443	.262	3.20000	2.82076	-2.47643	8.87643

The table above illustrates that t_{obtain} of both pre-test of experimental and control group is 1.134. The t_{table} for df=48 at the level of significance 5% ($\alpha = 0.05$) is 2.00. The result indicates that $t_{obtain}<t_{table}$ that is 1.134<2.00, so H_0 is accepted. In other words, the students who were taught grammar by using storytelling technique achieved a similar performance with the students who were taught grammar through traditional method. It means that there is no significance difference in grammar achievement between the students in the experimental and control groups.

b. The Independent t-test Analysis on the Post-test for the Experimental and the Control Group

Since the distribution of post-test is normal and the data are homogenous, the independent sample t-test can be utilized to compare the post-test of experimental and control groups. The result of the t-test is shown in the following table.

Table 2: The Independent t-test Analysis on the Post-test for the Experimental and the Control Group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Value	experimental	25	68.0000	9.89529	1.97906
	Control	25	56.2000	5.82380	1.16476

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	6.365	.015	5.139	48	.000	11.80000	2.29637	7.18283	16.41717
	Equal variances not assumed			5.139	38.845	.000	11.80000	2.29637	7.15455	16.44545

The table above confirms that t_{obtain} of both post-test of experimental and control group is 5.139. The t_{table} for df=48 at the level of significance 5% ($\alpha = 0.05$) is 2.00. The result shows that $t_{obtain} > t_{table}$ that is 5.139> 2.00, so H_0 is rejected. In other words, the students who were taught using storytelling technique achieved a better ability in mastering grammatical structure than the students who were taught grammar by using traditional method. It means that there is significance difference in reading achievement between the students in the experimental than those in the control groups.

c. Dependent t-test (Paired t-test Analysis)

A paired test is conducted to calculate the differences of the students' achievement both in experimental and control group before and after giving the treatment. Its objective is to compare the result of dependent-test in experimental group and in the control group. The dependent t-test is obtained by pairing the result of pre-test and post-test score in each class. The data was calculated by using SPSS procedure which can be seen in the following table.

Table 3: Statistical Summary of t-test Result on the Pre-test and Post-test of the Control Groups.

Paired Samples Statistics

		Mean	*N*	*Std. Deviation*	*Std. Error Mean*
Pair 1	Posttest	56.20	25	5.824	1.165
	Pretest	47.00	25	9.014	1.803

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	25	.726	.000

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	posttest – pretest	9.200	6.238	1.248	6.625	11.775	7.374	24	.000

Table 4: Statistical Summary of t-test Result on the Pre-Test and Post-Test of experimental Groups.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	68.00	25	9.895	1.979
	Pretest	50.20	25	10.847	2.169

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest-pretest	25	.906	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	posttest – pretest	17.800	4.583	.917	15.908	19.692	19.421	24	.000

Based on the data from the table above, it can be indicated that the t-test of the experimental group is 19.421 and the t-test of control group is 7.374. The t_{table} for df=24 at the level of significance 5% ($\alpha = 0.05$) is 2.04. The result shows that $t_{obtain} > t_{table}$ for both of the groups are 19.421 > 2.04 for the experimental group and 7.374 >2.04 for the control group. It means that both of the groups achieved significant difference in speaking achievement before and after the treatment. However, the result of t-test in experimental group is larger than the t-test in the control group (19.421>7.374). It indicates that there is a significant differences in the experimental group compared to the control group. The group taught using storytelling technique achieved more improvement in score than the control group which was taught using traditional method as a usual technique used by the teacher in teaching grammar.

Discussion

Based on research findings, the discussion of this study can be presented as below: After accumulating and processing the statistical data using SPSS, it was discovered that the distribution of the experimental and control groups' score on the pre-test was normal and the variance value of the two groups was also homogeneous. The data obtained from the pre-test score signified that the students both in experimental and control groups had quite similar ability in grammatical language. It was proven by the value of independent t-test that $t_{obtain}<t_{table}$that is 1.134<2.00. Therefore, the null hypothesis is accepted in which bothexperimental and control groups in the pre-test have a similar performance. In other words, there is no significant difference between the experimental and control classes.

However, after the treatment given, the students who were taught by using storytelling technique achieved better scores than those taught using traditional method. It was proved by the result of the dependent t-test of each group, experimental and control groups, by pairing the pre-test and post-test that the result of t-test in experimental group is higher than the t-test in the control group (19.421>7.374). It indicates that there is the significant improvement in post-test of the experimental group after storytelling technique was introduced. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that storytelling technique is effective in teaching grammar because it can increase the students' ability in mastering grammar.

CONCLUSSIONS AND SUGUSSTIONS

1. Conclusion

Based on calculation data in the previous chapter, it can be explained that the t-test of experiment group was higher than t-test on the control group. Although in the paired t-test for pre-test in both group showed the similarity of ability in mastering grammar, but in the paired t-test for post test showed that the ability of students in experiment group increased significantly (19.421>7.374). It can be stated that storytelling technique is more effective in teaching grammar because it can increase the students' scores than teaching by using conventional method such as grammar translation method. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, there was significant different between experiment group and control group in term of students' ability and achievement.

2. Suggestions

There are some suggestions given related to this study:

a. The participants in this study were EFL learners. Some others studies can be conducted with elementary, junior high school, senior high school or ESL students to find or not the same result will be obtained
b. The focus of teaching in this study was grammar. Other studies can be carried on in basic skills
c. The material used in this study was short story that was suitable for EFL learners.

In other studies, the researchers can use some complicated and longer passage to see if the groups will response in the same way or differently.

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THE USE OF GUESSING GAME TO IMPROVE STUDENT'S SPEAKING SKILL

Sri Wahyuni[1] dan Fitri Yulianti[2]

Abstract

Speaking is activity of two or more people in sending and receiving information or messages in oral communication. The reason for teaching speaking to students is because it belongs to the basic language skill in English. In speaking classes, the teacher usually give a dialogue of a certain topic, then the students are being to practice and memorize the dialogue with their friends and finally present the dialogue in front of the class in turn. It means that to understand the dialogue, the students must have the ability in vocabulary, grammar and pronunciation. Because of that, speaking is very important to be taught to the students.This study aimed to find out whether the use of guessing game is effective. The sample of the study consist of 27 students in one class. The data in this research were conducted by using pre-test and post-test. The result from the research showed that there is significant difference between the students who are taught speaking by using guessing game and those who are taught speaking by using traditional approach. The finding indicated that there is a significant difference between the score of pre-test was 53, 6 and post-test was 82, 9. From this research it was known that t – score is highest than t – table. It's mean that this alternative hypothesis (Ha) is accepted. Thus clear that the difference of the two means gained score was significant.

Keyword: *Guessing Game, Speaking Skill*

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INTRODUCTION

Teaching English in senior high school encompasses the four language skills; listening, speaking, reading and writing. As one of language skills that must be mastered by students, speaking is an important part for the students to acquire a language. Hybel (2001: 45) mentioned that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is to express our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners.

In addition, speaking skill is used in real life. It means mastering English communication is one of the main goals in learning English. One of target of teaching language is to improve students skill to speak that language. Meanwhile, Burns (2012:37) believed that for most foreign language learners, speaking in target language is not easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules.

The researcher has found similar case at second grade students in MAN 3 Banda Aceh where the students cannot say word perfectly in English. They look very confuse to express their ideas on their mind. Many students do not have passion or do not feel confidence to perform English, especially in speaking class.

The students are also less enthusiastic and less confident in speaking English and low motivation to learn. Accoding to Fulcher (2003:51) said that in teaching and learning process, students often get bored to learn English because the material and method are monotonous and also less English practice.

The teacher usually asks students to real dialogue in front of class or to answer some questions for examples. Because of that the writer think it can make students bored and they do not want to speak English.

Therefore, teachers should use one effective method for teaching speaking that make students active and motivate in learning speaking. The students can be motivated to say something to make possibility activities and giving opportunity for them to practice their speech.

According to Savignon (1991: 4) discussed, those teachers who did try to make time for students to use a pattern they had practiced in more authentic, real life situation will make their students more successful in speaking. To improve skill of speaking, games are considered as an effective technique to apply in teaching speaking, because game can attract the students to use English in a fun way. By using games, teaching and learning process will be more affective.

Based on Eroz (2000:5), games are highly motivating because they are amusing and interesting**.** Based on the definition, it can be concluded that the game can applied in teaching language skills**.** This statement also cited by Wright (1984:1) games help and support many learners to continue their awareness and work. It means that games make students want to continue their study and their work when teaching and learning

process, because the students fell relax and fun.

In relation to the techniques in teaching speaking skill, guessing games is one of the techniques that can be used for this purpose. Kipple (2012:34) stated that, the basic rule of the guessing games is very simple, someone knows the vocabulary and the others are trying to find it.

Similarly, Wright (2012:1) said that, in a guessing games and speculating game, some one knows something and the others must find what it is by purposes. Based on the definition above, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

Based on the background above, the researcher formulated the reserch question "Does the Guessing Games improve student's speaking skill in MAN 3 Banda Aceh?"

LITERATURE REVIEW

1. Definition of Speaking

Speaking is one aspect that important in teaching and learning process. The aim of teaching speaking is to train the students to be able to express their ideas meaningfully in the real life. According to Kayi (2006:7), speaking is the ability to express a squence of ideas fluently.

This statement cited by Tarigan (1997:15), speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling. It means speaking is an articulation of sound to express someone thought. Based on definition above it can be concluded that goal of teaching speaking is to communicate efficiently.

In addition, Haryanto (2004:13) said that speaking is talk or speaks. If both speaking and ability are combined, it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to other person. Therefore, Hornby (1999:427) said that in short speaking can be as the way to carry out feeling through words, even conversations with other.

From the definition above, it can be inferred that speaking is one of the most important role in people's communicating life among one and another. By communicating they are able to create relationship, inform, share and find imformation. In this case, speaking is the most important part in expressing the students' ideas, opinion, though or feelings and they are able to communicative with others by doing some activities in classoom.

2. Aspects of Speaking

Speaking represents a real challenge to most language learners. No wonder that, some people think that the ability to speak shows the competence of a person in language mastery. Because language is a habit, speaking skill, as a part of four major skill in a language, must be practiced more in its frequency in order to be fluent with the target language that is being learned. Furthermore, other expert add some aspect that should to know by the student, the are included of acuracy (grammar, vocabulary,

and pronunciation). Fluency and comprehension.

a. Accuracy

1) Grammar

Grammar is structure words that is arranged to be sentences to give meaning, it is needed for students to arrange a correct sentence in conversation. As cited by Heaton (1988:5), that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.

2) Vocabulary

Beyorn (2006:1) believed, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, students cannot communicative affectively or express their ideas in both oral and written form. Based on Hornby (1995: 137), vocabulary is all the words of a language that can be used by everyone. It means vocabulary is one of the speaking components which are very important in mastering English.

3) Pronunciation

According to Gerard (2000:10), pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

b. Fluency

The main goal of teaching speaking is oral fluency. Fluency mean as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Symbol of fluency consist of a logically fast speed of speaking and only a small number of pauses and "ums" or "ems". These symbols show that the speaker does not have to spend a lot of time searching for the language items needed to express the message. This statement supported by Brown (1997: 4).

As cited by Brown (2001: 269), fluency should be the target for beginning learners and should continue to be target as learners move toward more advanced stages in their language acquisition. Fluency is sometimes mistakenly thought to be the least difficult aspects of speaking development, because they are influenced by dialect and their mother tongue.

c. Comprehension

Heroine (2014:7) suggested teachers have to ensure that students are paying attention and understanding the material. It means conducting comprehension checks will highlight what students are struggling with and what needs to be covered more thoroughly before completing additional activities or moving on the next topic.

Consequently, the teacher can do the comprehension exercises often determined by the type of activities, and then teacher have decided to include in his lessons. Most of the comprehension checks for speaking exercises will be done during the initial introduction and practice sections of the lesson.

Therefore, the teacher can ask the students to practice the pronunciation of new words, provide synonyms for certain vocabulary, and the teacher also gives the translations of target structures to see if students grasp the meaning of certain material. During speaking exercises it may be difficult to correct students because correcting a student during a class activity brings him negative attention while when students are doing exercise in groups it is impossible to catch everything they say.

3. Teaching Speaking

Teaching speaking, especially English is teaching students how to communicate orally to others. Moreover, the teacher has to find and prepare the materials, give clear explanations or direction and also make relationship the materials that they have learn to their own lives.

There are many language learners considered speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others. Based on Fisher (2007:16), speaking is the uniquely human act or process of sharing and exchanging information, ideas, emotions by using oral language. The goal of teaching speaking skills is communicate effeciency.

Meanwhile, David (2000:197) sated that the purpose of teaching English in senior high school to gain function in all level. It means that students should be able to communicate in oral or written form to solve their problem in their daily life. Moreover, English teachers have to make their speaking class atmosphere interesting and give more chance for students to practice their speaking. Teachers, in designing their lesson objective, must consider students' need too in order to ease students in mastering English as a target language that is being learned.

Therefore, an English teacher has to process sufficient knowledge and understanding toward learning materials that she/he will teach. Furthermore, the teacher should be able to select an appropriate teaching methodology to be used in teaching materials as well classroom learning activities that can motivate students to learn. As cited by Hence (2004: 3), the students will feel enjoy during the class and keep on practicing their speaking ability.

There are many activities to uphold speaking in the classroom. Kayi (2006: 2-5) said that, from many linguist on her article on Teaching English as Second Language (TESL) there are thirteen activities to uphold speaking, they are discussion, simulations, information gap, brain storming story-telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the differences, and role play.

4. Guessing Games

Guessing games is a game in which the participants compete individually or in teams to identify something that indicate obscurely. According to Webster (2001: 8), in teaching speaking through guessing games, students are expected to be involve datively in speaking class activity; they are much courage to think what they want to say. In other words, by guessing game students more active and interest in learning speaking.

Klippel (1994:32) defined, the basic rule of guessing game is eminently simple: one person knows something that another one wants to find out. Based on definition above, it can be conclude that guessing game is a game in which person or participant knows something and competes individually or in team to identify or to find out the answer.

Similarly, Klippel (1994:33) said that guessing is true communicative situation and such are very important for foreign language practice with fun and excitement. It means that by guessing game the students can easy to practice their speaking and more enthusiasm.

Therefore, games can help the students in building a good relationship with their friends as well as in increasing their achievement in learning English. Webster (2001:2) pointed out a game in which participate competes individually or team to identification of something indicates obscurely.

