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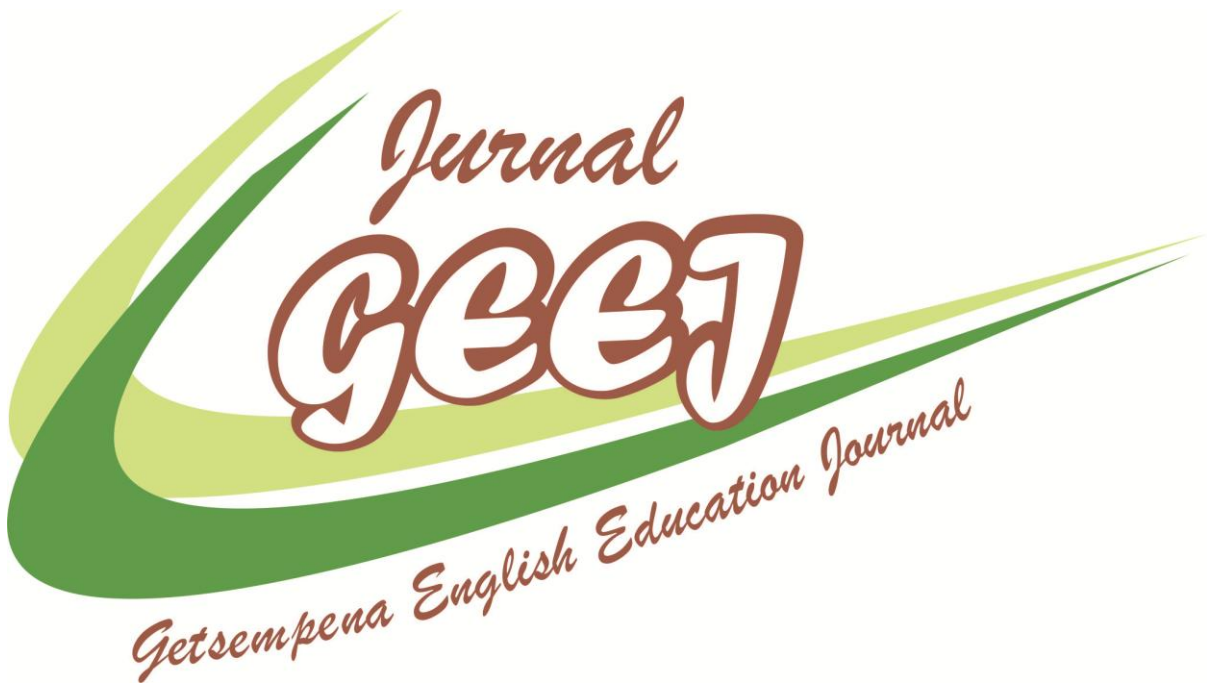
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PENGANTAR PENYUNTING

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 4. Nomor 1. Maret 2017 dapat diterbitkan.

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1. Learning Autonomy and Its Significance For Indonesian Efl Learners, merupakan hasil penelitian Fidyati (Dosen University of Malikussaleh, Lhokseumawe)
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7. The Analysis Of Syntactical Interference In English Phrases In Students' Writing (A Descriptive Study at the Second Grade Students of SMP 2 Kuta Baro, Aceh Besar), merupakan hasil penelitian Salwa Chaira (Dosen STIKES Bina Nusantara Idi) dan (Diana Topan (Dosen Universitas Iskandar Muda, Banda Aceh)
8. The Use of English Animated Movie to Improve Students' Ability In Writing Descriptive Text, merupakan hasil penelitian Sri Wahyuni (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)

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

Banda Aceh, Maret 2017

Penyunting

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LEARNING AUTONOMY AND ITS SIGNIFICANCE FOR INDONESIAN EFL LEARNERS

Fidyati¹

Abstract

The promotion of autonomy-based approaches to language learning has been increasingly applied in many countries, including Indonesia. This paper presents some recent theoretical studies on promoting English as Foreign Language (EFL) independent learning in several countries including Indonesia through the utilization of means and resources. Using media and technology through the Personal Learning Environment (PLE), computer-based materials, portfolio, and exposure to English Language resources has helped students in Switzerland, the United Kingdom, Spain, Portugal, Taiwan, and Indonesia where learning autonomy in English language learning is promoted. The writer also found out significance in promoting learners' autonomy regarding Indonesian education practices and socio-cultural beliefs and traditions. The need for autonomy suggests several strategies that should be promoted to Indonesian EFL learners so that their autonomy is well enhanced. This paper argues that autonomous learning is a good model for Indonesian EFL learners and should be considered as a premier strategy to enhance their English proficiency.

Keywords: *autonomy, EFL, portfolio*

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INTRODUCTION

A rapid development of technology in recent decades and its impacts on virtually every aspect of life has made the English language an essential tool for global communication. It has been said that the importance of English lies in building close links between nations. This fact has made English one of the worlds' most preferred language in many countries, including Indonesia. In Indonesia, English is termed a foreign language (EFL) because it is a language which children are most likely taught when they arrive in school and the one most available to adults to whatever reason-never learned it or learned it poorly in their early educational years' (Crystal, 2003, pp.4-5). EFL in Indonesia is also learned by people who already use at least one other language, and English is not normally used in the community (Hinkel, 2005). There is currently a high demand for learning EFL in Indonesia because English is very common in brochures, advertisements, and online and Internet information, and employment. Two surveys involving students and parents in 8 provinces in 1988 and 27 provinces in 1989 revealed that respondents considered English to be essential for obtaining good jobs in the future (Huda, 1994, cited in Lestari, 2003) and completion of studies (Department of Education and Culture, cited in Lestari, 2003).

With this mind, the achievements of students in EFL learning should be high. However, Lestari (2003) stated that students' achievement in the surveys revealed an unsatisfactory state of affairs. This was due to

the lack of facilities that attracted learners' interest, a poorly organized syllabus, and unqualified teachers (Lestari, 2003). Traditionally, teaching English in Indonesian schools has been a book and teacher-oriented. For instance, the teacher writes the formulae for tenses and grammatical rules, while students write them down and memorize them. Since the experience of EFL learning in such an environment does not cater for learners' true needs, more communication-oriented and learner-centered learning strategies are required. This will put learners a position to have greater responsibility for their learning, which is called autonomy.

The idea that autonomous learning has enhanced students' proficiency in the English language has challenged researchers from various fields. It is argued that autonomous learning can improve Indonesian students' EFL learning proficiency. The purpose of this literature review is to discover the evidence in published studies on the degree of successful application of promoting the autonomy. The themes involve some recent theoretical studies on promoting EFL autonomous learning in several countries including Indonesia through the use of media and technology and English language resources. Since autonomy is considered to be a Western idea, it must be contextualized to the Indonesian context. This review will then discuss some significance of promoting learners' autonomy regarding Indonesian education practices and socio-cultural beliefs and traditions. It also evolves several strategies suggested to be promoted to

Indonesian EFL learners so that their autonomy is enhanced.

DISCUSSIONS

1. Defining Autonomy

A commonly used definition of learner autonomy is Holec's concept that learners are responsible for their learning (Cotterall, 2000; Vanijdee, 2003; Sert, 2006; Sanprasert, 2009; Lo, 2010). Similarly, a director of CRAPEL, Centre de Recherches et d'Applications Pedagogiques en Langues defined learner autonomy as people's ability to take charge of their learning for practical as well as theoretical reasons (Smith, 2008). Regarding practice, CRAPEL offered the opportunity for adults to use its resource centre to learn a foreign language without any direction from a teacher, but still have guidance in areas occasionally determined by the institution, teacher, or textbook-like objectives, content, syllabus, methods and techniques, evaluation, etc (Smith, 2008).

A distinction between desirable learning situation or behavior (self-directed leaning) and the capacity for such learning (learner autonomy) suggested by Holec (Benson, 2008) suggests that autonomous learning mostly refers to modes of learning such as Computer-Assisted Language Learning (CALL), self-access, and distance learning. To assist students in the atomization process, CRAPEL also offered a variety of counseling and training strategies as support measures (Smith, 2008). In this context, the teachers' role in promoting learner autonomy and engaging students' existing autonomy in classroom practice should be highlighted.

Other researchers adopted Ryan's concept of 'relatedness' (Andrade & Bunker, 2009; Littlewood, 1999; Sanprasert, 2009). Sanprasert (2009) links autonomy to relatedness needs, which specifically are the need for contact, support, and community with others, leading to 'autonomous interdependence.' Littlewood (1999) suggested that the 'relatedness' idea is a suitable concept for East Asia in his study. This relatedness concept focuses on the need for learners to feel both autonomous and part of a social network (Littlewood, 1999). Similar to this view of interdependence, Andrade and Bunker (2009) focused on the relatedness between teachers and learners. Although Little's concept of autonomy in above definition focused on the psychological state, he concluded that learner autonomy is 'the product of interdependence rather than independence' (Sanprasert, 2009, p. 48).

It is obvious that an understanding of autonomy is characterized by overlap and a variety of states and conditions. Andrade and Bunker (2009) suggested that the central tenet of autonomy is freedom of choice, which is where learners learn to initiate their effectiveness without a reliance on teacher's input. Cotterall (2000) stated the essential characteristic of instructional programmes fostering autonomy is the way in which they scaffold instruction functioning as learners' guidance, not their control of the decision-making process.

2. Fostering Autonomy

a. Using Technology and Media

Utilizing media is suggested as being able to promote autonomy in EFL learning. This is evident in the way many media are currently used inside and outside of the classroom. Benson (2001, cited in Figura & Jarvis, 2007) stated that multimedia provides a rich linguistic and non-linguistic input by offering branching-out options in presenting new language. Using QUIPNet (Queensland Indonesia Project Internet) in a study by Hoven and Crawford (2001), helped to link Indonesian and Queensland's students in enhancing language proficiency. It represented successful example of EFL learning media being used in promoting autonomy. As networking models implemented in the project included one that could be used on students' own home computers, it provided students with a more realistic context for EFL learning. At the same time it raised students' interest and motivation (Hoven & Crawford, 2001). This study did not research students' autonomy, but with reference to Hoven and Crawford's (2001) study on modes of learning in autonomy, Holec suggested that QUIPNet has promoted autonomy in Indonesian and Queensland learners.

Another study on media use was done by Liaw (2010). Implementing a cross-cultural e-mail project for a group of EFL students in Taiwan, Liaw wanted them to interact with bilingual/ESL pre-service teachers in the U.S. Through the e-mail correspondence, the Taiwanese students engaged in critical reflection with only minimal intervention from

the instructor (Liaw, 2010). Apart from self-reflectivity, they also gained useful cultural information (Liaw, 2010), both of which are essential in EFL learning and promoting autonomy. Similarly, e-learning technologies had also become one of successful tools practiced at the Language Centre at the University of Lausanne, Switzerland, to develop students' autonomy (Zea & Bovey, 2008). Specifically, the Personal Learning Environment (PLE) was designed and used by more than 1300 learners divided into about 30 groups of students learning English, German, Italian, French and Spanish to support the students in their preparation for autonomy (Zea & Bovey, 2008). As a result, with an initial guidance of the tutors the computer-based PLE model helped students to integrate the development of skills in autonomous learning, including diagnosis of strengths and weaknesses through standardized reference lists and identifying learning objectives and self-evaluating needs and progress (Zea & Bovey, 2008).

Using computer-based materials, the students in the UK were also able to identify their weaknesses and organized their learning accordingly (Figura & Jarvis, 2007). The students' autonomy in Figura's and Jarvis' (2007) study was also indicated in their use of various metacognitive, cognitive, and social strategies during EFL learning. The study also revealed that participants made independent choices in their learning materials and learning strategies (Figura & Jarvis, 2007). The participants in Figura and Jarvis' (2007) research had sufficient access to facilities and

pedagogic input, and it is assumed that it contribute to their success in utilizing materials for autonomy. In other words, students in both Zea and Bovey's (2008) and Figura and Jarvis' (2007) studies fostered autonomy through their access to technological facilities and pedagogic input from their teachers.

Distance learning, one of the modes of learning in fostering autonomy suggested by Holec, is a type of learning that uses multimedia extensively. It represents a valuable solution should there be lack of opportunity for interaction in EFL face-to-face learning in the classroom; it promotes a different type of learning autonomy. According to Andrade and Bunker (2009), distance language learning leads to autonomy through the application of self-regulated learning strategies. This is supported by a study applying M@xLearn technology to distance learning specifically in Thailand involving university students. The study reported that the students were able to contribute to course materials, set learning goals for themselves, and monitor and evaluate their learning progress (Sanprasert, 2009). In his comparative data analysis, Sanprasert (2009) used quantitative data as basic information on the participants' level of autonomy. Having compared with qualitative data after the intervention, he found that through using technology, learners became more independent and confident (Sanprasert, 2009). This indicates that students' quality of autonomy develops during their learning process. Vanijdee (2003) associated this with

students' personality such as willingness to accept responsibility for their own learning, awareness of the learning process, and using strategies effectively (Vanijdee, 2003). His study of Thai university students, also found some other specific behaviour emerged from the distance learning including self-reliance, self management, and self-monitoring. Problem solving also emerged as an autonomy interaction that is built into distance learning (Vanijdee, 2003). Both findings from Thailand have proved that distance learning does promote learning autonomy significantly.

Besides using technology in distance learning, many studies have also shown the use of the portfolio as self-assessment media for students in promoting autonomous learning. The portfolio can include students' achievement and serve as a record of their learning process and reflection on what has been done (Nunes, 2004). Similarly, in order to document and monitor students' progress in PLE learning model application as described by Zea and Bovey (2008) above, students and tutors worked with a European Language Portfolio's Learning Journal, which became compulsory (Zea & Bovey, 2008). Gonzalez (2008) also implemented a portfolio strategy in promoting student autonomy in Spain. Examining their ability to self-assess their competence based on the portfolio standard, students were able to understand where their language learning skills were at and from there plan ahead (Gonzalez, 2008). This study, however, involved students who had been using portfolios for four years at the time of study and so were more or already aware of

their autonomy. However, a study introducing the portfolio strategy was challenged by Nunes (2004) who analyzed a group of Portuguese students. The research revealed that the portfolio helped foster students' reflection and self-monitor their learning, and become more autonomous (Nunes, 2004).

A study of Taiwanese students and their portfolios was challenged by Yang (2003), who also showed that there were positive impacts on students' autonomous learning. It helped them raise their awareness about learning strategies, facilitate the learning process, and enhance self-direction (Yang, 2003). These studies on portfolio strategies show that portfolios can be implemented to both initiate autonomy and develop higher students' autonomy. In contrast, Lo's (2010) study in Taiwan involved implementing portfolios as a form of reflective media. The participants had no experience in producing a portfolio and had little knowledge of autonomous learning. Having explained the required skills, participants were able to produce reflective portfolios that helped them enhance their EFL learning and practice autonomous learning skills (Lo, 2010).

b. Utilizing English Resources

To foster autonomy, students should be exposed to English language resources, which can range from a variety of physical or virtual entities and benefit students. Spratt, Humphreys, and Chan (2002) argued that all students' engagement inside and outside class activities are regarded as possible manifestations of behavior that are autonomous in language learning. In terms of

inside-class activities, this depends on teachers' methods of adopting as much learning activities as possible to cater for students' needs (Spratt, Humphreys, & Chan, 2002). However, not all activities adopted by teachers were successful. Therefore, it is important for teachers to select techniques that are conducive to their students. The finding of a Spratt, Humphreys, and Chan's (2002) study in Hong Kong revealed that choosing activities successfully is more possible in activities that students already engage in and do not require changing their behavior (Spratt, et al., 2002). Similarly, Chan (2003) suggested that teachers are more likely to be successful in choosing activities for the students if they recognize their preferences. This agrees with the finding of Allen and Valette in 1977 that to promote awareness of the target culture in EFL classrooms the teacher should focus on student-oriented activities. The students will learn more from activities that they themselves have developed (Allen & Valette, 1977).

Not only inside-class activities, encouragement in outside-class activities are also needed. English corner initiated by groups of students in China is one successful activity in which the students by their own initiatives are exposed to English resources. It adopts English corners and English clubs as examples of learners' creative language learning (Gao, 2008). Gao (2008) argues that club activities encourage students to become more involved in experiencing personal learning and involvement, and obtain support through the provision of assistance and resources, learning to make choices, and ultimately obtaining a

sense of freedom. Although Gao's study did not focus on students' autonomy, their experiences in making choices and feeling free from particular controls indicate the signals of autonomy as suggested by Andrade and Bunker (2009) in the definition above.

In Indonesia, exposure to English resources reported in Lamb's (2004) study on autonomous language learning revealed that Indonesian students exposed to English books and magazines, listened to English language music, watched English movies and other English TV programmes, as well as doing an English course. The course's usefulness was considered to be the most promising English learning initiative that students could use apart from their formal learning at schools. It was reported by the teachers in Lamb's (2004) study that students cannot succeed in English unless they take a course in English. The level of autonomy of students in Lamb's (2004) study has been shown by students' ability to plan their actions by taking courses, monitoring their own learning by reflecting on how they benefit from the activities in it, and evaluating progress by considering aspects of how their skill in English has developed. This suggests that the experience of taking courses is indicative of autonomy. Accordingly, realizing learning autonomy or not Indonesian EFL learners are interested in English resources, and even institutions having financial problems are moving towards course delivery models of autonomous learning (Hurd, 1998, cited in Andrade & Bunker, 2009). This could signify Indonesian students'

autonomy has been initiated by their exposure to English resources.

c. Indonesian Educational Practices and Socio-Cultural Values

Learning English is challenging for Indonesian EFL learners. Autonomy is something that Indonesian language learners may be unfamiliar with. This is because capacity for autonomy in Indonesian EFL students is rarely emphasized or promoted in the pedagogical process. In turn, while some teachers want to promote autonomous learning in English language classrooms, they are often constrained by both education practices including curriculum, textbooks, and socio-cultural values.

Since Indonesian independence in 1945 to the present day, the curriculum in Indonesia has been revised about eight times. However, these revisions still do not satisfy skills qualifications as stipulated by the government and community (Bradford, 2007). Although the changes have provided opportunities for a variety of teaching methods and different goals, English teaching in Indonesia has been a failure (Bradford, 2007). Other obstacles range from focusing on learning results, large classes, and traditional obedience to educators. Indonesian EFL teaching and the learning process abounds with passive learners, is teacher-centred, and classrooms emphasize punishments rather than rewards (Exley, 2001). In addition, Indonesian learners are silent and class time is mostly spent copying notes from the blackboard and translating texts or vocabularies (Exley, 2001). As a result, initiating autonomy is difficult to do in a

culture that is inflexible, hierarchical and where teaching and the learning environment are ineffective.

Text books are essential elements of education and teaching. They are increasingly important in autonomous learning. A study on teachers' beliefs in regard to materials used in teaching in Indonesia reveals that internationally-published materials were more preferable than locally-produced materials (Zacharias, 2005). Among the reasons mentioned by the respondents are a better quality, natural, authentic, original, accurate and correct exposure to English, and easy availability of internationally-published materials (Zacharias, 2005). Some teachers found internationally-published materials are not problem-free, in that they may consist of cultural assumptions and language that too difficult to be understood (Zacharias, 2005). This fact indicates that if teachers may find textbooks are too difficult for them to understand, then students will find them confusing when they are trying to learn autonomously. Another potential risk is when some teachers are not aware of the cultural mismatch that could be found in such materials. Students suffer here when teachers are unable to explain subtle difference in meaning. When Indonesian learners are confronted with developing bicultural identity that is global and local, this will confuse them and ultimately discourage them for learning English (Lamb, 2003).

Besides the inflexible educational practices, socio-cultural customs also have greater impact on promoting autonomy in

Indonesia. Borrowing a sociologist, Hofstede's view, Novera (2004) restated that Indonesian culture is collectivist in character. Novera's (2004) study on Indonesian academic, social, and cultural experiences found that Indonesian teachers and students are circumscribed by their respective social positions and traditional beliefs about learning. For example, the teacher is seen to be a moral authority and viewed as a fountain of knowledge (Lewis, 1997, cited in Novera, 2004). While reading and studying may play the most important part in learning English, Indonesian EFL learners are much less interested in both activities (Lamb, 2004). This will have negative long-term implications for students' critical thinking or their ability to formulate questions when they are at university. Ultimately, students will be constrained in their recognition of leaning autonomy. Accordingly, to adopt the idea of autonomous learning some scholars suggested that it be examined in the context that the applications of autonomy are not culture-free (Jones, 1995; Pennycook, 1997; Schmenk, 2005; cited in Lo, 2010).

The autonomization process itself learners to understand how to develop and work more effectively as self-directed people (Smith, 2008). While self-directedness in learning is also a reflection of the socio-cultural norms (Kasworm & Bing, 1992, cited in Sert, 2006). There are many factors which may influence Indonesian students' self-directedness in their study. A country's economy as suggested by Bradford (2007) will influence students' study orientation and pattern. For example, the Japanese rate using media in learning as

important, but Indonesian learners only use it as a fun activity. Also, Japanese people consider travel overseas is considered as a great opportunity in which to learn English, but Indonesia's poorer society has conditioned many of its people to think hard about travel in the first place (Bradford, 2007).