RESEARCH METHODOLOGY

1. Research Design

This research is experiment study and quantitative approach. Emzir (2012:63) pointed out; the experiment study is the research method that can test hypothesis based on causal relationship (cause-effect). Moreover, according to Mujjs (2004:1) pointed out; quantitaive research is explaining phenomena y collecting numerical data that are analyzed using mathematically based methods (in particular statistic). Moreover, in this research the writer used one group pre-test design. It chosen because to thriftly the time and to make their writer easy to manage the class. This study focuses on investigate about guessing game in improving students' speaking skill at MAN 3 Banda Aceh.

2. Population and Sample

The populations of this research were all of the students MIA from the second grade of MAN 3 Banda Aceh in the academic year 2015/2016. Meanwhile, in this reserach, the writer used 27 students from 100 students of second grade in MAN 3 Banda Aceh as a sample. So, the sample of this research was the students in class XI MIA-3 that were consisted of 27 students.

3. Research Instruments

According to Selinger (2006:125) there are several techniques that can be used in a qualitative research to collect data such as: self reports and interview, test, observation, survey and questionnaire, et cetera. In this research, the writer needs various data that should be obtained from a number of students at MAN 3 Banda Aceh. The instrument was used for this study is test. So, the writer used test to measure the students' speaking achievement while conducting the research.

While, the pre-test gave in the first meeting and it was used to know how far the learn with their own teacher before. In this section, the teacher asks the students to speak in front of the class without determine the topic by the teacher or it is called free speaking. Then, the writer gave treatment in the second and third meeting, and post-test is done to know the students' speaking progress after giving the treatment.

4. Technique of Analysis Data

In conducting this research, the procedure of data analysis would be collected from result pre-test, treatment, and post-test result. After collecting the data, the writer did some steps in analyzing the data.

As cited by Brown (2004:71), to analyze the results of students' speaking ability, the writer used the speaking assesment rubric which contains three aspects of speaking skill, namely grammar, vocabulary and pronunciation.

Table 1. The classifications of minimum values completeness of MAN 3 Banda Aceh:

Score	Value	Category
90-100	4	Excellent
80-89	3	Very good
65-79	2	Good
55-64	1	Enough
0-54	0	Bad

(Taken from KKM MAN 3 Banda Aceh.)

The score of all tests from this research was setting up in the frequency distribution which is analyzed by using Mean. The formula of this statistic is suggested by Hady (2003:272).

The mean (M):

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

Explanations: M = Mean

$\sum x$ = Sum of score

N = Number of sample

Then to find out the weather the differences between pre-test and post-test is significant, the writer used the following T-score formula as suggested by Bunging (2005:191):

$$t = \frac{md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Explanations:

Md : D divided by N

D : Score treatment I-score of treatment II

N : Number of Sample

RESULT AND DISCUSSION

1. Result of Research

This research was conducted at the second grade students' of MAN 3 Banda Aceh, on January 11th - 17th 2016. Moreover, after giving treatment to the students in three meetings, the writer collected all the data needed from the result of pre-test and post-test. First of all, the writer would like to discuss the result from pre-test.

Table 2. the result of students' pre-test and post-test.

No.	Name of Students	Score of pre-test	Score of post-test
1.	AT	50	85
2.	CIV	40	80
3.	FH	43	90
4.	IES	59	95
5.	IM	58	100
6.	KN	60	85

7.	KI	50	70
8.	KD	60	90
9.	MA	45	95
10.	MRS	45	100
11.	MS	55	85
12.	MI	59	100
13.	MLN	53	100
14.	NN	60	90
15.	NI	58	85
16.	RS	57	70
17.	RM	50	90
18.	RM	50	100
19.	RR	54	95
20	RN	58	85
21.	RM	37	90
22.	SN	60	100
23.	SZ	60	100
24.	UJM	55	90
25.	ZMI	59	90
26.	ZH	53	80
27.	RM	60	100
Total		1448	2440
Mean		53,6	82,9

2. Analysis of pre-test

From the table above, it can be seen the highest score of pre-test is 60, and the lowest score of pre-test is 37. Meanwhile, total of students' score is 1448. Next step is to find the means score of pre-test.

$$M = \frac{\sum x}{N} = \frac{1448}{27}$$

M =53,6

From the classification above, it can be seen that there is no students who got excellent score and most of them got bad score. Also, the score of the mean is 50. That is categorized as bad score. Therefore, we can concludedthat the average of the young learners ability before the writer gave treatment were bad.

3. Analysis of post-test

From the table 2 shows that the students' score are range from 70 to 100. The following is the mean score of the result of post-test.

$$M = \frac{\sum x}{N} = \frac{2240}{27}$$

M =82,9

Meanwhile, based on the table above, it can be concluded that students' post-test is higher than pre-test. It means that, there are differences in both test. Therefore, teaching speaking by using guessing games helps students in improving their speaking skill.

From the classification above, it could be seen that there was contras result between pre-test and post-test score. In pre-test, almost all of students got bad score. However, we can see a significance improvement of the score in

post-test. Most of them are get very good score. None of them got bad score. So, the writer concluded that the average of the young learners ability after the writer gave treatment were very good.

Now, to find out the weather the differences between pre-test and post-test is significant, the writer used following T-score formula as suggested by Bungin (2005:191).

$$\text{Md} = \frac{\text{Score of pre-test} - \text{score of pre-test}}{\text{Number of sample}}$$

$$= \frac{2240-1448}{27}$$

$$= \frac{792}{27}$$

$$= 29,3$$

$$t = \frac{md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$t = \frac{29,3}{\sqrt{\frac{24848}{27(26)}}}$$

$$t = \frac{29,3}{\sqrt{\frac{24848}{702}}}$$

$$t = \frac{29,3}{\sqrt{\frac{65,389}{702}}}$$

$$t = \frac{29,3}{8,09}$$

$t = 3,23$

t-table = 2,093 df = N-1

= 27-1 = 26

From the statistical analysis above, we can see that the t-score of this research is higher that score in the t-table (t>t-test). It means that the difference was significant and the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

4. Discussion

The section discuss the research finding which has been introduced to previous section of this chapter, by maintaining the relevance with research problem to describe the use of guessing game in improving students' speaking skill. After analyzing the data, the research can be proved students' speaking skill by using guessing game at second grade students in MAN 3 Banda Aceh.

In learning process, especially on speaking, the students usually depend on the teacher's explanation. It is means the teacher is as the center or main recource in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. While, through using guessing game in teaching speaking, the teacher is as the facilitator.

Teaching speaking by using guessing game encourage the students learn actively. The students look enjoyed in game, they give more attention and participation on game. They have opportunity to discuss and share the material. The use of guessing game script is helping the researcher to investigate the students' speaking skill in senior high school. The evidance, the experiment was conduct and the result is the use of guessing game can be applying in all of school, This strategy is beneficial for reviewing and integrating subject matter.

The finding indicated that there is a significant difference between the score of pre-test was 53, 6 and post-test was 82, 9. From this research it was known that t – score is

highest than t – table. It's mean that this alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) was rejected.

The use of guessing game script in this research was suitable for the students. However, the students must learn more to increase their speaking ability, but by this technique it can help to measure their speaking. So that, the students got the confidence when speak to each other especially in front of the class. By learning game, they have e brave when performance in front of the class. These are some of the benefit or positive impact by learning game, not only is able to increase their speaking ability but also their confidence in their life.

CONCLUSION

The result of this research the use of guessing game technique in class room achieve more effective for students' speaking skill. The criteria of success are t-score is 3, 23 and t-table is 2, 093. It's mean that this alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) was rejected. In fact, the result of the test demonstrated that after the use of guessing game technique in teaching and learning process, the students' score has increased.

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TEACHING WRITING TO EFL UNIVERSITY STUDENTS: SOME IMPORTANT ISSUES (Reducing Writer's block and Breakthrough to Better Teaching)

Hijjatul Qamariah[1]

Abstract

This article discussed that the students' difficulties in writing can be triggered by a lot of factors, but to solve those difficulties is never ending story. While correction of piece of writing is believed can helped students improve their writing, but the fact that the implementation of correction still cannot solve the problem. Moreover, students tend to be apprehensive. Writing apprehensive is dealing with the anxiety about writing. Students feel fear when they are assigned to write a piece of writing. This nevertheless, is a problematical issue that needs to be solved by the writing instructor or teacher. Some experts stated that writing apprehension can be caused by several factors, such as lack of writing strategies, inappropriate teachers' writing teaching techniques, inappropriate contain of writing textbooks, and the students' cognitive. Therefore, a better teaching instruction perhaps will minimize students' apprehension in writing. This article tries to give an insight for a better teaching writing and how to deal with the problem that the students face when writing.

Keywords: *writing skill, writers' block, writing apprehension, apprehensive*

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INTRODUCTION

Writing in university has been regarded as one of the complex English skills that require thoroughly ways in order to produce a highly rich piece of writing. Writing is also one important skill for academic success. It therefore, needs a lot of efforts on making the students write better. These efforts will be potential when they go to the right target. However, most of the effort is aimed at skill building and grammar instruction. Writing in university is not only about producing a grammatically correct piece of writing, but the writing should show a well communicative writing that can deliver what the writer intended to convey.

More development on writing teaching approaches have been growing in the recent decade, such as "portfolio assessment, peer evaluation, conferencing with instructors, communicative approaches, computer writing software, mail exchange, etc" (Lee, 2003, p. 112). Those approaches have been underpinned by researches that show their effectiveness on teaching and learning. Yet, most writing instructors still cannot give up conservative grammatical error correction and cannot successfully apply the new approaches mentioned above. The gap between research findings and the practice in real classrooms never seems to be filled. Accordingly, the cause of students' writing difficulties has not yet been discovered.

A number of researches on English as Foreign Language (EFL) writing have been conducted. Those researches view EFL writing as a complex and continuing process that need some remedies to overcome. In this case, students not only deal with writing techniques but more serious than that. This is what we call writing apprehension or anxiety where students have problems with their negative affective domain toward writing. This term was coined by Daly and Miller (1975) but later the most common researcher on this field is Lee and Krashen (2002). Apprehension can be triggered by several factors; namely, students' traumatic past experiences in writing, lower expectations and negative responses from teachers, and the lack of writing competence (Lee, 2003, as cited in Daly, 1979 & 1985; Daly & Wilson, 1983; Duke, 1980; Harvley-Felder, 1978; Miller, 1975). It can be assumed that those factors are from learning and teaching experience the students get. Teacher should know that the learning experience that the students will have will eventually determine the success of students in learning. Continuous and extreme grammar correction will undeniably affects students affective in learning which later contribute to the students' competent performance. Ineffective teaching is also related to this issue.

The relationship of writing apprehension and students' writing proficiency has also been researched widely. The link between students' writing and their apprehension, attitude and perhaps self-efficacy is believed to cause

students' poor performance in writing. Long time before, Truscott (1996) had identified that the harmful cause of apprehension is the over applied of grammar correction when assessing students' writing. He believed that it will not only attack students confident but also it cause traumatic effect. He further stated that producing a successful writing needs a limited amount of stress condition. Hassan (2001) asserted that apprehension and writing are negatively influenced. He contended that to lower students' apprehension and anxiety levels could be solved by replacing "teacher's evaluation with peer or self –evaluation whenever possible". As cited in Singh and Rajalingam (2012), a study conducted by Hanna (2010) showed that there are differences found between students who have low and high apprehension toward their writing performance. The students who highly have apprehension feelings tend to have poor quality writing and mostly avoid writing assignment compared to low apprehensive students.

Similarly, a study conducted by Erkan and Saban (2011) on Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing proved that "when one's attitude towards writing is good, one's apprehension about writing would be lower" (p. 184). Thus, the link between apprehension and writing performance does have influential effect that cannot be taken into granted.

On contrary, a study investigated by Singh and Rajalingam (2012) confirmed that the relationship between writing apprehension level and writing proficiency indicated that the higher the apprehension level the better the respondents performance. Interestingly, this result indicates that the more anxious the students feel when producing writing the more careful they are in writing and this will lead to better writing. These findings however, contradict the previous studies and make us think that, students who have high apprehension might approach their writing with negative attitudes and avoid writing whenever there was an opportunity. This study is also supported by Horwitz (1991). Therefore, it can be caused not only by students uncomforting moment but also their competent.

This study however, leads us to discuss more the problematical issue regarding students writing performance. Without doubt, it can be concluded that students writing performance is surely affected by writing apprehension but also their cognitive. Attitude and self efficacy are two main aspects that cannot be avoided when talking about those problematical things. Therefore this paper will discuss those issues more and hope to give more insightful ideas to a better teaching writing.

LITERATURE REVIEW

1. Some Important Issues in Teaching Writing

One of the important issues in teaching writing is when dealing with assessment. Teacher, as the one who check students' paper is hoped to give a proper feedback on the students' papers.

This is probably the most controversial issue because it is believed that giving correction on the students' paper can trigger writing apprehension. Grammar correction or error correction is considered offensive and harmful (Lee, 2003). She further stated that "Students' *perceived importance* of error correction and teachers' response did not significantly account for how they performed in actual writing, i.e., their writing performance does not reflect the effectiveness of teachers' comments and error correction, if there is any"

On the other hand, a lot of studies have been conducted on students' writing errors. The errors related to grammar are mostly noticeable (Zitouni, 2015; Mohamed & Zouaoui, 2014; Ghabool, 2012). The finding of the researches showed that one of the causes of the errors is inappropriate used of given feedback. This is however, become a complicated issue among writing teachers. On one hand, the study suggested that giving feedback such as error correction and grammar correction will help students to perform better writing, but on the other hand, the correction of grammar error will lead to apprehension that can cause writing difficulties.

Moreover, this issue will lead to more debatable argument. One is certain is there is a problem with the instruction and writing process in the classroom and the implementation of that instruction and process after all.

Other important issue is the influence of knowledge. Learned knowledge has played important role toward second language acquisition. Without doubt, knowledge can help students check their errors in language utterance or while writing. According to Lee, (2003), the learned knowledge can work well in three required condition: sufficient time, focus on form, and know the grammar rule. If one of these conditions is absent, thus the monitor or learned knowledge will not work as expected. Writing apprehension is believed will create monitor over user who tend to focus on form than on content, which leads to more fluent production but lack of accuracy. To conclude, only students who are interested in studying grammar can get greater impact of error or grammar correction (Krashen, 2002).

Finally, writing apprehension can be minimized with reading. "The Reading Hypothesis delivers what grammar instruction and correction cannot deliver" (Lee, 2003, p. 122). Writing competent can be developed through reading. A study conducted by Mermelstein (2015) showed that extensive reading did contribute to the improvement of writing skill. Certainly, there is no single method that fits for all, but this reading program is believed to have a certain effect on students writing's performance (Kirin, 2010) even it only improves the students' written work to a certain level.