The culture of a classroom also gives another impact on autonomy. An example found by Lengkanawati (2004) concerned Australian IFL (Indonesian as a foreign language) learners using cognitive, compensation, and social strategies in learning, Indonesian EFL learners use memory, metacognition, and affective strategies. Sanprasert (2009) revealed the same for Thai learners in whose culture, memorization, attention to detail, linear and logical analysis without critical thought are prized. This difference may indicate how Australian, Thai, or Indonesian language learners see themselves in the autonomous learning environment. Another fact is that the successful application of media and technology in Switzerland, Portugal, Spain, and Taiwan, as described above, the heavy use of English media outside the classroom is not rated as very important as a learning goal for learning by Indonesian students (Bradford, 2007). Similarly, Lamb's (2004) study revealed that using computers in Indonesia is still restricted mainly to older teenagers. This indicates that utilizing media and technology in promoting autonomy for Indonesian learners would face another challenge. Briefly then, although learners are empowered and have the right to learn for themselves, their

trainings and how to become an ideal autonomous learner will depend on how well the Western concept is adapted for non-Western students (Smith, 2008). In other words an autonomous learning strategy has to be relevant to Indonesia.

d. Strategy for Indonesian EFL learners to foster autonomy

The worldwide trend towards autonomous EFL learning, including Indonesia, indicates that the daily use of English is currently high and rising. Strategies have been successfully implemented to foster autonomy in other contexts and this need to be examined by Indonesian EFL learners. Regarding many educational practices and socio-cultural barriers that Indonesian EFL practitioners have to overcome, it is firstly essential to gauge their readiness before planning autonomy. This is because some barriers are often attached to particular behaviors and beliefs that students or teachers have, their readiness for autonomy and preparedness to change behaviors and beliefs. Cotterall (1995) investigated students' readiness for autonomy by including six factors: the role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning, and approach to studying (Cotterall, 1995, p. 196). Cotterall (1995) believed that these factors can serve as the basis for promoting autonomy to learners. Through the analysis of students' beliefs regarding each factor, Cotterall (1995) suggested that to promote autonomy, both teachers and learners should develop an

understanding of the process of learning and the role they play.

Cotterall's (1995) study indicated that students' autonomy is not innate. This view was challenged by Gordon (2005) who conducted research in the UK on the predisposition of learners towards autonomy. It revealed an overwhelming negative predisposition of students to many of the elements of autonomy (Gordon, 2005). Gordon's (2005) study also suggested the need to re-examine autonomy from the respect of its types and level before implementing it. This can be the second strategy. However, Gordon's (2005) conclusion did not completely indicate the impossibility of initiating autonomy because there were indications that students did foster autonomy. It was particularly shown when teachers and the students collaborated (Gordon, 2005). This is a crucial part of Gordon's (2005) study that among other negative aspects of autonomy, all respondents (100%) responded positively to a question indicating the best way to introduce autonomy to these students is through their collaboration with teachers. This however leads to a new challenge for the teachers in that autonomous learning inside the classrooms also requires initiatives by teachers. This is another strategy to foster autonomy. Chan's (2003) study showed that teachers had a much less positive attitude to their students' being autonomous learners. This resulted from the teachers' perception that they retained the major responsibility for most language-related decisions and they were

reluctant to hand this over to their students (Chan, 2003).

These studies (Cotterall, 1995; Chan, 2003; Ade ojo, 2005) imply that although definition of autonomy refers to the ability of learners to take control of their own learning, it is essential to create an intervention in classroom practices. Citing Little's concept of autonomy, Sanprasert (2009) added that the responsibility for learning cannot be automatically accepted uncritically into the learning or will not be easily reflected on by learners. Here the teachers' role in creating conditions to support the development of autonomy plays a major part. It stems from students' autonomy ultimately deriving from their teacher's initiative (Sanprasert, 2009). However, Sanprasert (2009) recognized that learners' autonomy cannot develop simply according to every teacher' order unless the initiatives taken by teachers are attractive to them and help create a flexible teaching culture.

Littlewood's (1999) has suggested that his preference for an 'optimal relatedness' concept suits East Asian students. This should be considered for implementation by Indonesian educators. For example, when the authority of a teacher in the classroom inhibits students' freedom of choice, the teacher can exercise proactive autonomy as a transitional process to develop students' skills and confidence (Littlewood, 1999). Another strategy that teachers can use is to integrate portfolios into the EFL context. When introducing the concepts of autonomous learning, Yang (2003) suggested that teachers

develop mini-lessons and guidelines, portfolio sharing and checking, adequate classroom time for assembling the portfolio, encourage students to include more than one type of material in their portfolio, and consider other media instead of paper. The Indonesian curriculum system is results-oriented, and this influences students' motivation to simply fulfill the requirements of learning. Directing students to orient themselves to a broader concept of EFL learning is important. Vanijdee (2003) stated that the students should be directed to be oriented to the extent of using English for their future jobs. Authors of the education curriculum can also contribute by designing materials that promote skills and awareness of the language learning process (Vanijdee, 2003). This indicates that institutions offering English education or courses be aware of the significance of autonomy, decide on policy and plan more learning contexts, and provide more dynamic learning resources to attract the students so that they are motivated. Asian students traditionally view learning as an end product, which is contrasted to the concept of autonomy where the process is emphasized (Lo, 2010). Therefore, both end product and the process of how to get that product must be included in EFL learning evaluation to promote autonomy.

Motivation is critical to the concept of autonomy. Spratt et al.'s (2002) study found that motivation comes before autonomy. However, their study suggested that the relationship between motivation and autonomy could also be dynamic depending on types of

motivation taking part (Spratt et al., 2002). Parents, for example, can play an important role in motivating their children's autonomous learning. Gao's (2006) study showed that Chinese parents have a profound influence on their children's EFL learning attitudes. Parents built positive attitudes to the English language, and this generated a positive discourse in learners' minds concerning English.

When students gauge their motivation, they may expose themselves to English language resources. Chinese students reported by Gao (2008) had been able to foster autonomy through their joining English clubs. The stages where they experienced a growing level of autonomy were as follows:

1. Spending time caring for and encouraging other participants
2. Giving emotional support by seeing English as a medium of self-assertion and part of people's self-identity
3. Acknowledging others' capacity by developing their community or social group
4. Starting to see themselves in charge of their learning or leadership of their subgroups.

Promoting autonomy can also be initiated through an intensive course. Cotterall (2000) found it helped to develop students' self-monitoring and greater autonomy because reflection leads to the ability to assess past learning and plan future action according to five principles designed by Cotterall (2000). These five principles used by Cotterall (2000) for intensive English language course in New Zealand were:

1. The course reflects learners' goals regarding language, tasks, and strategies
2. Course tasks are explicitly linked to a simplified model of the language learning process
3. Course tasks either replicate real-world communicative tasks or provide a rehearsal for such tasks
4. The course incorporates discussion and practice with strategies known to facilitate task performance
5. The course promotes reflection on learning.

Above all, the students' autonomy in EFL was suggested as depending on the students themselves (Lamb, 2004) where in Indonesia the autonomy exhibited by students was shaped by local context. Specifically, the state's limited provision of English language education demands that students be motivated to find learning resources for themselves. In short, promoting autonomy among Indonesian secondary schools cannot be isolated from students' and teachers' readiness and motivation. Directing students to be oriented to autonomous learning is paramount. Introducing a portfolio makes it possible for students to monitor and reflect on their performance, modify their learning behavior accordingly, and set personal goals. A collaboration of teachers and schools can also be built through an intensive course. In short, in fostering autonomous students, it is necessary they are taught about initiative and motivation and how teachers and other educational practitioners can contribute positively to this.

CONCLUSION

This literature review has shown that there are many ways in which to foster learning autonomy. Using Media and Technology, autonomy can be promoted through the Personal Learning Environment (PLE), computer-based materials, and portfolio. It has helped students in Switzerland, the United Kingdom, Spain, Portugal, Taiwan, and Indonesia where learning autonomy in English language learning is promoted. Through exposure to English resources, autonomy can be initiated both inside and outside classrooms. Promoting autonomy inside the classrooms requires teachers' using their initiative to select activities that are familiar to students. Regarding English resources outside the classroom, English clubs, English courses, and English items such as English movies, magazines, books, and songs can be utilized.

The promotion of autonomous learning in Indonesia, however, is confronted by the local history of inflexible and hierarchical education practices and socio-cultural traditions. Indonesia's curriculum, learning objectives, and school textbooks abound in education practices and assumptions that are contradictory to the whole concept of learning autonomy. The unquestioned authority of teachers and students' disinclination to read or use multimedia as learning tools are important socio-cultural conditions that hinder the initiation or promotion of students' learning autonomy.

In respect to the barriers that emerged in this paper, some strategies can be used to

promote autonomy itself. The readiness of both students and teachers should be firstly examined. Secondly, as previous studies have shown in a variety of contexts where autonomy was promoted, learning autonomy has to initially suit the Indonesian context. The third strategy emphasizes teachers' encouragement which can be built through teachers' positive attitudes regarding autonomy, their ability to develop transitional process skills and having confidence in their students, and integrating portfolio. Students also need to have an actual orientation toward learning EFL and understanding its context. It includes designing materials that promote students' awareness of the language learning process and knowing how to be motivated and how to initiate autonomy. Motivation to learn

is something that is influenced by parents or the students themselves. Finally, intensive courses can also be used to promote students' self-monitoring and autonomy.

All the above findings might not completely describe how autonomy can be fostered and what can be promoted to Indonesian EFL learners. The education practices and socio-cultural barriers revealed in this literature review cannot also be generalized to all, because there is so much variation in what is a large and culturally diverse country. An important consideration is that only a few studies have been done in Indonesia regarding learning autonomy. For this reason, further research into this area is required.

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THE LEXICAL PROCESS OF ACEHNESE BORROWING

Budi Rizka¹

Abstract

The aims of this study were to analyze the process of lexical borrowing in Acehese. The subjects of the study were 30 textbooks in Acehese language of Language Centre of Aceh. Qualitative method is the way to find the data with useful the interactive model as its analyzing done. The finding of lexical process of borrowing in Acehese was found three types, they are *loan-words* which adopt 57 lexicons, *loan-blend* adopts 101 lexicons, and *loan-translation* adopts the 19 lexicons. The adoption of Acehese lexical has 177 lexicons where percentage of lexical borrowing of noun (78.53%), adjective (15.25%), verb (5.09%), and adverb (1.13%) similarly that the noun is the largest count in borrowing process of any aspect such politic, industry, or religion.

Keywords: *lexical process, borrowing, Acehese.*

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INTRODUCTION

Language provides a system of concepts which human beings use to interpret reality which fundamentally in the generation in transmission of values and express a differentiated ethical sensibility. The existence of language in society cannot be separated from culture as product of human culture.