2. Writer's block

To produce a good piece of writing is not easy; it needs a lot of stages to follow. One biggest difference between expert writer and

novice writer is on the planning stage. Expert writing tend to have a well organized writing but novice writer miss this stage. In this part, the novice writers have some difficulties in dealing with their writing. The most related difficulty in writing is writing apprehension. Badrasawi, Zubairi and Idrus (2016) confirmed that students' writing apprehension is as follow,

> "Writing apprehensive is frightened by a demand of writing; they fear evaluation of their writing; they usually avoid writing; their writing tasks or assignments are late or non-existent and their anxiety of writing is often reflected in their written products and their behaviors and attitudes about writing situations" (p. 135).

This situation has been believed as a trigger of problematical issue in writing. Without doubt, apprehension in writing is unavoidably occurred. Bishop (1989) stated that students with high level of apprehension tended to have less control over usage and written form compared to students who have low level apprehension. Moreover, high Apprehension students tended to write shorter and lack of syntactically complete phrases or sentences.

According to Al Asmari (2013), writing apprehension is similar to writing anxiety, where the students in this condition feel fear of the writing process. Additionally, Kara (2013) identified that writing anxiety can either be the cause or the effect of poor writing performance, because there some studies that claims poor writing performance is caused by undeveloped skills in writing. Her study revealed that the students who have anxiety in writing stated that "because they do not have writing habit and they occasionally wrote in their previous experience and they are not used to writing and express themselves in writing because in their previous education they are familiar taking tests" (p. 108).

However, other complex writing blocks also influence the writing performance of the students. They mentioned that they have low writing skills such us in organizing ideas, and combining those ideas in a good way. They also claimed that their English is not enough to express themselves clearly. Moreover, teacher motivation and feedback are also considered important to boost students' writing performance. The writing teaching technique may also cause writing anxiety, for instance the teacher did not provide enough example and interesting way of teaching. Another problem is the use of appropriate writing textbook. Textbook which fail to provide enough example and exercises is believed can cause the lack of writing ability (Jahin, 2012; Kara, 2013; Al Asmari, 2013; Al-Shboul & Huwari, 2016). That problematical issue therefore, leads to writing anxiety. In this case, teacher should prevent the anxiety to occur in the learning process.

To sum up, writer's block will frequently happen to every writer, but the way how to deal with it is matter, in this part, teacher should minimize the block from the students and make them to slightly have low apprehension when writing process take place.

3. Teaching Writing Enhancement

To reduce writing apprehension from the students, a better improvement on writing instruction should be paid attention. Some insight to a better teaching probably will be helpful. Providing them with a traditional and product oriented way of teaching writing should be considered.

In many countries, creating and discovering and also experimenting a new instruction in teaching writing has been evolving for decades. Many articles have published the findings of the research on a new way of teaching writing. However, there is always gap between the research findings and the implementation in the classroom. A lot of questions appeared regarding the issue, what the teacher should do when confronting the writing text of the students, how the teacher corrects them, and how to assess them. Those questions need to be answered soon in order to reduce the block of students writing.

Lee (2003) revealed that there are some important points need to be considered in order to reduce the blocks. First of all, it is related to the process of writing. When the teaching goal is to increase students' awareness of well-organized writing process thus it will improve students' ability in writing. Likewise, before that, Badger and White (2000) affirmed that "Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure" (p. 154). Similarly, in the process approach the students are required to comprehend the process of writing, generating their ideas, outlining, drafting, and writing a final paper (Qamariah, 2016).

The other point that can generate better writing instruction is the thinking process. Wallas (as cited in Lee, 2003) proposed this term as incubation. This is related to subconscious process of generating ideas. Lee (2003) suggested that some preparation for thinking process can be conducted by talking (discussing), but writing is a very prevailing way of presenting ideas to the subconscious mind, because writing can lead us to correspond to our current thoughts on the page. Thus, the thinking process seems to occur well when our mind in a relax condition.

Therefore, writing teacher should provide some time for the students to alert their thinking subconsciously by preparing them to the stage of discussing the topic and let them write their ideas in the paper. In traditional classroom, or in the product approach, we tend to limit the time for the students, so they do not have time to think.

Subsequently, this process needs to be followed by other conscious process, for example planning, outlining, drafting, revising and writing.

The next point that can be implemented in writing instruction is the writing process itself. The students should spend time more on the

writing process. Starting from brainstorming that is generated from incubation process, then planning, drafting, revising and editing and reread, and might be do some more revising process will lead to well-organized piece of writing. Nunan (1991) stated that the process approach writing concentrates in steps of producing a piece of writing that involve reflecting on, discussing and reworking on good drafts of a text. Ho (2006, p.2) urged that comparing to traditional methods which stress on writing product, the process approach has brought about improvement of writing instruction over years. Has been implemented to different level of teaching models, the process approach of writing has been believed to cause significant result in creating a better writing (Sun, 2009, p.155).

Experts say that, good writers do many revision steps compared to poor writers. Thus, the focus is not only on form of the writing but more importantly on the content. Revising some word choice several times before writing the final paper is also conducted by advance writer. Lee (2003) stated that for poor writers, they consider revision to be editing, simply making a neater version of the previous draft, but for experienced writers, revision strategies are part of the process of discovering meaning (p.128). Therefore, doing revision on the writing helps students find the problem and then solve them, find some irrelevant sentence and inappropriate points and revise them.

CONCLUSION

This paper explains some causes of difficulties faced by students in writing. The explanation started from the affection that is apprehension in writing which cannot be pushed aside because it will unavoidably happen. Then, it explains the cognitive aspect such as writing skills and strategies that also become the cause of the difficulties in writing. Subsequently this paper tried to give some insightful ideas in dealing with those difficulties and help to create better writing instruction such as bringing process in the classroom, raising the mind of the students in order to generate new ideas and conducting writing process by stressing on planning and revising stages. Therefore, this paper is hoped can give some ideas for the writing teacher to create a comfortable condition for the student in doing their writing process and also to create a better teaching instruction.

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APPLYING REALIA TO IMPROVE STUDENTS' WRITING ON A DESCRIPTIVE TEXT

Rosdiana[1]

Abstract

In learning process, a teacher is required to be able to select the appropriate method for teaching students to write text. One of the texts that should be learned by students is descriptive text. The purpose of this research is to improve students' writing descriptive text. It is an experimental study that employed *One – Group Pretest-Posttest Design* in which there was one class as an experimental class which was taught using Realia. The subject of this study conducted in class VII at SMPN 18 Banda Aceh. There were 21 students taken as sample of this research. Technique of data collection in this research is using test. While to analyze the data, the writer used quantitative analysis by using some statistical formulas. After the writer applied the media, the writer looked at a positive improvement on the students' writing. It was turned out that this media really help students in writing descriptive text. The result of data analysis demonstrated that there was a significant difference on students' achievement from both tests proved by average of the pre-test and post-test's score. As a result, the post-test's mean score (84, 07) is higher than pre-test's mean score (60, 7), which the score of t-test was 18,45 and the value for t-table was 2,08 at a level of significance 0,05. It can be concluded that the students who were taught by using realia had a better performance in learning writing especially on descriptive text. In brief, realia enables to increase the students' achievement in learning writing and it gave a positive effect on writing teaching and learning process. It helps students' in writing a descriptive text by looking directly the object that they would describe.

Keywods: *Writing, Realia*

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INTRODUCTION

Writing is one of subjects in English class that should be learnt and understood by students. According to Harmer (2004: 31), writing is one of four skills that should be mastered by students. It has formed part of the syllabus in the teaching of English. Writing is taught after listening, speaking, and reading (Oshima and Hogue, 1999: 3). It can be understood that writing is an important aspect in teaching learning English because it can combine with three aspects more in English. Students not only need speaking, listening and reading, but also they need to learning writing.

In addition, Murphy (2005: 42) stated that writing is in a very real sense, a mirror image of reading. Nunan (2003: 88) also said that writing as the process of thinking to get the ideas, to express them, and to arrange them into statements and writing paragraphs. Moreover, writing is a whole brain activity, which uses bright brain side (emotion) and left-brain side (logic), although right and left-brain sides are used in writing, right brain side has a big position because it is a place, which appears new ideas and emotion (Herack, 2002: 179). It means that writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

According to Harmer (2007: 79), the ability to write effectively is not innate, but it must be learned and practiced. In teaching learning process, the teacher should create an interesting classroom's atmosphere and be creative in implementing many kinds of supporting aids to help them in learning process. Therefore, writing is one of language skill and productive skill that should be learnt by students in junior high scool, it is expected that students will be able to express their ideas and feelings by English writing.

Based on curriculum 2013, junior and senior high schools' syllabus required students to be able to write some kind of genres in writing, are; narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items. All of the writing's genres is should be learnt by students to improve their writing. This research is focused on writing descriptive text.

Saragih (2010: 20) said that descriptive is used to describe a particular person, thing or place. In addition, writing descriptive text is writing that describes a particular person, place or event in great detail that includes nouns, adjectives, and adverbs (Tolkien, 2009: 23). It can be undestood that descriptive paragraph is a paragraph that contains descriptions of a particular topic such as person, thing, or place which uses a lot of nouns, adjectives and adverbs to describe what is going on or how something appears.

In this cases, writing descriptive text is one of the genres in writing text. It was taught by teacher in order to make students known how to describe themselves and their surrounding althought it is in a simple way. Based on the observation conducted, there are some difficulties aspects that faced by students in learning descriptive text, such as: lack of vocabularies, less of ideas, mechanics,

grammar, and less of motivations in learning English. However, many students had difficulties in writing descriptive text because the teacher only explained what are the generic structures and the methods how to write the descriptive text, the teacher did not use any method or new way to teach the students. Therefore, the students less of motivated, bored and had difficulties in learning descriptive text. Beside lack of vocabulary, grammar, spelling and other, the students also did not able to recall and describe the things in a systematic order. Moreover, they cannot describe the parts, qualities and characteristics of the things completely.

Based on the problem above, teacher needs to be responsive to the classroom situation in order to take an interesting class and make students relaxe until they have some motivations in learning English. In this case, to find a better way to teach writing especially in descriptive text, teaching-learning process should be applied by some techniques, strategies and medias which can help students in improving their writing. Thus, this research applied by using a media. The use of media can help the students to improve their ability in writing especially in writing descriptive text. Realia is supposed to be one of teaching materials that used in teaching descriptive text. Using realia in writing descriptive text can encourage students' motivation to write and can increasing students' ability in writing descriptive text.

According to Rachman (2001: 17) realia is a kind of real object used as the teaching material the real object such as something that can look, touch, listen, and observe through five sense. Similarly, realia are real things objects such as animals, plants and artifacts coins (Burden, 1999: 145). Therefore, they are ideal to introduce students to a new subject. They give real-life meaning to otherwise abstract words. Inffered that by using realia, students can look the concrete object directly which on their environment to be observed. Therefore, students could reach the object and finally they could be able to express their ideas completely about what they have already looked carefully.

Thus, based on the problem above, this study intended to take up about the implementation of realia in improving students' writing skill.

RESEARCH METHODOLOGY

In conducting this research, the writer used experimental study one group pre-test post-test design. Arikunto (1998: 257) said that experimental research is a study to know whether is affective or not to be subject that is given a treatment. In this study, the experiment meant to apply realia to improve students' writing ability especially in descriptive text. In improving students' writing descriptive text teacher should have many strategies, methods, medias, motivations and created an enjoying atmosphere in classroom to encourage the students. To increasing students writing ability, would be applied a media that can help them in writing, the media that is used in this research is realia.

According to Haryuniasih (2009: 15), the benefit of using realia is it can help students to see the things or event directly. It

mean that using realia the students can look at the real thing to avoid student lack of ideas and easy to express it in a paragraph. This research is implemented by give pre-test, some treatments and post-test to the students. The research objective is therefore to identify the implementation of realia in improving students' writing ability. This experimental applied at SMP 18 Banda Aceh as the object of this research. It is one of junior high school in Banda Aceh. The school address at Jl. Tgk. Chik Dipineung Raya Gp. Kota Baru Kuta Alam - Banda Aceh. It has three level of class are VII, VIII, and IX, each level has 5 class of students. In this experiment, the writer's research focused on the first grade students especially at VII classroom.

Hypothesis

Hypothesis is tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about some expectations that will be happen in the study. In this research, the formulated hypotesis were:

Null Hyphothesis: There is no significant difference of using realia in improving students' descriptive paragraph.

Alternative Hyphothesis: There is significant difference of using realia in improving students' descriptive paragraph.

The writer will use a significant value of 5% ($\alpha = 0,05$) and 1% ($\alpha = 0,01$) for finding the result of research significance. If t-score is equal or higher than critical t-score, so the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is significance difference between the first and the second variable. If t-score is lower than critical t-score, so the null hypothesis was accepted and the alternative hypothesis was not. It means that there is no significant differences between the first variable and the second variable.

This research is experimental research, it applying realia to improve students' writing descriptive text. This research was applying to students of SMP 18 Banda Aceh escpecially for first grade students of class VII. It used two sets of test to collect data, are; pre-test and post-test. In this test, there are several phase that used, namely; pre-test, treatment, and post test.

Pre-test is given at the first meeting. The writer gave pre-test to find out student's understanding about writing descriptive text before applying realia. Students had instruction to write a text that have title about "My house" that consist of 50 – 150 words.

In treatment phase, the writer was conducted the teaching action in the first year students of VII (4) classroom by applying realia in teaching descriptive text. The treatment did during 2 meetings. During the treatment, the writer observed the students' activity and gave instruction or motivation in the classroom. It had purpose to understand and got the relevant data or information about this subject.

Post-test is given at the end of the meeting or research. The purpose of post-test was to find out final score after teaching treatment and to identify that the used of realia to increase student's writing descriptive text is effective or not. Pre-test is given in the

beginning of the research. It mean to identify the students ability in writing before the real object is applied, while post test is given at the end of the study or treatment. Mean while, post-test is given in the last meeting after the writer teach the students' writing descriptive text by using realia. In post-test, the students got instruction to wirte a text that title about "My School" that consist of 50 – 150 words. It means that the text is used to detect students' understanding about writing descriptive text by using realia whether the student's knowledge increase or not. Finally, it was compared both of the score of pre-test and post-test by using t-score formula.