In this line, Acehnese language as one of hundreds of Indonesian vernacular is an Austronesian language spoken on Aceh province of the west of Sumatra island as a great part of human life in that province. Acehnese language is the one of vernacular which is changed interference with the social evolution. In a particular language community as Acehnese, social evolution tends to change the language appropriate the evolution of their environmental. Guy (1989:2) states that the various types of linguistic change is distinguished between structural effects of the different types and the different social circumstances surrounding them. Actually, the language factors both internally and external factors are the factors of the influence the language evolution. The influence of internal factors usually called individual factors that are influenced by the linguistic itself, psychology, and intergeneration factor, the individual factors deal with the language change that resulted from entire generation of speaker acquisition. On the other hand, external factors are influenced by non-linguistic factors. For example non-linguistic factors are social factors and contextual or

situational factors. Where social factors are contact between speakers of different varieties due to conquest, migration and culture, education, economic, and religion. The social contact of language change does not only include the type of input the environmental but also the mechanism and rates of input processing. The mechanism is concerned with the techniques and method of input provided to the language speakers, whereas rates deal with the amount of input itself.

In line with this, it can assume the new name and concept for technologies, industries, products and experiences potentially require the new words. By emerging and using those new terms, language change gradually exists in that language. This accordance with what Chambers (1995) in Gao (2008: 363) who states that variation in language often indicates instability and hence linguistic change. As pointed above that all features of language potentially change, including its lexical item.

Lexical change is the process in which the word, concept or replacing by another lexical item means that creation (totally or partly). According to Lindstrom (2007:233) the vocabulary is significantly affected than other language feature. Based on this short explanation, the aim of writer is to classify the types of processes the lexical creation or borrowing.

Qualitative research was applied in this research such as Ary (2002:25) suggests that methodology qualitative is procedure of research that it result like the words from the

people that observed, and data of result of research like descriptive data. The data of the study was encompassed 30 text book in Acehnese language in Balai Bahasa Aceh (Language Centre of Aceh) through analysing interactive models (Miles and Huberman, 1994).

1. Language Change: lexical borrowing

The creation of new lexical items has been studied by various researcher as Trask (1996); Campbell (2004); and Mesthrie (2009) state that lexical creation is one types of lexical change which focuses on the process by which a lexical item appears among the language users.

The methods of creating new lexical item can be assigned to in two main classes, they are: Internal Borrowing, where the items created from sources within the language, and external borrowing, where items created from outside sources within the language. On the other hand, Mesthrie (2009:243) draws the lexical creation as the technical term for the incorporation of an item from one language to another which he called as 'borrowing'. Based on this statement, it can be concluded that the lexical creation in a language is the process of lexical borrowing.

Furthermore, Durie and Malcom (1996: 180) assert the borrowing is labelled when contact between its speakers and those of other languages. The same concerning stated by Winford (2003) in Tan (2013: 54) that using the term lexical borrowing to

describe the contact-induced changes that occur in situations whereby the community preserves the use of "its native language from generation to generation" but borrows some lexical features from the external language with which it is in contact.

Borrowing is a very common linguistic phenomenon which regarded as the creation of lexical item from outside sources of language. Trask (1991) in Millar (2015:16) established three main categories of borrowed features—*loanwords*, *loanblends* and *loantranslation*. Trask's description of these categories are summarised below.

1. *Loanword*, a loanword is the linguistic outcome when the recipient language speakers import the meaning of a form and its corresponding morpheme(s) from another language. The phonemic pattern of the form may be adapted to match the phonemic system of the recipient language, but the combination of morphemes that make up the form is retained. Loanwords therefore reflect total morphemic importation with varying degrees of phonemic substitution.
2. *Loanblend*, loanblend is a construction comprises a recipient language morpheme and a source language morpheme. In the process of borrowing, the borrowers break down a source language form and compound, derived or inflected into its component morphemes, retain one of the morphemes and replace the other with a recipient language equivalent.

3. *Loan translations* display total morphemic substitution. When speakers of the recipient language break down a source language compound form into its component morphemes and then replace all the source language morphemes with recipient language equivalents.

The types of lexical creation or lexical borrowing consists of three types, they are loan-words, loan-blend, and loan-translation as we talk above, and it occurs when the recipient language borrow or adopt the lexical item from another languages as the sources.

2. Acehnese as the Vernacular in Austronesian

According to Asyik (1972) that the Acehnese spoken divided into four regional dialects, namely (1) *Kuta Raja* dialect consists the region of Banda Aceh, Greater Aceh, and Sabang, this name used caused *Kuta Raja* is the old name of Banda Aceh (the capital of Aceh province); (2) *Aceh Barat* dialect consists the region of West Aceh, South Aceh, Southwest Aceh, and Aceh Jaya; (3) *Pidie* dialect consists the region of Pidie

and Pidie Jaya; and the last one (4) *Pasè* dialect consists the region of Bireun, Lhokseumawe, North Aceh, East Aceh, Aceh Tamiang.

In some context of linguistic items, there has difference of dialect in Aceh such as *Pase* dialect covers those regional near *Pidie* dialect which capital in Sigli. The *Pidie* dialect has some dialectal variation, in general, *Pidie* dialect is marked by utterance when a back vowel is followed by [h] in a final syllable, it is replaced by a diphthong with [i], for example;

Tikôih /tiko^h/ ‘mouse’

Halôih /halo^h/ ‘small’

Brôih /bro^h/ ‘garbage’

Whereas, *Pase* dialect is marked by utterance when vowel [u] and [i], it is followed by a diphthong with [ə], for example;

Pue /pu^ə/ ‘what’

Nuep /nu^əp/ ‘to hide by lowering oneself, to take shelter’.

Kueh /ku^əh/ ‘to dig’

P’iep /p^əi^əp/ ‘to suck’

Kriet /kri^ət/ ‘stingy’

Picture 1. Acehnese dialects Map



Another characteristic of *Pase* dialect is when uttered [s], It is a laminal alveo-dental fricative with a wide channel area, where it can be approximated by holding the tongue tip in the position for English /θ/ and then, without moving the tip, raising the back part of the blade until it forms a constriction against the alveolar ridge (Durie, 1985:12). For example;

Saboh /saboh/ ‘a / an (article)’

Suwah /suwah/ ‘must’

Pusu /pusu/ ‘a small ground hill’

3. Acehnese Borrowing: *loan-words*

Loan-words was customarily viewed as in which a particular use of word which totally adopted from another language. In this article, the writers assume that has *loan-words* transformation in Acehnese as show on the table below.

Table 1 List of Lexical Borrowing (loan-words) of Acehnese

Loan-Words	Source Language	Meaning
Abad /n/	Abad (Ind)	Century
Adang /n/	Adang (Hind)	Charcoal
Agen /n/	Agen (Ind)	Agent
Blender /n/	Blender (Eng)	
Cewek /n/	Cewek (Ind)	Girl
Charger /n/	Charger (Eng)	Charger
Cowok /n/	Cowok (Ind)	Boy
Edit /v/	Edit (Eng)	Edit
Gitar /n/	Gitar (Ind)	Guitar

HP /n/	HP (Eng)	Handphone
Kaca /n/	Kaca (Ind)	Mirror
Kacamata /n/	Kacamata (Ind)	Glasses
Lagu /n/	Lagu (Ind)	Song
Lampu /n/	Lampu (Ind)	Lamp
Laptop /n/	Laptop (Eng)	Laptop
Lawan /n/	Lawan (Ind)	A rival
Paksa /v/	Paksa (Ind)	Force
Pesta /n/	Pesta (Ind)	Party
Piano /n/	Piano (Eng)	Piano
Polisi /n/	Polisi (Ind)	Police
Reket /n/	Reket (Ind)	Racket
Rujak /n/	Rujak (Ind)	Fruit salad
Second /n/	Second (Eng)	Second
Sikin /n/	Sikin (Arb)	Knife
Tsunami /n/	Tsunami (Jpn)	Tsunami Disaster
TV /n/	TV (Eng)	Television
etc.		

The table 1 displayed that some of loan-words of Acehese, in this study find out the 57 words as loan-words which divided into three categories according its lexical class, namely noun, adjective and verb, for instance the word of *blender* “blender” it belongs to noun or verb that always found in Acehese although in English as source of that word categorize in noun only. And then word of *tsunami* “tsunami disaster”, *abadi* “eternal” it

belongs to adjective of loan-words and *edit* “edit” belongs to verb.

4. Acehese Borrowing: *loan-blend*

Loan-blend was customarily viewed as in which a particular use of word which adopted from another language and blend with Acehese morpheme. In Acehese language as lexical borrowing and group into four types according the lexical class, for example and classification were shown the table 2 below.

Table 2 List of Lexical Borrowing (loan-blend) of Acehese

Loan-Blend	Source Language	Meaning
Balèk /adj/	Baligh (Arb)	Adult
Bantai /n/	Bantal (Ind)	Pillow
Batré /n/	Baterai (Ind)	Battery
Beundèra /n/	Bendera (Ind)	Flag
Catô /n/	Catur (Ind)	Chess
Ceurita /n/	Cerita (Ind)	Story
Damè /adj/	Damai (Ind)	Peaceful
Dapu /n/	Dapur (Ind)	Kitchen
Dasya /n/	Dosa (Ind)	Sin
Dinah /n/	Dinas (Ind)	Government duty
Fireuman /n/	Firman (Ind)	Decree

Gapu /n/	Kapur (Ind)	Chalk
Geumbok /n/	Gembok (Ind)	Padlock
Grak /v/	Gerak (Ind)	To move
Keutua /n/	Ketua (Ind)	Chairman
Keureutah /n/	Qirtas (Arb)	Paper
Kibah /n/	Qibas (Arb)	Sheep
Krabat /n/	Kerabat (Ind)	Family
Krah /n/	Kerah (Ind)	Corvee
Kram /adj/	Keram (Ind)	Have cramps
Kramik /n/	Keramik (Ind)	Ceramics
Kréh /n/	Keris (Ind)	Blade dagger
Krupuk /n/	Kerupuk (Ind)	Snack
etc.		

The table 2 displayed that some of loan-blend of Acehnese, the writers found out that 101 lexicons which was divided into loan-blend based on its lexical class, namely noun, adjective, verb, and adverb. For instance the word of *beundèra* “flag” it belongs to noun that always found in Acehnese. And then word of *catô* “chess”. In loan-blend, adjective was found such as *brat* “heavy” or such as *keundô* “slack”.

5. Acehnese Borrowing: *loan-translation*

Another pattern of lexical borrowing of Acehnese is loan-translation, a borrowing phenomenon which occurs through translating and sometimes the conceptual features of linguistic item being borrowed. In Acehnese there were 19 (nineteen) lexicons regarded as lexical borrowing and group into two types according the lexical class, for example and classification were shown the table 3 below.

Table 3 List of Lexical Borrowing (loan-translation) of Acehnese

Loan-Translation	Source Language	Meaning
Aneuk gampông /n/	Anak kampung (Ind)	Villager
Awai beuleun /n/	Awal bulan (Ind)	Eagle day
Beuleun sa /n/	Bulan satu (Ind)	First month
Beuleun duablah /n/	Bulan ke dua belas (Ind)	Twelfth month
Beundèra mirah putéh /n/	Bendera merah putih (Ind)	Indonesian flag
Boh haté /n/	Buah hati (Ind)	Heart
Geundrang politék /n/	Genderang politik (Ind)	Democracy party
Kama manoe /n/	Kamar mandi (Ind)	Bathroom
Keupala sikula /n/	Kepala sekolah (Ind)	Headmaster
Mata dônya /n/	Mata dunia (Ind)	International attention
Patah hatée /adj/	Patah hati (Ind)	Broken heart
Peukan raya /n/	Pekan raya (Ind)	Fair
Prang dônya /n/	Perang dunia (Ind)	World war
Rumoh Allah /n/	Rumah Allah (Ind)	A mosque

Seuramoe Meukah /n/	Serambi Mekkah (Ind)	Veranda of Mecca
Teumpang éh /n/	Tempat tidur (Ind)	Bed
Teungöh malam /adj/	Tengah malam (Ind)	Midnight
Teurimöng gaséh /n/	Terima kasih (Ind)	Thanks
Uroe raya /n/	Hari raya (Ind)	Islamic holiday

The table 3 displayed that number of loan-translation of Acehnese were 19 lexicons which was divided into two categories based on its lexical class, namely noun and adjective. For instance the word of *kama manoe* “bathroom” it belongs to noun that always found in Acehnese to refers form *Kamar Mandi* in Indonesian language. Adjective was found 2 lexicons such as *patah hatée* “broken heart”.

Dealing with research above, Acehnese borrowing process contain in 3 three types, they are *loan-words*, *loan-blend*, and *loan-translation*. Then, it is vitally important to match it with the linguistic theories to highlight whether these findings are contrastive or dealing the theories.

These lexical change spread on some lexical classes, such as noun, verb, adjective, and adverb. However, noun was dominant lexical class of borrowing as theoretically proved by Thomason (2007:44), Lindstrom (2007:233), and Nagy (2010:27) who stated that the noun is significantly affected that human beings meet and practiced than other lexical classes in their life.

Then, lexical borrowing process has been manifested on three types: loan-words, loan-blend, and loan-translation. These patterns are in relation to the classification of lexical borrowing suggested by Millar

(2015:16) and Trask (1996:47). However, this research finding is more comprehensive through the division of loan-words which the patterns of the borrowing totally, loan-blend as the process of borrowing of lexical items from the other language through naturalization based on the characteristics of language recipient, and loan-translation was the phenomenon from which the external lexical borrowing occurs through the borrowing of concept of the linguistic it being borrowed.

Furthermore, in Acehnese historical linguistic, Acehnese borrowing does not directly adopt the linguistic item of source language such as English Arabic. But, the process of borrowing through the stimulus language, in this term is Indonesian or Malay language as the national language in the present and the past of Acehnese historical linguistic. In other word, the foreign language comes to national language until use in vernacular. For last words, the borrowing in a language is not a negative process. Actually, it depends how the language users create them to make huge of corpus language.

CONCLUSION

After analyzing the data, conclusions are drawn that the lexical process of Acehnese borrowing were totally realized in various ways based on its types, they are loan-words, loan-blend, and loan-translation. It is advisable

to the language users of Acehnese in their daily life at home, office, and school. Consequently, their language attitude will eventually increase by itself. In other hand, it

must maintain the all of the characteristic of Acehnese linguistic item so that the corpus of Acehnese language large.

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**WHAT DO OUR STUDENTS WANT?
A CASE STUDY OF EFL SPEAKING STUDENTS' VIEW
OF ACTIVITIES IN SPEAKING CLASSROOM**

Hijjatul Qamariah¹

Abstract

Students' beliefs or perspectives have been essential inputs for reflection and improvement of the teaching and learning of English. Knowing their interest and what they want will lead to a better and effective teaching and learning process. Thus, this case study attempted to find out the students' view of activities in the speaking classroom. Students' perspective and ideas toward activities, teachers' role and students' interest in topic and materials in speaking classroom are identified. To achieve this objective, 12 students were involved. The data were obtained through the interviews with the students who took speaking class. The interview was conducted by using focus group interview. Findings revealed that most of communicative activities such as drama, role play, storytelling, group works, dialogue, etc should be applied in speaking classroom. The involvement of teacher in speaking activities was also crucial, most of the students stated that teacher should make rule and always keep the target of the activities. In addition, teachers should always provide feedback and motivation, and also perform punishment and rewards practice. Results also indicated that in order to be able to speak and think more creative, students suggested authentic materials and familiar but also challenging topics should be provided. Moreover, topic such as current issues, tourism, lifestyle and history were also chosen by them as topics they are interested to learn.

Keywords: *view, EFL students, speaking, activities*

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INTRODUCTION

This study is an effort to gain a better understanding of what students want and how their views of activities that can help them improve their speaking ability in the speaking classroom. The main goal of this study is not to solve the problem but more to engage in understanding the students' needs and interests in some activities of promoting their speaking ability.

As broadly known, mastering speaking ability is one of the key factors to be successful in learning a foreign language. Generally, however, it is not only the purpose of learning itself but speaking is more related to communication in English in social and professional context.

A lot of researches have been conducted on speaking skills, but students still face a lot of problem in communicating and expressing ideas. Previous researches had been conducted on how to teach speaking through memorization of conversation. Those researches however, still cannot deal with students' problem in speaking. The latest researches have been shifted to conduct speaking classroom based on communicative principle as the goal of speaking itself is to improve students' communicative skills. Yet, those researches still cannot contribute much on helping students to improve their speaking skills. The problems supposed to be triggered by several factors. Teachers in this case, should adhere on the goal of the speaking classroom, and also understand the students' ISSN 2355-004X

problems and their proficiency. Sometimes communicative activities in the classroom are not suitable with the students' proficiency but teachers insist on applying those activities in order to make their students become active in the classroom. However, being active in the classroom sometimes does not reflect that students improve their speaking skills.

As suggested by Kayi (2006), there are some points that teachers should understand in teaching speaking. One of them is teacher should understand the meaning of teaching speaking itself. Teacher must aware that speaking classroom should be able to help students in producing the English speech sounds and sound pattern, Using word and sentence stress, intonation patterns and the rhythm of the second language, able to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and also able to organize their thoughts in a meaningful and logical sequence. Kayi also added that students should be able to use language as a means of expressing values and judgments (2006).

Nunan (2003) as cited in Kayi (2006) noted that using the language quickly and confidently with few unnatural pauses, which is called as fluency should also be taught to students. In addition, Partal-torres (2012, p.2) stated that some factors that can help students improve their oral skills are "the relevance of working communicative activities in class, appropriate to learners' needs; the significant role of the teacher as a guide to lead students

towards their autonomy; and, finally, the use of proper criteria in assessment, as well as feedback”.

Moreover, in teaching speaking teacher should also pay attention to students’ speaking performance, because there are some factors can contribute to students speaking performance such as “performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities” (Tuan & Mai, 2015, p.9). One study conducted by Tsou (2005) showed that the implementation of instruction in oral classroom participation proved that it can improve students’ oral participation in the class. This kind of instruction can be applied in a classroom where English is as foreign language. Moreover Oradee (2012) revealed that discussion, problem-Solving, and role playing significantly increase students’ speaking skills.

Therefore, based on some research findings aforementioned above, this study would like to find out the activities that the teacher can apply in speaking classroom in order to enhance students’ speaking ability by listening to students’ perspectives.

METHODS

In order to achieve a better understanding of how students in our speaking class view and respond to the activities in the speaking classroom, we conducted semi structured interviews individually and face-to-

face. We were guided by the following three research questions:

1. What kinds of activities do students think will help them improve their speaking ability?
2. What should the lecturers do to help the students engage in those activities?
3. What kinds of topics and materials are students interested to learn in their speaking classroom?

a. Participants

We chose 12 students from fourth semester of English Education Department of STKIP Bina Bangsa Getsempena to do interview and all of them are from speaking class. The majority of the students are between the ages of 19-20 years old.

b. Data Collection and Analysis

The research design of this study is qualitative study by using semi structured interview. We employed qualitative research to explore our research questions because it could give more rich and deep data (Cresswell, 2008, Punaji, 2010, Ary, et al, 2010) for our concern is to gain various students’ opinion and belief from in own words. The interview was conducted through focus group. Focus group interviews “allow group dynamics and help the researcher capture shared lived experiences, accessing elements that other methods may not be able to reach” (Liamputtong, 2011, p. 4). Moreover, the number of the participant matched the maximum number of the focus group participant as it is suggested by Ary, et al (2010) and Krueger and Casey (2000) that the Focus groups typically consist of 6 to 12

people. The sample of the study is purposive because we wanted to gain an insight of speaking classroom phenomenon. Transcripts were read thoroughly and common themes and perceptions were highlighted. In our first phase, the transcripts were read, and coded for initial reactions. The second phase, which Ary, et al (2010) labels the categorical phase, we label the categories that involve students' view on activities conducted in the speaking classroom, what the teachers should do in the class, and also what the students like to study in the class. Finally, in the third phase, the thematic phase of coding, three major themes emerged that we believe represent participants' views.

RESULTS AND DISCUSSION

During the final phase of coding, we identified various point of views related to some previous activities that make the students talk out of the topics given and some suggestion made by them related to those activities and how those activities should be employed in the classroom.

Our findings from the results of students' interview are discussed according to three thematic issues related to activities as mentioned below.

1. EFL activities

Many students in the speaking class that we interviewed responded enthusiastically toward the questions related to the activities that can help them improve their speaking ability. Ten students said that more group works activities would help them cope with their confidence. Comparing to individual

performance, small group activities encouraged them to do seriously on the task assigned by the teacher.

Most of the students agreed that dividing students in the group would lead them to talk on different topics, even sometimes it leads to more communicative and active situation. Even though, sometimes they talked about their personal problems. This is because the teacher was not with the group for the entire activities. Other students said they would like to be seated in pair or sometimes individual, because they have more chances to speak and got immediate responses from their partner. This is contrary to Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students' talking time. The rest of the class agreed about having fun activities sometimes like role play and games. They assumed those activities would lead to more interactive classroom and they can have more chances to work together with their friends. Further, Using media such as watching short animation video and then retell the story also help them to speak.

Looking through students' answers, the students in the speaking class have problems with anxiety and shy when they have to speak in the classroom, it can be inferred from their response that group work and pairing activities can help them build their confidence. Moreover, students have problems with lack of vocabularies when they speak, thus the students suggest that another activity like vocabulary building can cope their problem. Overall, students in the speaking

classroom noted that letting them to speak in the group can boost their speaking ability because peer support and assessment do help them.