THE RESULT OF STUDY

No	Students' initial	Score		Gain (d)	Xd	X^2d
		Pre-test	Post-test			
1	Student 1	50	75	25	-2.38	5.6644
2	Student 2	65	86	21	-6.38	40.7044
3	Student 3	66	75	9	-18.38	337.8244
4	Student 4	58	83	25	-2.38	5.6644
5	Student 5	65	91	26	-1.38	1.9044
6	Student 6	58	84	26	-1.38	1.9044
7	Student 7	58	86	28	0.62	0.3844
8	Student 8	63	91	28	0.62	0.3844
9	Student 9	50	71	21	-6.38	40.7044
10	Student 10	58	83	25	-2.38	5.6644
11	Student 11	65	100	35	7.62	58.0644
12	Student 12	70	96	26	-1.38	1.9044
13	Student 13	63	100	37	9.62	92.5444
14	Student 14	63	93	30	2.62	6.8644
15	Student 15	55	91	36	8.62	74.3044
16	Student 16	58	86	28	0.62	0.3844
17	Student 17	50	70	20	-7.38	54.4644
18	Student 18	58	88	30	2.62	6.8644
19	Student 19	63	88	25	-2.38	5.664
20	Student 20	63	100	37	9.62	92.5444
21	Student 21	63	100	37	9.62	92.5444
TOTAL		**1199**	**1834**	**575**	**0.02**	**925.048**

To find out degree of freedom, the writer used statistical formula by Hartono, the formula as follows:

Df = N – 1 = 21 – 1 = 20

Based on the result, t-test is 18.45 meanwhile t-table 0f 5% is 2.09. It mean that there was different score of the students experimental pre-test and post-test. The students in post-test who were taught by applying realia got higher score than pre-test before treatment.

1. Proving the Hypothesis

The hypothesis and research problem of this experimental study showed that the the implementation of realia is effective to improve students' writing ability. Based on the experimental teaching and test there were some problems that faced by students previously such as lack of vocabulary,

grammar, spelling, less of idea, etc. Before the writer did some treatments by using realia, the students' score in writing was lower. Then, after applying the treatment by using realia it showed that positif effect and the students' score in writing was improve.

The hypothesis of this study is consist of two hypothesis are:

(Ho): There is no significant difference of using realia in improving students' descriptive paragraph.

(Ha): There is a significant different of using realia in improving students'descriptive paragraph.

Based on the data processing, the writer submitted the information as follow; after researcher had analized and accumulated the data, she would decide to accept or reject the hypothesis. The criteria to accept and reject the hypothesis could be seen in criteria that showed below;

Ho accept and Ha reject if t-score < t-tabel

Ho reject an Ha accept if t-score > t-tabel

In this study, the value of t-score is 18,45 and t table score is 2.08. It means that the t-score is higher than t-table. Therefore, this study decide to accept alternative hypothesis (Ha). It can be undesrtood that realia is effective in improving students' writing on a descriptive paragraph at SMP N 18 Banda Aceh.

2. Discussion

This part is discuss about the finding of this research. After analyzing all of the data collection from pre-test and post-test, there are some findings from this research would be discussed; First, the result of the test showed that the average score of pre-test score 60,7 is lower than post-test that got score 84,07. It inferred that, teaching writing descriptive text by using realia can improve students' ability in writing.

Second, applying media is important used by teacher, because the media can help students to explore their ideas and can motivated them in learning, especially in learning English Language. This research use realia to improve students' descriptive text in writing. The use of realia, the students can write easily and better in developing their idea in written form. It was proved and showed that the students score was improve after applying realia media. According to Huang (2007: 134) to prove the effectiveness of media as a teaching technique for uniting by showing the successful achievement on their studies and the suggestions how to apply it in the classroom.

CONCLUSSIONS AND SUGUSSTIONS

1. Conclusion

Based on the data analysis result of this research, the writer can conclude that teaching descriptive text by using realia is effective to apply on first year students VII (4) in SMP N 18 Banda Aceh. It was proved by some criterias, are; first, the implementation of realia in teaching writing to the students of SMPN 18 Banda Aceh was successful. After being taught by using realia, the students of class VII (4) get higher score than the score before applying the media. In addition, realia media can influences the students' ability in writing descriptive text to exploring the idea. It can the students easier and better in

developing their idea and to express it into writing form. The students got better improvement because of the use realia. Based on authentication of hypothesis, got the result $t_{hitung} > t_{tabel}$ 18.45 > 2.08, it mean that the null hypothesis (Ho) was rejected and the alternative hypothesi s (Ha) was accepted. It can be understood that the students who were taught by realia have improved their writing skill in descriptive text.

2. Suggestions

Based on the result discussion of this study, the used of realia was significantly influence for the students' ability of the first year students at SMPN 18 Banda Aceh. In fact, their ability improved than before. In order for improving these students' achievement and the process of teaching learning activity, there are some suggestions which have been considered for the students.

First, to increase the students' ability of English, the students should be more active and more motivates in learning English, especially in learning writing descriptive text. The teacher can help the students to improve their ability by using realia in teaching English, because by using the real things, the students can easy to develope their ideas and expressions in writing form and can make the subject become more interesting. Furthermore, the school should administer and provide a kind of English media such as realia or interesting materials which may interest students to improve their English proficiency in learning English such as writing.

Second, the teacher has to make a good lesson plan in order to increase the students' motivation and to find the goal of a given learning session. The teacher should use some medias such as realia in teaching to attract the students' attention and can motivate them in writing. To support that the teacher also has to prepare and applying the teaching material in detail and complete, so that easier to convey the teaching material to students.

The last, because of this study focuses on students' ability, it can solves the problem that be faced by the students in writing. The writer suggests other researchers who conduct similar study to cover wider population and various levels of students to make them aware of their potential and know their nature and talent in English. It could be the best way to improve their English skill. Later they will also find their interest in English. Thus students obviously have to practice a lot in order to train them in writing by using realia outside the school.

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THE USE OF DIRECT STRATEGIES IN READING COMPREHENSION
(A Descriptive Study at Senior High School Al-Falah Abu Lam U Aceh Besar)

Rusmiati[1] dan Kamalina[2]

Abstract

The purpose of this research is to know the direct strategies used by students in reading comprehension at SMA Islam Al-Falah Abu Lam U. The subject of this research is the first grade students of XI 1 at SMA Islam Al-Falah Abu Lam U. Descriptive qualitative method is used to describe the strategies used by students in reading comprehension. The data of this research were obtained by using observation, questionnaire and interview. They are analyzed by using a descriptive explanation. The result show that the students at SMA Islam Al-Falah Abu Lam U used many cognitive strategies in reading comprehension, such as word by word translation, meaningful translation, use dictionary, underlying of keyword and many others. The use of these strategies is to help students in reading comprehension, namely to comprehend the text easily and rapidly. The cognitive strategies that frequently used by students were; using dictionary (resourcing), translated word by word (repetition), reading the title and imagines what the text might be about (summarizing), and reading with comprehend every paragraph to understand whole text (deduction).

Keywords: *Direct Strategies and Reading Comprehension*

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INTRODUCTION

Reading is about understanding written texts which can make people successful in study and knows the world. According to Lai et. al (2008:153), reading is the most critical skill in learning English. It means if the students cannot read well, the door towards the path of learning will most often be closed for them. Learning reading is essential not only to language learning but also to academic learning in all subject areas and to lifelong learning, Drayer and Nel (2003). In other words, by reading people can get a number of meaningful information.

Furthermore, Gardon (2007:37) stated that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. In line with statements above, reading comprehension does not focus on pronunciation or load reading, but it focuses on understanding a main idea and related details.

In overcoming the difficulties on reading comprehension there are many strategies can be used by the students. According to Oxford (1990:23), there are two kinds of learning strategies which can be applied in reading, i.e. direct strategies and indirect strategies.

Direct strategies are tactics that are used directly by students while they read a reading comprehension text. It consists of memory strategies, cognitive strategies and compensational strategies. Meanwhile, indirect strategies is intentional, planned tactics by which learners monitor, identify and remediate their reading. It consists of metacognitive strategies, affective strategies and social strategies.

Among these strategies, the cognitive strategies is one of the most popular strategies used in reading. Cognitive reading strategies is the actions readers take while interacting directly with the text (Anastasiou & Griva, 2009; Sheorey & Mokhtari, 2001, as cited in Yang, 2011:309). It means the cognitive strategis is the direct strategies that used by the student to overcome the difficulties while they read the reading comprehension text.

Based on Chamot & O'Malley (as cited in, Anne Ratna S (2014:3), the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning. It involves word-by-word translation, meaningful translation, underlying keywords, guessing meaning from the context, inferring and many others.

From the elaboration above, the researcher assumes that the cognitive strategies is one of the best strategies can be used by the students in overcoming the reading comprehension difficulties. In term of this matter, the researcher is interested in conducting a research related to the topic of the use of direct strategies by students of senior high school in reading comprehension.

Based on the background described above, this research focuses on the following problem, that is which cognitive reading strategies are frequently used by the students to enhance their reading comprehension?

According to Yang (2011:312), cognitive strategies is on going mental activities used by readers to utilize their knowledge and inference to decode the given text. As has been mention before, cognitive strategies is the direct activity that used by readers while they are read a text. In addition, Oxford (1990) divided the cognitive strategies into repeating, getting the idea quickly (skimming and scanning), using resources for receiving and sending messages, reasoning deductively, analyzing expressions, analyzing contrastively, translating, transferring, taking notes, summarizing and highlighting.

LITERATURE REVIEW

1. Definition of Reading

Reading is an activity in which a reader usually interacts with a text in a close situation. This term brings out many definitions of reading established by the experts. Alderson (2000) stated that reading as an enjoyable, intense, private activity, from which much pleasure can be divided, and in which one can become totally absorbed. In addition, Nunan (1989:17) stated that reading is as a complex cognitive process of decoding symbols in order to construct or derive meaning.

According to Harmer (1991:153), reading is very complex process; it involves the cooperation between eyes and brain. The eyes receive message and the brain then has to work out the significance of these messages. Reading can be a valuable activity because it can develop students' knowledge from information they get in printed materials. It is an essential skill that should be mastered by students especially in learning language.

In addition, many experts quoted some definitions about reading differently. According to Duffy & Roehler (1993:63), reading is a purposeful reconstruction of an author's printed message for recreational, aesthetic, or functional purpose. Furthermore, Rubin (1993:5) said that reading is a complex dynamic process that involves the bringing of meaning to and the getting of meaning from the printed page. Likewise Rubin, Dechant (1993:69) stated that reading is registration of the printed word in the brain by the visual and the perceptual process, with the brain converting the written symbols to language and with cognitive and comprehension processes.

Based on opinion above, researcher can say that reading is not only looking at the word in the form of graphic symbols, but also getting meaning from to word to understand what we read, and it can be concluded reading is the process to understand the content and get as much as information from the text.

2. The Purpose of Reading

According to Lilian (1981:62), reading purpose are classified into four categories; the first is reading for information. It means people read to obtain information for certain purpose. This purpose can be useful in language learning classroom as well. The second is reading for enjoyment. This purpose is to get enjoyment or pleasure from the plot of the story or humor in the text. The third is reading for problem solving, and the last is reading for evaluation. However these four

purposes of reading are more used by the readers in their individual life.

Furthermore, Suwarno (1989:59) stated that there are five purpose of reading; reading for pleasure, practical application, extracting specific information, finding the general idea, and evaluating critically.

Based on opinion above researcher can say that reading for pleasure is the activity of reading that doing by reader just only for entertainment such as, comics, novels, and many others. Then, reading for practical application, in this case reading to get information that reader can apply in specific goal. Next, reading for extracting specific information and finding the general idea, it means reading is used in understanding theories' text book. And the last is reading for evaluating critically, it involves reading is for understanding by approaching the material with examine causes and evaluating idea. Moreover, reading for comprehension is the primary purpose of reading which is reading without comprehension the end of reading is emptiness.

3. Definition of Reading Comprehension

Reading comprehension is an activity of associating or connecting the students' ideas. It means reading without comprehension cannot be associated as reading to achieve comprehension. Grellet (1986:3) stated that reading comprehension is that students try to understand a written text by extracting the meaning that required information from it as efficiently as possible. It can be said that what the students do in reading activity is to find the valuable information from the text.

In addition, Kustaryo (1988:11) explained that reading with comprehension is an understanding about what has been read. It is an active thinking process that not only on comprehension skills but also on experience and students' knowledge.

The importance of essential knowledge and decoding skill as necessary activities in reading process is to get comprehension, so that the students could construct message from a passage. This means, students must indeed construct message from a passage. Message or meaning is not conveyed automatically rather than is a mental process. This process is commonly called as reading comprehension. Based on Cooper (2000:37), comprehension is the strategies process by which to a text by using a clue in the text and own prior knowledge.

Comprehension always plays an important role in reading because the primary reason of reading is that students understand what they read. Students cannot get any idea written in a text or book if they do not understand what they have already read. In other word, reading without comprehending is useless.

4. Types of Reading Comprehension

According to Kustaryo (1998:12), specific reading comprehension skill could be divided into three levels of skills. First of all is literal reading. It is fundamental to all the reading skills at any level because a reader must first understand what the author

said before he/she can draw an inference or make an evaluation. The literal level is considered to the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said. The second level is inferences. Inferences are ideas which a reader receives when he/she goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

In addition, Hancock (1995:123) stated that inferences may be drawn by analyzing characters and their actions, and by determining the mood of the material. They may be based on facts and must be assembled by the reader. A fact can usually be found in the passage and underlined, but an inference is more of a feeling. And the last is critical reading. It requires a higher degree of skill

development, perception also reading with an inquiring mind and with active, creative looking for false statements. Critical reading means questioning, comparing, and evaluating.

Nevertheless, Richard et all (1985:238) classified reading comprehension into four categories; literal comprehension, inferential comprehension, critical comprehension, and appreciative comprehension. Likewise, the first type is literal comprehension, which is reading to understands, remember, or recall the information explicitly contained in a passage. This type is also called reading the lines. By reading the lines, the readers identify specific information presented by the authors. Students do not need to infer the meaning from the texts since it is stated explicitly in the texts, what they need is only recognition and understanding the author's main idea and details.

The second level is inferential comprehension that is reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. Differs from the previous level of comprehension, in this type of reading, readers must recognize the relationship that exist among the main ideas and details as well as use this relationship to make inference and draw conclusion about the author's intention and implicit meaning.

The third level of reading comprehension is critical or evaluative comprehension. In this type, a reader reads to compare the information gives in a passage with his own knowledge and values in order to able to comprehend the text; readers need to identify the purpose of reading texts as well as review what they already know about the topic.

The fourth level is appreciative comprehension. In this type, a reader reads a passage to gain an emotional or other kind of valued response from a passage. In conclusion, although the types of reading comprehension are classified variously, the most important point is a reader should know his purpose or reading a passage according information that he wants to gain from the passage.

Furthermore, Smith (in Westwood, 2001:21) stated that reading comprehension divided into two levels; first is critical comprehension, which is the students assess the good sense of what they are reading such as accuracy, and many others. While, second is creative comprehension, it means student can take information or ideas from what they were has been read and then develop new ideas from them.

5. Strategies for Reading Comprehension

Brown (2001:306) stated that reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes. He further explained ten strategies which can be practically applied to reading classroom technique, they are;

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. It means, students have to recognize the purpose in reading a text or passage. They should be guided to identify the purpose of their reading. By doing so the reader knows what he/she is looking for and can weed out potential distracting information.

2) Use grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

In many cases, students have acquainted with oral language and have some difficulties learning English spelling conventions. Furthermore, they have to utilize graphemes rule and patterns also should be made able to correspond between spoken and written English.

3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate- to-advanced levels students need to be speed readers, but teacher can help them increase efficiency by teaching a few silent reading rules; First, it is doing not needed pronounce each word to you. Then try to visually perceive more than one word at a time, preferably phrases. And the last unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skim the text for main ideas

Perhaps the two most valuable reading strategies for learners (as well as native speaker) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. In this case, students should skim the passage to look for the main ideas of the text. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

5) Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching some particular pieces of information in a text. Scanning exercises may ask students to

look for names or dates, to find a definition of key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. Similarly, Glending & Holmstrom (2004:18) stated that scanning is reading to find specific information. It means students have a specific target which is scanning is needed to find the detailed information.

6) Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some orders to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7) Guess when you are not certain

This is an extremely broad category. Students can use guessing to their advantage to many way; first, guess the meaning of a word. Second, guess the grammatical relationship (e.g., a pronoun reference). Third, guess a discourse relationship. Fourth, infer implied meaning ("between the lines"). Fifth, guess about a cultural reference and the last guess content message. It means, students can use this strategy in many categories.

8) Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful such as, look for prefixes, look for suffixes, and look for roots that are familiar, look for grammatical context that may signal information, look at the semantic context (topic) for clues. In line with statements above, students can be using this strategy when they do not recognize the meaning of vocabulary.

9) Distinguish between literal and implied meaning

This requires the application of face sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface demand on structure makes special demands on readers. In this strategy, students have not only the ability about literal meaning but also understand about discourse analysis.

10) Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of system markers can greatly enhance learners' reading efficiency. In this case, students are suggested to comprehend discourse markers to process relationship.

6. Cognitive Reading Strategies

The term cognitive strategies, according to O'Malley & Chamot (1990), are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material. Meanwhile, Oxford (1990) stated that such strategies are varied a lot, ranging from

repeating to analyzing expressions to summarizing. Furthermore, his also states that with all their variety, cognitive strategies are divided into four sets. The four sets are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

The types of cognitive reading strategies used in this study are resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inference, note-taking, and summarizing (O'Malley & Chamot,1990).

First, resourcing is using target language reference materials such as dictionaries, encyclopedias, or textbooks. This strategy is useful for both and production. As Oxford (1990) stated that to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. In this study, this strategy is represented by the strategy of using dictionary for important words.

Second, repetition is repeating a chunk of language (a word or phrase) in the course of performing a language task. The strategy of repeating can be reading a passage more than once to understand it more completely. This is in line with what Pressley (2000) stated that repetition strategy can be used by the students as they want to remember important points. In this study, repetition strategy is represented by two: re-reading a sentence and re-reading the text to remedy failures.

Third, grouping is classifying words, terminology, or concepts according to their attributes or meaning. Oxford (1990) adds that grouping strategy in reading involves classifying or reclassifying what is read into meaningful groups, thus reducing the number of unrelated elements. In this study, this grouping strategy is represented by the strategy of classifying the words according to their grammatical categories.

Fourth, deduction strategy is applying rules to understand or produce the second language or making up rules based on language analysis. As Oxford (1990) stated that this is a top-down strategy leading from general to specific. In this study, this strategy is represented by the strategy of reading the first line of every paragraph to understand the whole text.

Fifth, imagery is using visual images (either mental or actual) to understand or remember new information. Meanwhile, Oxford (1990) stated this strategy as a good strategy to remember what has been read in the new language to create a mental image of it. In addition, Frase (2008) stated that the best part of reading is watching the movie in your head and good readers experience seeing strong visual images. In this study, imagery strategy is represented by two strategies: looking at illustration and picture of the events in mind.

Sixth, the strategy of getting the idea quickly involves skimming strategy and scanning strategy. As stated by Oxford (1990), the strategy of getting the idea quickly constitutes with skimming strategy and

scanning strategy. Skimming involves searching for the main ideas the speaker wants to get across, while scanning means searching for specific details of interest to the learner.

Seventh, elaboration is relating new information to prior knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information. It can be said, elaboration as an additional processing of the text by the reader which may increase comprehension. It involves forming connection between the text and the reader's background knowledge of the subject. In this study, this strategy is represented as thinking about previous knowledge on the topic of the text or associating to background's knowledge.

Eighth, inference strategy is using available information to guess the meaning of new items, predict outcomes, or fill in missing information. This strategy can be used as students attempt to comprehend the text. In this study, inference strategy is represented by the strategy of using the title to predict the content of the text and paying attention to words or phrases that show how text is organized.

Ninth, note-taking strategy is writing down key words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading. Note-taking strategy is a good reading strategy. As Cambrooke (2010) claimed that it is a good idea to take notes from textbook. Note-taking makes students active participants in their learning, helps them organize important concepts, remember information, and becomes one of their study aids.

Lastly, summarizing is making a mental, oral, or written summary of new information gained through listening or reading. Furthermore, As Gulcat (2007) stated that "the process of summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well. In addition to this, the knowledge you gained by summarizing makes it possible for you to analyze and critique the original text".

On the other hand, Bamford & Richard (2004) clarify the other cognitive reading strategies into seven steps. The first is concentrating on the grammar of unfamiliar construction. The second is analyzing theme, style, and connections to improve your comprehension. The third is distinguishing between opinions and facts. Fourth is breaking down large phrases into small parts to help you understand the relationships between words and ideas. Sixth, writing a short summary of what you read to help you understand the main idea. The last one is expanding you vocabulary and grammar to help you increase your reading.

RESEARCH METHODOLOGY

1. Research Design

To answer the research problem, the researcher used qualitative research with descriptive study. Based on Moleong (1998 as cited in Sugiyono 2010), qualitative research is the display of observed object in sentences in detail. It means that qualitative research does not focused on the detail of the

counting data but it focused on how to analysis the data in words.

According to Selinger & Shohamy (1989:116), descriptive research focused on providing descriptions of phenomena that occur naturally, without the experimental or artificial treatment. Most often, the goal of qualitative description is to produce a strigthforwad description of participants' experiences in words as similar to what the participants said as possible.

2. Research Setting and Participant

This research took place in SMA Islam Al-Falah Abu Lam U Aceh Besar. This school is chosen purposively because Al-Falah Abu Lam U had been graduated many of students to study out of province. In addition, there were also students that got scholarships to study abroad. This school is addressed on Jln. Seunelop Lamjampok Ingin Jaya- Aceh Besar. The school consists of elementary school, junior high school, and senior high school. In this case, the researcher choose first grade of senior high school in academic year 2014/2015 as participants which consists of three classes with the total number of 80 students.

This study employs purposive sampling. According to Sugiyono (2011:85), it is determining of sample technique with certain consideration. In this research, the purpose of taking first grade students is they are expected to have had much knowledge and adequate skill as well as good understanding how to read English text well.

3. Instruments

The instruments used to collect the data are interview and questionnaire. In relation to interview, the researcher would ask several questions related to the cognitive strategies used by students to solve the their problems in reading comprehension. During the interview, the conversation would be recorded by using tape recorder. Furthermore, the researcher would also took note and use structured interview in order to keep the needed data. Structured interview is scheduled for the specific purpose of getting certain information from the subjects where each respondent is asked the same set of questions (Ary, 2006:438).

Furtheremore, the researcher give questionnaires, close-ended questions. It is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. According to Arikunto (2010:195), questionnaire can be in the form of multiple choice, essay, check-list and rating-scale so respondents would only select one of the provided answers in it. In conducting this study, the researcher uses a multiple-choice questionnaire, in which, the respondents only select one of the provided answers (by crossing (A, B, C,D or E) in each question). It contains 10 questions relate to the use of direct strategies. It is given after doing interview to get the information that can not gain through interview.

4. Technique of Data Analysis

The data analysis of this research employs some steps. They are as follows:

1) Identifying the number of students' related to the sample of research.
2) Analyzing the answers of questionnaires.
3) To get the percentage of each items in questionnaires, the researcher used the formula as stated bellow to Arikunto (1996:63)

P= F : N x 100%

In which:

P : Percentage
F : Frequency of Respondent
N : Number of Sample
100% : Constant value

RESEARCH FINDINGS AND DISCUSSION

1. The Result of Interview

The researcher asked the teacher 10 questions about teaching activity and the use of cognitive strategies in reading comprehension. The researcher found some points after interviewing the English teacher. The result of interview showed that before learning activity, teacher prepared the material and the method that she would applied in the classroom. The material and variety methods depend on the learning targets.

Based on the interview, she uses variant of methods to motivate students to share their knowledge each other, because different materials needed different strategies. Such as for descriptive text she asked the students to read and looked at the pictures. But, in teaching narrative text, she guided the students into a group discussion. In learning reading, most of students like reading because the text explained about grammar.

Teaching reading is not easy; it is indicated by the obstacle found by the teacher, namely the different characters of students. She also found some others obstacle when the discussion, there were students often make noise while learning activity and vocabulary. This section caused them did not know the meaning that showed from the text, in order some students will be out of focus to teaching and learning activity.

As has been mention before, teacher had found some obstacles in teaching reading; mostly they lack of vocabulary. To overcome that obstacle teacher asked students to bring dictionary. It expected they can look up word that they did not know meaning.

Furthermore, in teaching reading comprehension as a teacher it is really important to give some strategies when her students faced the difficulties in reading comprehension. Based on her answer, in teaching activity she often make group which can improve their ability. In addition, when students faced the difficulties, she asked students where they did not understand, and then she explained more about it orally.

Likewise, when teacher give strategies to students, she expected it can be helped students in overcome the difficulties on reading comprehension. She asked students what is the difficulties, as statement before that is vocabulary, she give several meaning of words others else they look up in

dictionary. She surely, by making group they could pay attention and interact each other.

Related to the use of direct strategies in reading comprehension based on her answer, she knew the direct strategies but the knowledge about direct strategies is limited. She was appropriate toward the use of direct strategies in overcome students' difficulties on reading comprehension. She also said, in grouping they often give the meaning orally and asked each other. While, if students asked doing by themselves surely they asked to teacher what the meaning of this word is, it caused mostly students lack of vocabulary.

Similarly, by using direct strategies in overcome students' difficulties on reading comprehension, it can help students to found the solution, thus they can finished reading comprehension very well. In the last interviewing, related to using direct strategies by students, teacher found successful in learning activity. However, there are many students got unsuccessful even though one or more students do not know and can be said they ignored.

2. The Result of Students' Questionnaire

The questionnaire was given to students to know their perception toward the use of direct strategies in overcoming students' difficulties on reading comprehension which consists of ten questions.

Table 1. First Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
1. Are you interested in studying English?	Like Very like Dislike Strongly dislike	15 10 0 0	60 % 40 % 0 % 0 %

Based on table above, it can be seen that 60 % of 25 students shows they like English subject. Next, 40 % student shows that English subject is very like. In addition, no student dislikes and strongly dislike, which is both of it 0 % students.

Table 2. Second Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
2. Do you like reading subject in English?	Like Very like Dislike Strongly dislike	17 7 1 0	68 % 28 % 4 % 0 %

Based on table above, it can be seen that 68 % of 25 students shows they like reading. Next, 28 % shows that students were enthusiasms or very like learning reading. In contrast, 4 % student shows that they were dislike reading. The last one is 0 % students shows they strongly disliked reading.

Table 3. Third Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
3. Do you use dictionary when you do not know the meaning in the text?	Never Rarely Usually Always Sometimes	0 2 11 12	0 % 8 % 44 % 48 %

Based on table above, 0 % students shows that never and sometimes use dictionary when they did not know meaning, it means no students do it activity. Then, few student shows that rarely which only 8 % students are. In addition, 44 % shows them usually use dictionary and followed 48 % students they always do it.

Table 4. Fourth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
4. Do you ever translate word by word translation in reading?	Never Rarely Usually Always Sometimes	0 5 8 12 0	0 % 20 % 32 % 48 % 0 %

Based on table above, no one students shows that they never and sometimes translated word by word in reading comprehension, it can be seen from result that showed 0 % students. Furthermore, 20 % showed students rarely. Next, 32 % students shows that they usually, and contrast 48 % students shows that they always translated word by word in reading comprehension.

Table 5. Fifth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
5. Do you ever translate full translation ortake summarize with ignored some word in reading?	Never Rarely Usually Always Sometimes	1 10 10 4 0	4 % 40 % 40 % 16 % 0 %

Based on table above no students sometimes did full translation, it shows that 0 % students. Then, a few student shows that they never did full translation; it can be seen from the table just only 4 % students. It is so different from answer before while both usually and rarely showed 40 % students. In addition, 16 % student shows they were always translated orally.

Table 6. Sixth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
6.Reading with comprehend every paragraph to understand whole text!	Never Rarely Usually Always Sometimes	0 0 18 5 2	0 % 0 % 72 % 20 % 8 %

From the table, it can be seen that no students never and rarely read with comprehend every paragraph to understand whole text; it shows that 0 % students. Furthermore, 8 % students sometimes read with comprehend every paragraph and followed 20 % they always do it. In contrast, most students always read with comprehend every paragraph which is 72 % students.

Table 7. Seventh Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
7. Do you try to draw or image of the events in the text in mind?	Never Rarely Usually Always Sometimes	0 3 9 13 0	0 % 12 % 36 % 52 % 0 %

Based on table above, it can be seen no students never and sometimes tried to imagine or draw it on their head when they read; it shows that from table 0 % students. It followed 12 % students showed they were rarely. Next, 36 % student shows that they usually do it activity and the last one is 52 % student shows that they were always.

Table 8. Eighth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
8. Reading only part you are looking for!	Never Rarely Usually Always Sometimes	0 6 15 1 3	0 % 24 % 60 % 4 % 12 %

Based on table above, it can be seen that 0 % of 25 students shows that they never read only part to get what are looking for. Furthermore, a few students shows always read only part which is 4 % students, it is followed 12 % they sometimes do it. The last one is much different which is 60 % students usually read only part.

Table 9. Ninth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
9.While you are reading, do you relate the story in your daily story life?	Never Rarely Usually Always Sometimes	1 9 9 6 0	4 % 36 % 36 % 24 % 0 %

Based on table above, 4 % student shows that they never related story in their life. Furthermore, 36 % students shows that they were rarely. Similarly, 36 % students shows usually and a few students always do it activity which is 24 % students. The last one is none students shows sometimes which is 0 % students.