2. Teaching and methodologies

The involvement of the teachers in the classroom would give the students learning experiences. Their responses to the questions what the teachers should do to help them improve their speaking ability were the teachers' task to give them some motivation and feedbacks anytime they are assigned to speak. They said the teachers' proficiency in speaking English encouraged them to speak more enthusiastically. Before assigning them to talk, most of the students suggested that the teachers initially should introduce them about the topic and provide a model of speaking for them.

The students suggest that teachers should provide them rule related to activities conducted in the classroom. They stated that giving them punishment to speak in front of the class when they come late is a good punishment and also teachers should reward them when they do well in the classroom. Besides, some students revealed that teachers should not underestimate the students, thus she/he should pay more attention to students character and their differences. They stated that when they feel motivated and appraised by the teachers, they would try more to speak. On contrary, teachers' negative view on them will hinder them to participate in speaking activities.

Almost half of the students in the class affirmed that the teachers should give more opportunities for them to talk every day, because some of them declared that classroom is the only place for them to speak English freely. Besides, they were not comfortable to speak in English outside of the classroom for they got experience that other people judged them as arrogant people and lose their identity. The whole class agreed that the speaking class should have fun atmosphere. Thus, it made them comfortable.

Further, they emphasized that the teachers should give more variety of activities, thus, they become more interested to study. Monotonous activities and teaching strategies would make the class boring.

3. Topics and materials

Regarding the topics and materials that motivated to learn, the students responded that the topics and materials given to them should be interesting based on students' perspective. They said if the topics or materials were not interesting, it also hindered them to talk. They become less motivated to talk and got involve in the classroom activities. Moreover, they asserted that the teachers should provide clear information on the topics and materials, so that they have good understanding and can let them to give more ideas to talk. However, as Richard (2008) stated that primarily, learners may depend on familiar topics to get by. However, they also need practice in introducing new topics into conversation to move beyond this stage. In this case, teachers should provide a

wide range of materials. This is in line with Hatch (1978) emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction.

Concerning on this, around ten students stated that current issues on TV or newspapers would give more authentic learning experience for them. They said it also boosted them to talk more. In addition, other familiar but challenging topics such as lifestyle, tourism and history could make them think more creative and talk more. Overall, most of the students emphasized that teachers should provide topic or materials based on students' interest and needs to improve their speaking ability.

CONCLUSION

As an important part of language learning either as English as second or foreign language, teaching speaking is crucial. The success of learners in communicating in the

target language is depicted by effective teaching process. Therefore, it is significant that language teachers focus on teaching speaking meaningfully by providing communicative activities not always based on teachers' interest but also eliciting what students want too. Listening to students' needs and views will lead to more contributive participation of students in the classroom. It is of course will not diminish teachers' role because students need teachers play a big part on their success.

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**COGNITIVE INQUIRY:
IS ENGLISH REALLY DIFFICULT FOR SCIENCE STUDENTS?**

Rosdiana¹ and Nyak Mutia Ismail²

Abstract

Science students are known miserable in coping very well with language, especially English. This study searched for the truth of this proposition by evaluating the formative test items for senior high-school level used in a science-based school in Aceh, Indonesia. The sources of this study were 150 questions and 35 students' answers on the pertaining tests for three different grades. The objective of this study was to find out the item facility and distractors' efficiency of each test item used for science students in their formative test. Methodology deployed was qualitative approach using content analysis in the scope of finding the item facility and distractors' efficiency for the test items. The result depicted that 84% of the items are in the 'easy' index, and 11% in 'moderate' index, and 4% 'difficult' index. Then, the data show that only 17% of the distractors' are efficient. The conclusion is that the formative test items are, indeed, easy for science students but with one condition: most of the distractors do not work properly for their cognitive level.

Keywords: *Cognitive domain, science students, language tests, language assessments, item analysis.*

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INTRODUCTION

Teaching instructors across disciplines have long been aware of their responsibilities in assessments and evaluations, yet very few make the follow-ups on this. Assessments and evaluation then fall into the charge of educational authority only—briefly speaking, government. As the result, teachers merely assume that whatever the mistakes and errors contained in the teaching and learning process, along with the evaluation process and its implications, are all to be shoved onto the charge of the authority. This is the most probable error in the teaching process itself as government is not the one who directly participate in the teaching process, they are just policy makers deciding based on research and empirical claims. Then a contemplative question gently emerges to be addressed to the practitioners, in this case, English teachers.

To be more specific, the wonder that appeared during the problem grounding of this study was the constant Acehese students' proficiency in English in most high-schools in Aceh, Indonesia—which, unfortunately, is mostly poor. Samad & Fitriani's (2016) conducted a study on Acehese students' TOEFL score and the result is dreadfully astonishing. The survey showed that from approximately 2000 students in Aceh, only 8 students reached the average TOEFL score. Almost all students strongly believe they would never outperform those who are good at English, and those who are good at it remain at a certain level for quite some time instead of inclining to be better users of English without realizing that their proficiency only ports on

the mediocre proficiency. Inasmuch, at school, Indonesian students get English for four hours a week for six years, which in sum is approximately 5200 hours for English in formal setting only, but the majority of the students still fails English.

Some issues have been stated by a number of research findings that students these days are stressed out and undergoing academic burnouts (Zhang, et al., 2013); students also have low motivation in learning (Syahputri, 2016); the curriculum changes leading to chaotic teaching-learning environment is also one of the prevalences. Furthermore, numerous ELT researchers have found that most teachers only use simple conventional approaches in transferring knowledge which resulted in low achievement as confirmed by Gow, Kember, & Chow (1999) that students who are taught using surface approach would develop instrumental motives in learning—only to get good scores—and this leads to low language proficiency. And this makes sense for Acehese students who have learned English for years and years but are still low-proficient.

Further presumed, there is something hidden beyond these and teachers, apparently, have control all over it—which is: those students are satisfied with their ability, already. This indeed sounds horrific but also somewhat comical at the same time. This is possible because they have the access to every knowledge on their finger tips. They just need to effortlessly type and what they are looking for is there on the screen only in micro-seconds. In addition, they believe that they

have coped with whatsoever constructed under the National Curriculum because, in majority, most of formative and summative tests at Acehese highschoools have been struggled to meet the curriculum demands (Syahputri & Ismail, 2017). Then we—teachers—find ourselves beaten up by the technologies which will still enrage to the certainless point of advancement. It is not the end of the story, though. There is one thing to do which has always been there in the teachers' control. Teachers are encouraged to move-up the students' thinking level into the higher level(s) so that the students become aware of the fact that there are a lot left to learn and they can focus more on expanding their knowledge regulation, in this case English. Since the regard is in language context, they should be taught how to use the language to its social and literary extent which is more useful in real life situation rather than to memorize syntactic patterns and textbook dialogues. Shortly, teachers should give students the thinking models they have never attempted before from which the students will re-grow their curiosity and motivation during the teaching and learning process. That is what they cannot get from technologies and mankind always wins when it comes to thinking and thoughts.

Only to mention, most of students in Aceh can only perform to the level of "*Comprehension*" which is the second level of Bloom's cognitive taxonomy. In this level, one understands the object/number/formula/idea/etc into the real time condition by confirming and connecting the information with his/her prior knowledge.

When posed to the more complex rute, i.e: evaluate, and create, s/he would likely find obstacles because of the novelty that his/her mind cannot recognize; whereas he/she does possess this ability as explained in the ZPD (Zone Proximal Development). This is the fissure in which teachers can fill up with 'skill' to help the students' cognitive growth.

One of the most possible area to intervene is test item, especially to its distractors when it comes to multiple choice items. Teachers design test items and they can decide whether to train the students' thinking skills or to spoil the students with easy task items. Doing the first assuredly demands the teachers to possess the thinking skills, too.

In conclusion, this study examined how far English teachers at the science-based school in Aceh, Indonesia have involved cognitive domain in the distractors content of their English grammar test items. Based on the rationale elaborated above, there were two problems formulated in this study:

- 1) What is the item facility index of each item? And what is its cognitive level?
- 2) How efficient were the distractors?

Therefore, the objective of this study was to find out the item facility index of the formative test items for grade X, XI, and XII along with ithe cognitive level; and the distractors' efficiency of the formative test items.

LITERATURE REVIEW

1. Item analysis

Item anaysis is important to the revision of the question items. From this stance, a teacher or test-designer can see how

effective is the test they have designed for their students. In case there are too many easy or difficult items, then the item should be revised or thrown out (Brown, 2004). Although it is only for the low-stake use of formative test, the test items should be constructed very carefully because test items are not merely score identifiers (Fulcher & Davidson, 2007), they also act as the motivation booster for students and evaluation opportunity for teachers whether to use the same teaching method(s) or shift it to another one. The effect of evaluation is indeed relatively huge (Bachman, 1990).

There are three steps in doing item analysis as suggested by Brown (2004) and Heaton (1989); the first is item facility or to see the difficulty level of each item. Heaton (1989) has proposed the index as shown in the following section. If an item is too difficult or too easy, then the validity and reliability of the item remain doubted (Deyger & Gorp, 2015). The second is item discrimination index which is the ability of each item to differentiate between upper level students and lower level students. This step was skipped in this study, however, since the items taken from the school are the one designed purposively for the upper level students at the school, while lower level students had another set of items which are not discussed in this study. The last one is the distractor efficiency. A distractor is considered effective if at least chosen by 2% of the whole test-takers (Fulcher & Davidson, 2007)—in this case, 1 test-taker.

2. Cognitive Domain

There have been a lot cognitive taxonomy levels with various labels proposed by experts in learning, however, many language teaching researchers pose on Bloom's cognitive taxonomy as certain language instructions have been derived from this taxonomic level as cited from Kramer, Lundgren, & Mabbot (2010) below. Number 6 is the one added to the conformity of the revision of the taxonomy.

1. Knowing – define, list, table.
2. Comprehending – describe, report, paraphrase, explain.
3. Applying – interpret, generalize.
4. Analyzing – compare, contrast, differentiate.
5. Synthesizing/Evaluating – synthesize, evaluate, decide, predict.
6. Creating – make, write, design.

There are six levels which are dichotomized into two levels, which are LOT (Lower-Order levels) and HOT (Higher-Order levels). LOT includes the lowest three levels—knowing, comprehending, and applying—and HOT involves the other higher three levels which are analyzing, evaluating/synthesizing, and creating (Assaly & Smadi, 2015). In 'knowing' level, the students are able to recall and recognize information; in 'comprehending' level, they are able to understand what the information means; in 'applying' level, they can apply the concepts to the real life situation; in 'analyzing', they can compare, contrast, and breakdown the information into its elements; in 'evaluating' the students are able to judge the value of the

information; and in the highest level ‘creating’, they can combine the parts of information to make a new form.

3. Science Students’ Language Ability

Our daily surveys show that science students are not good at language, in this case English, but their score in test are frequently excellent. To look closer, these kind of students are not good at performing language, especially face-to-face interaction because they understand language in certain symbolization of meanings instead of meanings themselves.