Table 10. Tenth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
10.Do you ever guess the meaning of reading text?	Never Rarely Usually Always Sometimes	2 10 5 8 0	8 % 40 % 20 % 32 % 0 %

Based on table above, it can be seen 8 % students never guess of meaning in reading. Next, 40 % student shows that they were rarely. Furthermore, just a few students usually use guess of meaning that shows 20 % students and often almost same with rarely where the total numbers is bigger than never and usually, it can be seen that 32 % students shows they were always and contrast no one students shows that they were sometimes guess meaning in reading.

Table 11. Eleventh Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
11.Do you ever underline the keywords to comprehended reading text?	Never Rarely Usually Always Sometimes	4 9 5 7 0	16 % 36 % 20 % 28 % 0 %

Based on table above, 16 % student shows that they never underlined of key word and 36 % students shows that they were rarely. Furthermore, 20 % students shows that usually. Furthermore, 28 % students always and no one students showed sometimes underline of key word in reading comprehension.

Table 12. Twelfth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
12. Reading the title and imagine what the text might be about!	Never Rarely Usually Always Sometimes	0 05 19 1	0 % 0 % 20 % 76 % 4 %

Based on table above shows that 76 % students always read the title and imagine the text might be about. Next, 20 % student shows that they usually do it. Then, a few students show that sometimes which only 4 % students is. In addition, none students never and rarely reading the title and imagine the texts might be about which is both of it 0 % students.

3. Discussion

From data students' questionnaire, the researcher concluded several findings that most of students are interested in learning English language especially in reading. Related to use of direct strategy shown that 48 % of 25 students always translated word by word in reading comprehension. Furthermore, the researcher also found that they usually translate in full translation which is 40 % students. The students rarely underline of keyword in reading comprehension that 36 % students, a few of students did not use it strategy.

On the other hand, to comprehended reading text, 48 % students always use dictionary and 40 % rarely guess the meaning directly when reading or find anomaly word that she/he never seen before. Therefore, less of students guess the meaning and none of them not use dictionary while they did not know the meaning.

In learning activity especially reading showed that 72 % students usually reading with comprehend every paragraph to understand whole text, it followed 60 % students usually reading only part what they are looking for or get idea quickly.

As has mention before, because students always use dictionary most of them always trying to image the events of the text in mind, it showed 52 % students. Similarly, 76 % students always reading the title and imagine what the text might be about. After students comprehend, they usually related the story in their life which is 36 % students. From students' questionnaire, it shows that by using direct strategies in reading students could comprehend the text well.

The data from the interview with English teacher indicated that most of students were enthusiasm in learning reading. Although, students have obstacles, but they have strategy caused lack of vocabulary. The strategy that was used by students is underline of keywords and look at dictionary. In activity of learning, sometime teacher taught by using role play method which students could learn

together and understood the lesson easily. Based on this research finding, the teacher said that students used direct strategies in learning reading, it caused by using this strategy they found new vocabulary and comprehended the text well.

The statement above was supported with statement of expert. Based on Chamot & O'Malley (as cited in, Anne Ratna S (2014:3), the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning. It involves word-by-word translation, meaningful translation, underlying keywords, guessing meaning from the context, inferring and many others.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the data that have been collect by researcher, the researcher concluded that most of the students were interested in learning English language and like reading subject. In the activity of learning reading, they used direct strategies like previous statement of expert above which is involved; 48 % 0f 25 students always translated word by word and used dictionary, and 40 % usually translate in full translation. Furthermore, 36 % students rarely underlined of keyword and 40 % students rarely guess meaning in reading comprehending. Next, 72 % students usually reading with comprehend every paragraph to understand whole text, and 60 % they usually reading only part to get idea quickly. Then, 52 % students always trying to imagine the events of the text in mind followed 76 % students always reading the title and imagine what the text might be about. Last, 36 % students usually related the story in their life.

From the data research finding, teacher gave the same statement with the students statement from questionnaire, that is the students use many of direct strategy to overcome the difficulties in reading comprehension. However, there are a few students who did not use direct strategy in reading comprehension, it is because they were lack of motivation in learning English. They did not see the real need to read the text, and do not trying the effort to read while they faced the difficulties in reading. It is caused by the background of students' environment. In addition, the minimal exposure students target also caused them rarely read, so it was very influenced in learning activity especially in reading. Therefore, in this case teacher was influenced to students' interested. The teacher should be give motivated and find others strategies to make learning activity easily in reading comprehension.

2. Suggestion

There are some suggestions offered in this study to the teacher and students in teaching and learning reading comprehension skill. First, give more attention to advising students on different issue related to the difficulties they face in English. Instructors should give more time to discuss students' problems either teacher offices or inside the classroom. Next, encourage instructors to vary methods, by using variety of methods it will have much better impact on students in learning English especially reading. Then, the teacher have to motivate the students to be

more relaxed in learning English and tell them that English is easy and not afraid to make a mistake.

Furthermore, in teaching reading, it is hoped that teacher can use many sources of English textbook which is related to teaching students' comprehension in reading. It is hoped that the teachers can give more attention to students who do not care in learning activity and also should present reading material well and clearly. And the last, students should motivate themselves, read more in anytime in reading comprehension and also they can be using this strategy which is most helpful to develop their understanding of the text while they read.

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THE IELTS READING TEST: A REVIEW ON ITS DEVELOPMENT AND LANGUAGE TEST PERFORMANCE

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Abstract

International English Language Testing System (IELTS) is regarded as one of proficiency tests that is generally accepted by British and Australian universities in selecting and screening overseas students. Changes in the tasks and texts of IELTS Reading test have been improved due to response to development in applied linguistics. In constructing the module of the IELTS reading test, there are several dimensions that should be considered by developers such as British Council; they are the validity, reliability, fairness, and impact of the test. This is very important in order that test takers can achieve more valid, reliable, and fair band scores from this section test. Therefore, this writing is aimed to review the development and language test performance of IELTS, particularly focusing on the IELTS Reading Test section.

Keywords*: proficiency test, validity, reliability*

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INTRODUCTION

International English Language Testing System (IELTS) is a proficiency test used by English-speaking countries such as the United Kingdom and Australia to recruit international students in universities. Shaw and Falvey (2008)explain a brief history of IELTS. In its development, IELTS has been revised from several times. In 1989, IELTS first became operational; it included reading and writing as specialized module, and listening and speaking as non-specialized module. In April 1995, further revisions to test were implemented to respond to developments in applied linguistics, measurement theory, and teaching practice. In 1998, revision project for speaking module is first launched and employed; then in July 2001 the revised IELTS speaking test was introduced.

IELTS is centrally organized by the British Council. The main purpose of this test is to screen and select overseas students to universities and colleges in English-speaking countries. However, this test is not used in USA, because in this English-speaking country TOEFL test is used to recruit and select overseas students that want to pursue their studies in this country.

Indeed, as argued by McNamara (2000, p. 7), proficiency tests " look to the feature situation of language use without necessary any reference to the previous process of teaching". Then, Henning (1987) adds that this test aids in deciding who should be allowed to participate in particular program of instruction, then it is used to screen students with extremely low English proficiency from participation in regular university instructions. In this article, the IELTS test is reviewed, particularly focusing on the reading module. Therefore. the IELTS reading test is only the component that will be evaluated in this essay.

EVALUATION

1. THE READING TEST

In the IELTS test, as one of the assessment instrument, the reading section is tested after the listening test. The reading section emphasizes the comprehension of texts. So, in the IELTS reading test, reading comprehension is the main characteristic of texts. In this test, test-takers are required to read three reading passages consisting of 1500-2500 words. In this section, there are 38-42 questions that should be answered in 60 minutes; and the difficulty level of texts and task increases through the paper. The materials of reading comprehension are taken from magazines, journals, textbooks, and newspaper. However, all topics are in a style appropriate to candidates entering undergraduate and postgraduate course (IELTS Handbook).

Therefore, to know whether or not test-takers comprehend the text, in the IELTS reading test there are various techniques employed, they are: multiple-choice; short-answer question; sentence completion; note/summary/ diagram/flow chart/table completion; choosing from a bank of headings; identification of writer's view or attitudes (Yes/No/Not Given); classification; matching lists; and matching phrases (IELTS Handbook).

Thus, all those methods/techniques above can be categorized in Selected Response Assessments and Constructed Response Assessments, then report below evaluates and reviews those assessment instruments used in the IELTS reading test (regarding to the validity, reliability, practicality, fairness, and impact) as well as the instrument's underlying language model.

a. Assessment Instruments

Selected Response Assessments are organized based on fixed formats in which test-takers possible responses have been anticipated and then test takers are required to choose the appropriate response from those offered (McNamara, 2000). In the IELTS reading test, the methods included in Selected Response Assessments are: multiple-choice; choosing from a bank of heading; identification of writer's view or attitudes (Yes/No/Not Given); matching lists; and matching phrases.

Selected Response Assessments such as multiple-choice is regarded as the objective method in the IELTS reading test contributing to greater reliability. Alderson (2000) argues that this kind of method is built for practical reason; it is also constructed to avoid misinterpretation of some part of the text. Therefore, objective methods are used effectively to train a person's ability to think (Munby, 1968, cited in Alderson, 2000).

Furthermore, other assessment is Constructed Response Assessments. Those formats require the test takers to generate a response in their own words (McNamara, 2000). In the IELTS reading test, the methods categorized into Constructed Response Assessments are: short answer question; sentence completion; note/summary/diagram/flow chart/table completion; and classification. In those formats, test takers cannot use guessing strategy in completing the tasks. nevertheless, McNamara (2000) argues that those formats are generally more expensive to score.

b. Validity

Henning (1987, p. 89) explains that validity is the appropriateness of a given test of its component parts as an asses what it is purported to assess. Then, the text can be valid if it is supposed to test. Hughes (1989) identifies a number of different dimensions to validity; they are:

1) Construct Validity

Construct validity refers to "the extent to which we can interpret a test score as an indicator or the ability or construct we want to measure" (McNamara, 2000, p.105). In the IELTS reading test, according to construct validity, the test will be not valid if the test is not testing only reading comprehension, but also including other elements related to the reading that should not be tested such as translation or vocabulary test. Fortunately, in the IELTS reading test, those kinds of elements are not found; it totally tests the comprehension based on the text/reading material provided in that test. Therefore, the IELTS test reading test definitely follows the construct validity.

2) Content Validity

Content validity "involves inspecting the test to see if the items are valid for the testing purpose" (Richek et al, 1989, p. 132).

Content validity will be valid if it is representative for the subject or skill that will be tested. Richek et al (1989) argue that a valid reading comprehension test probably contain paragraphs with questions. In the IELTS reading test, this format can be found in this constructed response assessments such as short answer questions. Furthermore, Richek et al (1989) add that the reading comprehension test requiring test takers to match words will have questionable content validity. In the IELTS reading test, those methods are included in selected response assessments such as matching list and matching phrase. Those methods are not representative samples of the skill being tested.

In the IELTS reading test, some content are inappropriate samples from the task in the domain. When test takers are in universities, they will not be asked to read then answer in multiple-choice, sentence completion, etc, but they are asked to read for comprehension and referencing in order that they are able to do their assignment. Therefore, in content validity, McNamara (2000, p.51) argues that "judgments as to the relevance of content are often quite complex, and the validation efforts is accordingly elaborate".

Thus, in one side, regarding to the content validity, the IELTS reading test may be not valid for those reasons.

3) Criterion-Related Validity

In the IELTS reading, criterion-related validity cannot be compared to that of in the TOEFL reading test. In the TOEFL reading test, the test is constructed based on multiple-choice questions, the test is scored more objectively, and the test is marked about 20 to 60 band score. In the IELTS reading test, the test is built not only based on multiple-choice questions (only a few questions are multiple-choice). Here, test takers cannot totally apply guessing strategy in responding to the questions, because there are also a lot of questions requiring their understanding/comprehension to answer the questions such as short answer questions. Therefore, test takers who got the band score 7 in the IELTS reading test are not equal with test takers getting the band score 50 in the TOEFL reading test. Thus, regarding to criterion-related validity, the IELTS reading test is more valid compared to the TOEFL reading test; the TOEFL reading test provides a bigger possibility for test takers to guess to answer (multiple-choice).

However, if test takers have ever taken an IELTS course, may be they often practice the reading section. In the course may be they are able to respond to questions well; probably in the real practice/test they also can respond to questions well. The score they got in the practice IELTS reading test which is similar to the score they got in the real test indicates that criterion-related validity in the IELTS reading test is good.

4) Predictive Validity

The research conducted by Dooey and Oliver (2000) shows that, regarding to predictive validity, the IELTS reading test is the best predictor of academic success as it was the only subtest of the four macro skills to

achieve a significant correlation. For example, the getting 8 of band score of the IELTS reading test will be doing the assignment well, because to do the assignment they are required to read a lot. So, reading is not a serious matter for them because they have mastered this skill which can be proved through their band score 8 in the IELTS reading test. The band score 8 will be impossible test takers got if they did not comprehend the reading well in which reading material sometimes provided the topic/text that they did not know/ not familiar before.

Therefore, in terms of predictive validity, the IELTS reading test can be valid because it shows a bigger possibility of the stability of (between) test takers' score in the IELTS reading test and their ability/score/grade when they have been already in the target university.

5) Consequential validity

The social effect of the IELTS reading test can be negative or positive. Test takers will get a negative impact if they can't obtain the target band score. Consequently, they cannot pursue their studies in the target university. (For the complete explanation will be reported in the impact part)

6) Face Validity

Related to face validity, Charge and Taylor (1996) argue that the reading module is suitable for candidates who are going to English-speaking countries to complete their secondary education, because reading module is built based on communication skills in a broad social and educational context.

On one hand, in the IELTS reading test, the content may be not representative enough for test takers that have different backgrounds. On the order hand, test takers learned the comprehension skill when they were in high school. So, probably, for some test takers, no matter what the content is, the point is that they have to comprehend the reading, but in different situation. Thus, the face validity is logical and intuitive, but usually lacks an empirical basis (Henning, 1989).

c. Reliability

Reliability refers to the stability and the constancy of test scores (Richek et al, 1989, p. 133). Hughes (1989) argues that reliability can be achieved if the test organizers or institutions constructing the test consider some aspects; they are:

1) Provide explicit and clear instructions

In the IELTS reading test, the instruction is given very clear. for example, in responding to short answer questions test takers are required to answer no more than 3 words. If this instruction is not given, probably the test-takers answer more than 3 words. This means that test takers interpret this instruction in different way, and this will not contribute to the reliability of the test.

2) Test takers should be familiar with format and testing techniques

The techniques/methods employed in the IELTS reading test such as multiple-choice, matching list, or Yes/no/Not Given format are widely used in other tests such as the test in the high school. Even test takers practice the IELTS reading test a lot before

taking the real test. so, test takers are familiar with the formats/techniques of the IELTS reading test; this contributes to the reliability of the test.

3) Using items permitting scoring which is as objective as possible

Most methods in IELTS reading test such as multiple-choice, matching heading, or Yes/No/not Given are objectives. Hughes (1989, p. 60) agrees that "since in order to respond the candidate ahs only to make a mark on the paper, it is possible to include more items that would otherwise be possible in given period of time". Therefore, the objective methods in the IELTS reading test provided a space to make a greater reliability.

4) Provide a detailed scoring key

In the IELTS reading test, scorer reliability is high, because the answer key is set more detail. It makes a clear acceptable answer. For example, in question number 21 (see the attachment - the example of the IELTS reading test - on the appendix pages), the answer expected is *"frames"*, but if test takers answer *"frames of combs"* is also accepted. This indicates that in the IELTS reading test provides a detailed scoring key because in the answer key of the question number 21 is written *"frame (of combs)"*.

Thus, the description above figures out the reliability of the IELTS reading test. However, the reliability of the test has relation to validity. Henning (1989, p. 89) mentioned that "is it possible for a test to be reliable without being valid for a specified purpose, but it is not possible for a test to be valid without first being reliable". In the IELTS reading test, it means that reliability can be gained although such content validity is not totally valid (questionable).

d. Practicality

Practicality reflects whether the test is easy and cheap to construct, administer, score, and interpret (OLoughlin&Dyer, 2003). In IELTS reading test, it is not easy to construct the test; developers build the test in different question formats. They also organize the contents with different topics taken from different resources, and this is not easy to choose appropriate topics that will be tested. Developers must consider whether the contents are academic to be tested; this is such time consuming in constructing/developing the test. This indicates that the IELTS reading test is also not cheap to construct; it includes a lot of advanced/new materials which are needed to be revised regularly by developers.

Furthermore, related to the score, IELTS developers don't explain explicitly how the reading row scores are converted into band levels (Deville&Turner, 2000). This made the score difficult to be interpreted. However, for developers/examiners, IELTS reading test is easy to score; most questions are based on objectives formats.

e. Fairness

Related to content and consequential validity of the IELTS reading test, probably for test takers the test is unfair, because the reading contents is not representative for their skill or background. McNamara and Rover (2006, cited in Pan, 2009) argue that test fairness should encompasses many different aspects. Bachman (1990, cited Kobayashi,

2005) adds that some facets affect the performance in the test. Related to fairness, there are some facets affecting test takers' performance in the IELTS reading test; they are:

1) Facet of the testing environment

If the testing environment such as the place for taking test is not comfortable, for example the room is very hot or not conducive for test takers, this will create an uncomfortable environment and make test takers not maximal to read. This situation may be unfair for test takers.

2) Facet of test rubric

In the IELTS reading test, test takers have to answer 40 questions in 60 minutes. It means that it takes 1,5 minutes to respond to one question. It is fair, but will be unfair because there are 3 passages of the reading that they have to read at the same time. So, 60 minutes is not enough to read/comprehend all passages as well as answer all questions.

3) Facet of the input

Visual presentation helps test takers in the IELTS reading test; they can read it several times until they understand it well.

4) Facet of the expected response

In selected response, it is fairer, because the expected answer is more objective such multiple-choice that can be scored effectively. In constructed response, maybe it is not fair enough when the answer of test takers is inappropriate (short answer is correct, but more than 3 words). However, it will be fair because in responding this question test takers cannot guess.

5) Relationship between input and response

In the IELTS reading test, test takers may use predicting or summarizing strategy to help them understand such a long passage.

f. Impact

Even though in the IELST reading test takers are not required to compose a short writing to response the questions, but still test takers can't answer the questions maximally if there are a lot vocabulary/information in the texts that they don't know; a language teacher lacks vocabulary related to engineering, a nurse lacks vocabulary related to law, so on. So, it is quite impossible for them to good band score in the reading section.

Based on the research conducted by Rasti (2009) in Iran, many test takers (56,7%) believe that reading is the most difficult section of IELTS. Therefore, many test takers can't reach the target score and they fail in the test; this is one negative effect if the IELTS reading test. For example, if test takers cannot obtain the band score 7, they will not be accepted in faculty of law in Australian universities such as Adelaide University and Deakin University.

However, the positive effect can be for the institutions. They restrict and screen the students who are not competence to be such as law postgraduate students. The faculty cannot accept the students who are not qualified which can be proved through their reading score. Then, faculty of law has good reputation in screening/selecting its overseas students. Other effect can be for the IELTS organizer such as Cambridge University or British

Council; they need to revise the reading module for a better development.

2. INSTRUMENT'S UNDERLYING LANGUAGE MODEL

In the IELTS reading test, the passage is taken from various resources. Test takers will not comprehend the text completely without having the knowledge background called 'top-down' schemata. Carrel (1983, cited in Carson&Leki, 1993) indentified 3 forms of schemata affecting test takers' performance in the reading test; they are:

a. Linguistic Schemata

Test takers are not able to comprehend to the text and its meaning without having the large vocabulary and knowing text's structure. Therefore, language knowledge is urgently needed by test takers.

b. Formal Schemata

Test takers can use prediction strategy to respond to 'sentence completion' or 'clarification' question in the IELTS reading test.

c. Content Schemata

If test takers had the knowledge of the reading content being tested, they can comprehend text well. They can use skimming or scanning strategy to find the information needed; they have not to read several times because they have known the topic/information called topical knowledge. Bachman and Palmer (1996, cited in Fulcher&Davidson, 2007) add that the affective or emotional included in personal characteristics correlate of topical knowledge determines whether test takers will engage with a particular task in the test.

Therefore, characteristics of the language use or test task environment cover the topical and language knowledge including its affect, then those all components are controlled by the strategic competence. By analyzing all schemata and the strategy involved in the IELTS reading test, the components of language use and language test performance mentioned by Bachman and Palmer (1996) can be identified as shown by the diagram below.

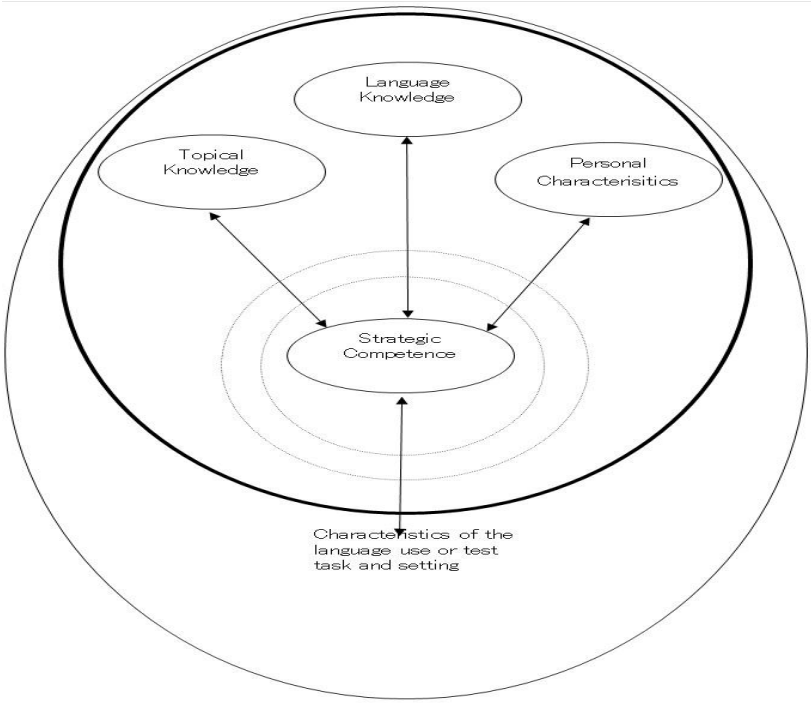

Figure 1: Some components of language use and language test performance (Bachman and Palmer 1996: 63), cited in Huuskunen and Kahkonen, 2006, p. 9.

Thus, instrument's underlying language model of the IELTS reading test is based on the 1996 model provided by Bachman and Palmer.

CONCLUSION

The purpose of IELTS is to select and screen international students that want to pursue their studies in British and Australian universities. Regarding to validity, some dimensions of validity such as content validity, consequential validity, and face validity are less valid. In term of reliability, the IELTS reading test provides a greater reliability of the test.

However, the IELTS reading test is not totally practical and fair. The IELTS reading test is not practical because some methods included in constructed response assessments such as short-answer question and sentence completion are generally expensive to score. Then, the test will be unfair when some facets have negative effects to test takers; so, the IELTS developer should encompass many aspects such as facets affecting test takers' performance in the IELTS reading test in order to make the IELTS reading test can be valid in all dimensions.

Moreover, in the IELTS reading test, for a better development, developers need to considers test takers' educational background when revising the content of the reading passage; this can minimize the negative impact such as test takers fail to obtain the target band score.

Finally, many researchers investigated the impact of the test to test takers as individuals; therefore further researchers are urgently needed to examine the IELTS reading test impact or wash back to educational system.

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THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE IN TEACHING LISTENING AT SMPN 2 MESJID RAYA

Regina Rahmi[1]

Abstract

In SMPN 2 Mesjid Raya, based on the passing grade of students in listening (75), however only some students got the score reached the passing grade (75). The teacher was confused about this condition because just the big 10 of the classroom who could get the point 70 up. She admitted that the listening comprehension of her students was still low. It was proved by the score that students got on the daily test. That's why, she added the score of students' daily test and the task score to improve their points. The writer used experimental research in which there were two classes: one was an experimental group which was taught by using dictogloss, and the other was a control group which was not given any treatment. The students in the control group were taught by using non-dictogloss technique as usually used by the teacher in teaching listening. Based on research findings, it was proven by the value of independent t-test that $t_{obtain}<t_{table}$ that is 0.59<2.00. Therefore, the null hypothesis is accepted in which both experimental and control groups in the pre-test have a similar ability. In other words, there is no significant difference between the experimental and control classes. However, after the treatments were given, the students who were taught by using dictogloss achieved better listening scores than those taught by means of the conventional technique. It was proved by the result of the dependent t-test of each group by pairing the pre-test and post-test that the result of t-test in the experimental group is higher than that of t-test in the control group (9.063>6.265). It indicates that there is a significant improvement in post-test of the experimental group after dictogloss was introduced. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that dictogloss is effective in teaching listening that it can increase the students' listening ability.

Keyword: *Dictoggloss*, *Listening*

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INTRODUCTION

Background of the study

Listening is considered as the basic form of language acquisition. It is proved by a new born baby who starts to acquire language by listening to the voices around his or her environment before he or she starts to speak, read or write. Furthermore, listening is also regarded as a medium for people to gain a large portion of education. As a result, listening becomes crucial in human language development. Language dominantly achieved by receiving understandable input and listening ability is the critical component in achieving the understandable language input. Listening is a medium for humans to get information as knowledge (Krashen, 1985).

Teaching listening in the classroom is different from real life listening. According to Ur (1998) a real life listening fulfills some conditions such as : (1) we listen for a purpose and with certain information, (2) we make an immediate response to what we hear, (3) we see the person we are listening to, (4) there are some visual or environmental clues as the meaning of what is heard comes in short chunks, (5) most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character.

Those facts above show that teaching listening is really important in daily life. In junior high school, listening is one of the skills that should be mastered by students in learning English. Therefore, listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning from passage, and associate what they hear with existing knowledge.

In SMPN 2 Mesjid Raya, the teacher taught listening to the students but the students still got low score on this section. Based on the passing grade of students in listening (75), however only some students got the score reached the passing grade (75). The teacher was confused about this condition because just the big 10 of the classroom who could get the point 70 up. She admitted that the listening comprehension of her students was still low. It was proved by the score that students got on the daily test. That's why, she added the score of students' daily test and the task score to improve their points.

Based on the observation that the writer conducted to the second year students of SMP N 2 Mesjid Raya, most of the students found difficulties in listening comprehension. There are some factors that make students of SMPN 2 Mesjid Raya assume that listening is difficult: 1) first factor is the students' lack of vocabulary, 2) the second is the students' lack of grammatical knowledge, 3) students' perception of native speaker's speed in speaking. In conclusion, those factors contribute to some difficulties for the students such as: a) they have difficulty identifying the communicative purpose in the listening material, b) they have difficulty finding the main idea in the listening material, and c) they have difficulty finding specific information in the listening material.

Furthermore, dictogloss is perceived as a teaching technique that may help to solve the teacher and the students' problem of teaching and learning listening as mentioned in the previous paragraphs. It calls for active participation in problem solving and critical thinking that encourage students to be more active and increase their self-esteem to use English communicatively and understand the materials being taught easily. Moreover, the students may have more chances to practice English while learning since they are engaged to such activities that stimulate them to use the language.

Dictogloss technique is a combination of classic teaching technique where listeners are required to reconstruct a text by listening and noting down keywords. Hence, students are able to sharpen their listening comprehension using this technique, and it is hoped that it can motivate students to have good attitude in learning listening. Vasiljevic (2010) describes that dictogloss is a classroom dictation activity where students listen to a passage, note down key words and then work together to create a version of text. The original dictogloss procedure according to Wajnryb (1990) consists of four basic steps – i.e. *warm-up/ preparation* in which students find about the topic and do some vocabulary preparation, *dictation* in which the teacher either reads or plays the audio of the text three times at a normal speed, *reconstruction* in which the teacher asks students to reconstruct the text they have listened to base on their notes, and *analysis and correction* in which students analyze and correct their reconstruction text with the teacher's guidance. Based on the background stated above, the questions of this study is "do the students who are taught by using dictogloss technique achieve better results in English listening than those who are taught by using non-dictogloss technique?"

Finally, the objectives of this study is to find out if the students who are taught by using dictogloss technique achieve better result in English listening than those who are taught by using the non-dictogloss.

LITERATURE REVIEW

1. Listening Comprehension

Listening and listening comprehension are synonymous. Listening as comprehension is a traditional way of thinking about the nature of listening. The main function of listening in second language learning is to facilitate understanding of spoken discourse. Listening is the ability to identify and understand what someone is saying. Taylor (1981) as cited in Cardona (2013) describes that units are decoded and linked together to form words; words are linked together to form phrases; phrases are connected together to form utterances; and utterances are joined together to form complete meaningful texts. In other words, the meaning is interpreted from the last step in the process.

Nunan (2003) says that listening is a process of decoding the sounds that one heard from the smallest meaningful unit (phonemes) to complete text. Furthermore, Brown (2001) suggests that learning to listen really means

learning to respond and continue a chain of listening and responding.