Verily, the science students know what a meaning conceives but they do not know how to narrate it in a good sequential procedure in a systematic language. Their ability in processing language is more to ‘decoding’ rather than ‘encoding’, and oftentimes labelled as passive language ability. Starfield (1990) supports that as soon as one is involved with scientific academic domain and are accustomed to using precise and implicit meanings, he/she would likely to comply with ‘context-reduced’ communication which is the propensity to depend on the keyword meaning; on the other hand, those who are trained very well with public speaking—namely Social science students—tend to employ ‘context-embedded’ communication which is the negotiation of meanings.

METHODOLOGY

The methodology used in this study was qualitative content analysis which promotes the in-depth elaboration of the quantitative data to be more meaningful in the qualitative interpretation (Mayring, 2000).

Content analysis’ objects can be transcripts of speeches, interviews, protocols, or documents. Through its procedure, this study employed deductive category application as Mayring (2000) suggests to be used in a content analysis which is based on a theoretical framework or criteria.

The data collection process was carried out using two instruments, namely the researcher herself as the qualitative inquirer (Patton, 2002), and 150 formative test-items and 35 students’ answers from grade X, XI, and XII at a science-based school in Aceh, Indonesia as the objects of this study. The objects were purposively taken from the school for the reason that the school is an internationally-standardized-science-based school.

In attempt of analyzing the data obtained, the following formula for determining the item facility as addressed in the first research question was used as suggested by Heaton (1989).

$$FV = \frac{R}{N}$$

The formula is represented by *FV* as the facility value, *R* as the number of correct answers, and *N* as the whole number of test-takers. For its interpretation, the following indices were used as the parameter (Heaton, 1989):

Table 1. Index of item facility

<i>Index</i>	<i>Facility level</i>
0.00-0.30	Difficult
0.31-0.70	Moderate
0.71-1.00	Easy

Regarding the second question, the researcher looked into each distractor's efficiency in the whole item sets. A distractor is considered effective if it is chosen by at least 2% of the test-takers, since in this case there were 35 students, so it should be chosen by at least 1 student.

RESULT AND DISCUSSION

This section narrates three points which resulted from the data collection and

data analysis process. The first sub-section explains the result of the grade X, XI, and XII formative test at the school. And the second sub-section elaborates the distractors' efficiency and the cognitive level employed.

a. Result of Item Facility

In the following graph is presented the result of item facility from the test formative item of grade X, XI, and XII.

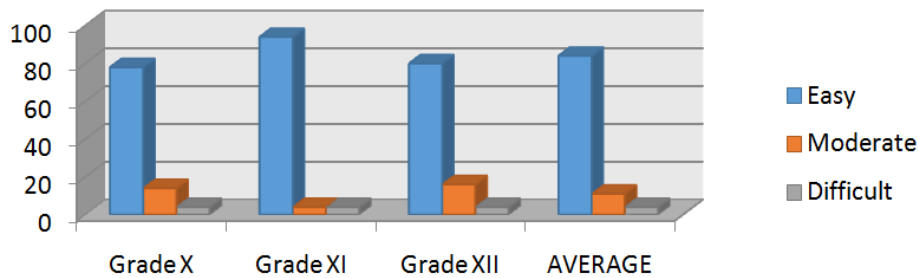


Figure 1. Percentage of item facility index

The figure above shows us that almost all items have 'easy' index. In grade X's items, 94% of the questions on grammar are in the 'easy' index, none is in the 'moderate' index, and 6% in the 'difficult' index. Then in grade XI's items, 85% is easy, 10% is moderate, and 5% is difficult. Lastly, for grade XII's items, 94% of the questions is easy, 6% is moderate, and none is difficult. Conclusively, in average, there is 91% easy items, 6% is moderate items, and 3% is difficult items.

To see how difficult the item is, provided below the easy facility value which reached the highest 'easy' value, 1.00. This is an item from grade X, in the topic of grammar. Item 30. *I come from Wrafter, a small town in Australian countryside. The town was ___ in 1789.*

- A. Found
- B. Ruins
- C. Rural
- D. Founded
- E. Clerk

The item above might appear correct, but with closer investigation, there are two major flaws in it. In its stem, there are two sentences which might seem coherent; but if we look at the item's objective—which is to make the test-takers find a correct verb form after the auxiliary verb in passive voice, the first and the second sentence in the stem are irrelevant. This is what Brown (2004) argues about multiple choice, that both stem and options should be stated simply and directly without any stem-lengthening. Probably, the first sentence would be coherent to the second one if the word 'old' was added so the sentence becomes '*...a small old town in Australian countryside.*' So it is related to the context '*...found in 1789*'.

Secondly, concerning to its distractor—option B, option C, option D, and option D, none of these were efficient. This is not in regard of the high intelligence of science students but more to the misleading word class used in the distractors. It is as simple as employing the 'comprehension' level to find the correct answer. As soon as we read the item, we would understand that passive voice sentence construction always needs auxiliary 'be' and a past participle verb. The verbs that we can find in the options are stated only in option A and option D; then we just need to choose one out of two instead of out of five, and the other three are useless.

In the 'moderate' value, below is an example taken from grade XII formative item on the topic grammar. The index of the following item is 0.50.

Item 40. *I don't want to give up _____ piano lessons, but my work schedule has changed, and I can't find the piano in any longer.*

- A. *To have*
- B. *Have*
- C. *Had*
- D. *Have had*
- E. *Having*

If the 'easy' indexed facility employs mostly 'comprehension' taxonomic level, in the 'moderate' index, a higher order was found. First, we can see that there is only one sentence even though with one sub-ordinate and one co-ordinate, we find the ideas are united. So that the stem becomes tied-up and direct. From the options, we see all options employ one word-class, which is verbs. This forces the test-takers to think harder, ultimately to the level of 'analysis' in where they have to compare and contrast the constituent elements to decide a verb form to use after verb 'give up'.

Students with the ability to analyze would find that after a base verb, another base verb cannot just pop-in. The base verb is found in option B. Further, they had three to drop. Again they employed their analyzing ability in where they found that a base verb has never been followed by past or past participle verb. So they dropped option C and option D. Now they had two to decide and in such circumstance, they needed to utilize the first taxonomic level—knowing. So they recalled that the verb 'give up' should be followed up by a gerund so that they dropped option A and chose option E. This is, of course, not a definite process, but it is the most likely

process to happen based on the cognitive taxonomic construction. The chain of thinking that happened during the decision making select those who definitely understood the case and some who failed the case. Then this item was answered by 6 students out of 12 students in grade XII. In addition, option D, option C, and option A did play their role as efficient distractors since 3 students chose option D, two students choose option C, and one chose option A. No body chose option B as it is suspected that all test-takers indeed utilized their first-step of analysis but not all prevailed. This undeveloped thinking-structure should be encouraged again during the teaching-learning process, especially in the improvement of the instruction (Hughes, 2014).

Last to provide in this section, below is the item with ‘difficulty’ index 0.25. This item is taken from grade XI test items, also on grammar topic.

Item 42. *Beginning in the mid-1970s, milk sales___down in the United States, and the CMAB___to do something to increase the sales.*

- A. *Went; was deciding*
- B. *Were going; was deciding*
- C. *Go; decides*
- D. *Went; decided*
- E. *Were going down; decided*

This item was only answered correctly by 3 students out of 12 students in grade XI; and interestingly, distractor E and distractor B were highly effective—six chose E and three chose B, but no one chose option A nor option C. The author found that the item is very-well constructed: first, the stem is clear and direct;

second, identical word-class is used in the options. The purpose of this item is simple, which is to enable the test-takers to recall the use of *Simple Past Tense* and *Present Continuous tense*, but most students arrayed. Despite its simple objective, this item employs higher thinking level, which is ‘evaluating’, in where the test-takers should be able to judge the case by developing the criteria of the item element(s). The thinking chain is most likely to be as follows. The first key word found by employing two lowest taxonomic levels, ‘knowing’ and ‘comprehending’, is *1970*, which is an absolute dejection for option C representing *Simple Present Tense*. Then no one chose option C. But those who did not utilize the ‘applying’ level, mistakenly in rush saw the plural mark in ‘*sales*’ and chose option B as they presumed that there are two actions, one action took place during the other action was happening. The same thing might also have happened to those who choose option B that they see plurality in ‘*sales*’ so it must match ‘*were*’ and singularity in ‘*CMAB*’ so it must match ‘*was*’, then the decision was option B.

Those who applied ‘analyzing’ level, came up further that the action in the coordinate sentence happened as a result from the main ordinate sentence so they sought the cause-effect conjunction and found none, all they found there was ‘*and*’, which is not a cause-effect conjunction. This shows that they were able to compare and contrast the element of each action through the semantic utilization and decided that these two actions—in this sentence—are not necessarily appear as main-

ordinate and sub-ordinate sentence, but main-ordinate and co-ordinate sentence so that it is a compound sentence instead of a complex one. When making decision, they then employed ‘evaluating’ level in order to judge the correct verb form used in *Simple Past Tense* compound sentence. They came to the point of recalling *Parallelism*; and in *Parallelism* the

verbs appear in the same form. Now they had option B and option D; but they dropped option B as they repeated the analysis that in the context, both action ‘go’ and ‘decide’ do not take time so they chose option D.

b. Result of Distractor Efficiency

Regarding the distractors’ efficiency, the result is drawn in the figure below.

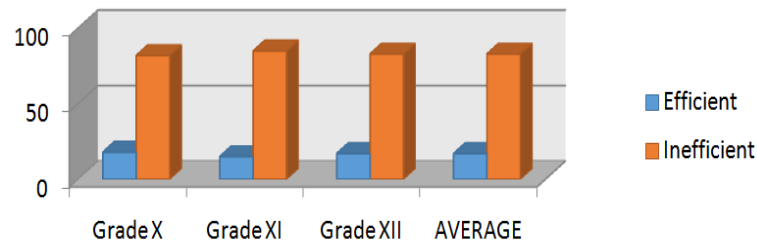


Figure 2. Distractors’ efficiency

From the table above, it is learned that most of the distractors do not play their role to distract, only very few do. In grade X distractors, we can see that from 250 distractors, only 45 distractors that distracted, which is 18%. Then in grade XI’s item distractors, only 15%, or 38 distractors out of 250, did distract the students. Finally in grade XII, 17% of the distractors are effective. As the result in the average, from 750 distractors, only 128 distractors are efficient.

The example of effective distractors are as provided in the following.

Item 26 grade X. *In which sports or activity do we use **CLUB** to hit the ball?*

- A. *Billiard*
- B. *Badminton*
- C. *Golf*
- D. *Ice hockey*
- E. *Baseball*

There were 3 out of 11 students in grade X chose D, one chose, A, three chose option E, and one chose option B. This mainly concerns with the use of ‘knowing’ taxonomic level, however the index is ‘difficult’ due to the test-takers being uninformed about such sports information. The facility index of the item is 0.27, which is ‘difficult’. However, this item is considered good, as we see that all of the distractors are nouns, kinds of sports, and all sports using balls.