Cook (1996) affirms that listening limitations may be caused not by lack of language, but by lack of memory or vocabulary knowledge. Lynch (1996) also explains that in order to understand the oral message emitted by the speaker, it necessary for listeners to gather and incorporate information from several factors, such as phonetic, phonological, lexical, syntactic, semantic and pragmatic. Listening that occurs in real time, with no opportunity for repetition, means that what is said is heard only once in daily situations, unless the listener asks the speaker to say it again. Thus, the speaker determines the speed of the message; therefore the listener is most of the time unable to re-hear the message (Buck, 2001).

2. Obstacles in Learning Listening

Normally, most people would agree that listening to a radio broadcast of a policy discussion is relatively difficult, while listening to a child reading from a book of fairy stories is much easier. It will usually be easy for one person but more difficult for others depending on the present level of language development of each person and the background knowledge of the topic being presented (Wolvin & Coakley, 1996). According to Anderson and Lynch (1996: 40) the first thing that learners have to develop is an ability that will enable them to identify the topic of the conversation and help them to find a relevant reaction. Secondly, learners should also develop an ability to predict the development of the topic as this ability will help them to prepare a suitable response in advance. Thirdly, they ought to recognize and also indicate when they do not understand enough to make a relevant response. Learners have to learn how to cope with problems of the topic clarification by using expressions such as "excuse me?, pardon? or Sorry, I do not understand?" or simply by repeating the speaker's words to show that they are having problems.

Brown and Yule (1983) have also listed some factors that complicate oral language. First of all, the speaker, his/her style, accent and even number of speakers affect the spoken text. The listener's role also has an impact on listening, whether it is participatory or non-participatory, whether response is required or the listener is an eavesdropper. Another factor is the content of the text and finally whether or not it is accompanied by visual aid for support.

Furthermore, Rixon (1986) explained that the sound of English is a major problem for the L2 learner making listening the most difficult skill. She lists four sources of difficulties arising from pronunciation: 1) the weak relationship between English sounds and the way they are spelt in the written language 2) Changes in sounds when they occur in rapid, connected speech. 3) The rhythm pattern of English speech. 4) Different ways of pronouncing the 'same' sound. The problem with sound is that when English is spoken the words are not very clear or emphatic since natural talk is unrehearsed; full of pauses, repetition, hesitation and it is swift, slurred or even unclearly articulated. Rixon (1986)

shows that words sound different depending on whether the word is spoken in isolation or in connected speech.

3. Dictogloss

Dictogloss is considered a multiple skill and system activity with a focus on communicating meaning and correct use of grammar (Wajnryb, 1990). Dictogloss is an excellent way of practicing grammar and vocabulary as learners work on combination of meaning and form. Wajnryb (1990) argues that dictogloss is a relatively recent procedure in language teaching, and different from language dictation. He emphasizes on making the differentiation because in dictogloss learners are exposed to listen to a short text read to them at normal speed and reconstruct it in small groups until it has the same meaning as the original text. In contrasts with dictation where learners only write down what is read by the teacher or audio source. The use of dictogloss involves students' attention to all four language skills (i.e. listening, speaking, reading and writing) and encourages learner's autonomy, cooperation, curricular integration, diversity, thinking skills and alternative assessment techniques (Jacobs & Small, 2003).

Jacobs and Small (2003) report in their study that dictoglosss does not always have to involve writing sentences and paragraphs. Learners can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer in which the facilitator finds or writes a description of a drawing that includes relevant details about vocabulary and concepts of the topic. The authors explained that during the task, first, learners listen to the description and do drawing based on what they heard; second, they compare their production with a partner and make composite drawing per pair to finally compare their drawing with the original one.

Several studies have considered some stages that describe dictogloss as an innovative strategy to learn a second language. In addition, Shak (2006) explains in her research of children using dictogloss to focus on form five basic stages (*listening, noticing, activity, checking, and writing*) that can be implemented in the teaching/ learning process as in the following:

1) **Listening stage: i**n which the teacher prepares learners for the topic of the dictogloss text via storytelling and whole class discussion.
2) **Noticing stage:** it is applied by learners when they take notes after listening to a text for a second time at normal speed.
3) **Activity stage:** it is when learners work together in small groups to create the text prepared for the lesson.
4) **Checking stage:** it is used to analyze and compare the learners' writing versions in a whole class setting, and to check if they are in the right track.
5) **Writing stage:** it is specially implemented to bring learners the opportunity to produce a similar text individually and demonstrate what they have understood about the reading.

On the other hand, Wajnryb (1990) describes in detail the four stages of dictogloss that are implemented the most in teaching listening. These stages are preparation, dictation, reconstruction, and analysis and correction.

The ***preparation stage*** is used when the teacher implements the dictogloss instruction. They must give students clear commands about the task that they have to do and organize them into groups before the dictation begins. The main goal in this step is preparing learners to the known and unknown vocabulary for the text they will be hearing by exploiting the warm-up activities in each lesson. This type of vocabulary-centered warm-up makes learners more receptive to the listening in the next stage.

In the ***dictation stage***, learners should listen to a text twice. The first time, they are not allowed to take key words; nevertheless, Kondo et al. (2010) claim that during the first reading, learners are instructed to grasp the gist of the text but are disallowed to take any notes. In the second listening, they need to write down notes about the content of the topic prepared for the class as a useful tool to put the text together in the reconstruction stage.

Within the ***reconstruction stage***, learners and teacher work together. In that sense, while learners proceed to collect notes in groups and work on the version of their texts in order to help them check the grammar, textual cohesion, and logical sense, the teacher monitors the activity and points out some possible grammatical errors without providing any actual language input.

The teacher conducts ***the analysis and correction sessionstage***in their own preferred style to encourage learners to compare the various versions and discuss the language choices made. Some examples of the different ways to conduct the analysis and correction step include: using the blackboard where learners' texts are written for all to see and discuss, an overhead projector, a copying text from the original one to be examined by the whole class. It is important to clarify that the original text should not be seen by learners until their own versions have been analyzed.

4. Advantages and Disadvantages of Dictogloss

a. Advantages of Dictogloss

According to Vasiljevic (2010) dictogloss has some advantages, as follows:

1) Dictoglosss is an effective way of combining individual and group work activities. Students listen and take notes individually and then work together to reconstruct the texts. The reconstruction task gives students focus and a clear objective.
2) Dictogloss procedures facilitate the development of learners' communicative competence. A collaborative reconstruction task gives learners the opportunities to practice and use all modes of language in communication. There is turn-taking among them which uses confirmation and clarification.
3) The reconstruction stage helps students to encourage their strengths and weaknesses. It helps them to compare input to their own representation of the text.

4) Dictogloss develops strategies for solving problems. It leads learners to help each other in recreating their own version of text that depends on the teacher's information. The analysis and correction stage enables students to see their linguistic shortcomings where they have done well and where they need to improve.
5) Dictogloss offers a unique blending of teaching listening comprehension and the assessment of students' listening ability. In a dictogloss task, students need phonemic identification, lexical recognition, syntactic analysis and semantic interpretation. The reconstruction task offers an insight into the students' performance at all stages of speech perception process. With the notes learners and teacher can verify and identify the parts of the text and specific words or structure that cause miscomprehension. Furthermore, the nature of reconstruction task forces students to listens carefully to other students' input, providing additional opportunities for listening practice.
6) The reconstruction task also promotes the acquisition of L2 vocabulary. Students need to recall the meaning and the written form of vocabulary items introduced at the preparation stage. In addition, students use new words to form complex sentences, and the teacher can direct learners' attention to the target language.
7) The reconstruction task can raise students' awareness of theoretical patterns in the target language. Those facilitate students' ability to understand and manipulate the patterns of textual organization and make them more sensitive to discourse markers and other cohesive ties in language they are trying to acquire.
8) Working in small groups reduces students' anxiety as they have to perform only in front of small audience. They feel more relaxed and confident when they share ideas that represent a group rather than themselves.
9) Dictogloss can build students' motivation in "coopetisi" (cooperative and competition) activity. It offers a sense of togetherness, self-confidence and responsibility that they feel comfortable to do the activity. The competition in closing activity offers the chance to the students to prove and show their ability

Dictogloss as one of techniques that can be used in language teaching conveys some advantages when it is implemented. It can be summed up that dictogloss is beneficial to be implemented in teaching and learning process for some reasons. Dictogloss provides opportunities for learners to learn as individual and as group by using critical thinking, promotes learners' autonomy which makes them not only depend on the teacher in learning but also depend on their peers to get or gain knowledge, provides writing activity which can assist learners to identify what they have done well and what they need to improve and offers an alternative way for assessing students' ability.

b. Disadvantages of Dictogloss

Besides the advantages of dictogloss above, there are also disadvantages of dictogloss stated by Alderson (1997), as follows:

1) Dictogloss has a very long procedure and needs much time to apply perfectly in the teaching and learning process.
2) Not as effective for lower level learner.
3) If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
4) Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.
5) The exercises can be unrealistic if the text used has been previously created to be read rather than heard.

Dictogloss has been used in language learning for many reasons. However, the use of dictogloss has always been have two sides; advantage and disadvantage. The disadvantages that shows above bring Learners unfamiliar with the teaching technique may want to write down every word dictated. Learners may be reluctant to discuss/correct the text with other groups.

RESEARCH METHODOLOGY

In conducting this study, the writer used experimental research in which there were two classes: one was an experimental group which was taught by usingdictogloss, and the other was a control group which was not given any treatment. The students in the control group were taught by using non-dictogloss technique as usually used by the teacher in teaching listening. The point studied was the students' achievement in listening comprehension which was taught by using dictogloss. In addition, both of the groups received the different materials, hence, they were treated differently.

An experiment typically involves a comparison of two different groups. The method used in this research is experimental research. Gay et al. (2006) define experimental research as the only form of research which can test hypotheses or establish cause-effect relationships. Besides, it also shows the explanation of the links between variables clearly.

FINDINGS

1. Result

The data were collected through test and questionnaire. There were two tests given to the students on the first day (pre-test) and on the last day (post-test). The objective of the tests was to investigate the students' listening achievement after the implementation of the dictogloss technique. It was assumed that the students' score in the pre-test (57) was higher than that in the post-test (77). In addition, the use of dictogloss in teaching listening was responded by students positively. The students agreed that dictogloss helped and motivated them to comprehend the listening. . Moreover, the result of the data analysis from the questionnaires indicates that almost all students (93.3%) respond positively toward the dictogloss application in teaching listening comprehension.

2. Discussion

Based on research findings, the first discussion deals with the improvement after the use of dictogloss in teaching listening. After the researcher collected and processed the statistical data by using SPSS, the findings revealed that the distribution of the experimental and control groups' scores on the pre-test was normal and the variance value of the two groups was also homogeneous. The data obtained from the pre-test score showed that the students both in the experimental and control groups had the same English ability. It was proven by the value of independent t-test that $t_{obtain}<t_{table}$ that is 0.59<2.00. Therefore, the null hypothesis is accepted in which both experimental and control groups in the pre-test have a similar ability. In other words, there is no significant difference between the experimental and control classes.

However, after the treatments were given, the students who were taught by using dictogloss achieved better listening scores than those taught by means of the conventional technique. It was proved by the result of the dependent t-test of each group by pairing the pre-test and post-test that the result of t-test in the experimental group is higher than that of t-test in the control group (9.063>6.265). It indicates that there is a significant improvement in post-test of the experimental group after dictogloss was introduced. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that dictogloss is effective in teaching listening that it can increase the students' listening ability.

Reflecting on the result obtained from the dictogloss application in teaching listening. It develops effectively due to several reasons. In a dictogloss class, students' interaction is much more natural. A collaborative reconstruction task gives learners opportunities to practice and use all modes of language and to become engaged in authentic communication. There is more turn-taking and students are more likely to use confirmation and clarification strategies. The variety of interaction was found to be more productive in terms of language development than the actual linguistic forms used (Wills & Wills, 1996). The reconstruction task gives students focus and a clear objective. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. After the teacher provides a framework for understanding the passage by explaining the background information, cooperative groups can develop more appropriate comparisons or examples that will assist learners with their comprehension (Thornton, 1999).

Dictogloss offers cooperative learning. Cooperative learning means students work together to accomplish shared goals. They are given two responsibilities: to maximize their own learning and to maximize the learning of all other group members (Johnson & Johnson, 1999a). Gardner (1999) shows that heterogeneously grouped teams bring more benefits than homogeneously formed teams. Due to differences in background and in ways of learning, different people tend to attend to different information in the discourse. It means

that members can learn from each other and learn to appreciate the value of variety.

Finally, working in small groups reduces learners' anxiety as they have to perform only in front of "a small audience." Students tend to be quiet and are not used to voicing their ideas in front of the whole class. In Japan, for example, students are often shy and group conscious. They feel insecure about their English ability and rarely volunteer their answers. They seldom initiate conversation, generally avoid bringing up new topics and rarely seek clarification (Burrows, 1996). When asked a direct question by a teacher, an individual student will often turn to her peers and seek advice before producing a response. Students feel more relaxed and confident when they share ideas that represent a group rather than themselves only.

CONCLUSSIONS AND SUGUSSTIONS

1. Conclusions

Based on the data calculation, it reveals that the independent t-test of the experimental group is higher than that of the control group (9.06>6.26). It presents that the students' listening comprehension in the experimental group significantly improved as compared to that in the control group. In other words, the implementation of dictogloss considerably affects the students' outcome in learning listening.

Furthermore, the result of the questionnaires indicated that the students were interested and had positive attitude toward the implementation of dictogloss in teaching listening. The majority of the students showed their agreement, and they even strongly agreed toward the application of dictogloss in the classroom. There were only a few students who were not interested in the use of dictogloss in teaching listening, especially in the application of group learning. However, the students could still adapt to the application of dictogloss in the teaching learning activity.

2. Suggestions

In relation to the teacher's performance, it is suggested that teachers should have a good understanding on the proper application of dictogloss in teaching listening. Therefore, this technique can be implemented properly as the value and theory of dictogloss. Moreover, teachers should prepare the material and activity to ensure the efficiency of the classroom activity during the teaching learning process. Teachers also need to manage the time effectively, so that both the teacher and students can enjoy the lesson.

More importantly, in dictogloss technique, students need to realize that learning is a two-way process, not only teacher-centered. It means that students also play a significant role in determining their success in study. Thus, they need to involve actively in the learning process. It is also recommended that English teachers employ various media in teaching listening. This may encourage students to practice their listening in order to increase their achievement. It is due to the fact that most students are more interested in learning when teachers offer materials by using a variety of media.

Moreover, the writer suggests that further studies on the application of dictogloss technique in listening class should be

conducted by using more allocated time in order to obtain more accurate information on the issue. Further studies are also required to investigate the effective application of dictogloss technique on other students' levels as well as on other English skills in order to enrich the knowledge about the implementation of dictogloss technique.

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