Item 49 grade XI. *A healthy diet ___ a lot of fresh fruit and vegetables. Vegetables ___ especially low in calories and high in nutrients such as vitamins and minerals.*

- A. *include; is*
- B. *includes; are*
- C. *include; are*
- D. *includes; is*
- E. *includes; -*

The answer is option B which was apparently chosen by 8 students out of 12 students in grade XI. However, other distractors are efficient since each distractor was chosen by one test-taker, so one chose option A, one chose option C, one chose option D, one chose option E. The facility value of the item above is 'easy' with the index of 0.67.

The example of inefficient distractors:

Item 3 grade X. *Last month, I _____ skiing for the first time.*

- A. *go*
- B. *going*
- C. *went*
- D. *didn't went*
- E. *did going*

The item above has a perfect 'easy' index, 1.00. The answer is option C, *went*, and the other options did not function well as distractors. None of the test-takers chose them. The objective of the item, indeed, is simple which is to make the test-takers find the correct verb form of the past verb. As soon as the clue '*Last month...*' is comprehended in our mind, the form that appear is a positive form of past verb, which is in option C. The distractors are suggested to be revised.

Item 47 grade XI. *When my grandmother was in high school, she ... a lot of rules and regulations, and she ... very hard.*

- A. *have to follow; had to work*
- B. *had to follow; have work*
- C. *had to followed; had to worked*
- D. *have to follow; have to work*
- E. *had to follow; had to work*

The index of facility value of the item above is 1.00. It is 'easy'. The item aims at enabling the test-takers to use the correct form of past model of '*have to*' so the test-takers needed to employ their 'analyzing' level. All students chose B, which is the correct answer and the other option failed to play their role as the item distractors.

c. Discussion

From the findings above, English is then considered easy to science students. But let us look further into this fact. From 150 questions, 91% of the questions are in the 'easy' index, and most have perfect 'easy' index which is 1.00. The easy items are presented in the level of 'knowing' and 'comprehending' taxonomic level, which in fact employs the recalling and remembering of most information. This kind of items do not need more complex thinking process and presumably, students who are not-science-based would most possibly to be able to answer this kind of question, too. Higher order thinking application in multiple choice items are encouraged since most teachers only use the two lowest levels of the taxonomy, and this does not give any significant impact on the students' achievement. The order suggested are in the two higher levels which are 'analyzing' and 'evaluating'—the level of 'creating' might seem limited to multiple choice items. So, instead of designing grammar multiple choice items with one-word option, the teachers should design distractors—or stems—wrapped in both in compound and complex sentences. This is predicted to promote students to think in

higher level such as in Item 42 and Item 49 displayed above.

Further, 83% of the distractors did not work well. Shedding the light on the multiple choice items, distractors play the main role. The stem-distractor items should be objective, simple, direct; and item analysis indices are vital in the process of the items' evaluation whether they are to be accepted, discarded, or revised (Brown, 2004). Unfortunately, very few teachers are familiar with the item analysis of the test(s) they have designed.

The rationale built-up in the foremost section about the fact that science students are bad at English appears to be confronted in this study. Beside the first factor that shows most of the items employed only 'knowing' and 'comprehending' level, additionally, a finding from Rimfield, et.al (2015) concerning to gene roles in educational achievement showed that there is no classification between science and non-science genes. Naturally, same genes are responsible for all academic achievements whether it is language, math, science, humanities, and even art. On the contrary, Hadzazy (2011) cited SAT scores from Karl Tate College Board showing that out of 1.5 millions of SAT test-takers in 2010, 5 students score 700-800 in critical reading (language) but 200-300 in math, and 154 students score 700-800 in math but scored 200-300 in language. This confirms that science-based students are not necessarily good at English, *per se* the majority copes better with math. And the rest are presumably highly intelligent testees who can do well in both math and language, and the number of course much

larger than 154 students. Those 154 and 5 students are only the minority who excel in language and miserably fail in math, or vice-versa.

In conclusion, regardless of the natural ability and IQ levels between science and non-science students, environment poses the most prominent roles that can enhance curiosity, determination, and memory in both science and language (Rimfield, et.al., 2015). In this pertinent science-based school, teachers and students do use full English in teaching-learning activities for all subjects. All science-based subjects are delivered in English, so they are accustomed to the use of English of scientific terminologies, then the students are conformed with both 'context-embedded' and 'context-reduced' communications. So this is a science-based school running its activities in bilingual model; the integration of both science and language is worth applying in other schools. This is a good model for other non-science based school to also run such policy of integration. Indeed, it was carried out in some high-schools in Aceh a couple of years ago which was known as *RSBI (Rintisan Sekolah Berbasis Internasional)* but the program was unfortunately cut off.

CONCLUSIONS

As the conclusion, this study verifies that although numerous issues have affirm science students are weak at language and language students are weak at science can no longer preserve in language learning context. From the formative items analyzed in this study, it was found that there are several factors influencing this condition. Firstly, the

cognitive level of items and secondly, the distractors' efficiency. In addition, the genetic and neuroscience issues also pose their propositions. To any extents, somehow, the solution emerges in environment such as science-language-based environment created in Teuku Nyak Arief Fatih Bilingual School.

However, concerning to the test item, it is strongly suggested that teachers use higher order cognitive level when constructing test items so students can incline in both science and language domains as they have been supported by such sophisticatedly nurturing environment.

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**AN ANALYSIS OF STUDENTS' MOTIVATION IN STUDYING ENGLISH
(A SURVEY STUDY AT UIN AR-RANIRY BANDA ACEH)**

Siti Fachraini¹

Abstract

Motivation is a key concept to be success in learning. Student who has high motivation would do the best in learning even though the materials were felt difficult. On the contrary, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy. In line with this, this study tried to investigate students' motivation in learning English, whether they had intrinsic or extrinsic motivation. The study was conducted at English Department of Islamic State University (UIN) Ar-Raniry Banda Aceh. The sample of this study was 142 English students from first, third, fifth and seventh semesters. This study was a survey method and the technique sampling used in this study was random sampling. Furthermore, the instrument used to collect the data is questionnaire. The questionnaire consists of 10 questions in which question 1-5 are questions for intrinsic motivation and question 6-7 are questions for extrinsic motivation. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation $4.08 > 3.21$. It means that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation to learn English that comes from inside students was bigger than the motivation comes from outside students.

Keywords: *Motivation, English Students*

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INTRODUCTION

English is an international language that was learnt and used by many people in the world. No one can deny the importance of this language in communication around the world. Therefore, Indonesia as developing country requires its citizens to learn English as early as possible. Thus learning English become an important subject from elementary school until university.

In learning English, students are influenced by some reasons. Each student has different reason in studying English such as: first, learning English to get better job. Second, learning English make them capable to communicate with people around the world. Third, learning English can increase someone's prestige or confidence to go everywhere.

Yet, learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on his/her motivation level. Some of students feel English is a difficult subject and hard to study, but he/she has high motivation, so that he/she will try to get success in learning English. On the contrary, some of students feel English is a bored and waste time subject because he/she has low motivation in learning it. As a result he/she was fail in this subject. Therefore, motivation is a key to get success in learning process. This is in line with Harmer's opinion (2001, p. 3), "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success."

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task

On the other hand, extrinsic motivation also influences students in learning. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest.

UIN Ar-Raniry is one of campus in Banda Aceh which is famous with its English Department. Many people believe that this department can produce intellectual and skillful alumna especially in mastering and applying English in all sectors of education. Therefore, almost all candidates of college students who want to learn English choose this campus as the first choice to study. However, among all students of UIN Ar-Raniry who studied at English Department, they absolutely

had different motivation in learning English. Therefore, this study tries to find out the kind of motivation had by English students in learning English.

Based on explanation above, the research problem of this study is formulated as follow: “What kind of motivation had by English students of State Islamic University (UIN) Ar-Raniry Banda Aceh in learning English?”

LITERATURE REVIEW

1. Definition of Motivation

Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all. Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language.

To understand what motivation is, it is important to know the definition of motivation, types, sources and roles of motivation. There are some definitions related to motivation from many psychologists.

The word motivation is derived from word motive that means anything that encourages person to act to do something

(Purwanto, 2011, p. 60) Besides, Pintrich and Schunk (2008, p. 8) stated that the term motivation is derived from Latin word ‘Movere’ (to move) the process whereby goal director activity is instigated and sustained. According to Harmer (2007), “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” (p. 28) Moreover, Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007) added, “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 72)

Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English. Therefore, a teacher or lecturer should know if his/her students’ have high or low motivation in learning English so that teaching and learning process becomes effective and efficient.

a. Types of Motivation

Motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

1) Intrinsic Motivation

Santrock (2004, p. 418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from

inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996, p. 280) defined that

“Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it’s cultural, political and ethic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

Furthermore, Brown divided intrinsic motivation into two categories, namely integrative motivation and instrumental motivation.

(1) Integrative Motivation

According to Gilakjani, and Sabouri (2012), the terms integrative motivation is refer to language learning for personal goal and cultural understanding of L2, that is, the learner desires to learn a language is to involve in the target language community. Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.

(2) Instrumental Motivation

Instrumental motivation is regarded motivation as arising out of a need to learn the

L2 for functional or external reasons (Gilakjani et al., 2012). Moreover, Robert Gardner and Wallace Lambert states that instrumental motivation refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and status.

In addition, Gage and Berliner (1984, p.374) said that intrinsic motivation can be found such as in leaner’s interest, need, hobby and goal.

2) Extrinsic Motivation

According to Penny (1996, p. 277), “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.” Besides, Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984, p. 441) this type of motivation comes from teacher, parents, and environment.

b. Measurement of Motivation

There are some ways used to measure motivation according to Hanafiah (2010, p. 28):

- 1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- 2) Questionnaire is to know the persistence and loyalty.
- 3) Free compose is to understand information about the vision and aspirations.
- 4) Achievement test is to get the information about the achievement of the students' academic.
- 5) Scale is to understand information about attitude.

RESEARCH METHODOLOGY

1. Research Design

In conducting a study, research design is quite essential to help a writer determine each step that must be taken to get result finding proper with research questions. Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

The aim of this study is to find the data about students' motivation; either they used intrinsic or extrinsic motivation in learning English. Moreover, this study used survey method to collect the data what kind of motivation they had. Ary et al (2010:372) stated that "In survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior". Survey was useful when a researcher collect the data on phenomena that cannot be directly observed (such as motivation in learning English). The type of survey which used in this research is Cross-sectional surveys. Cross-sectional

survey is used to gather information on a population at a single point in time,

2. Population and Sample

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher (Sugiyono, 2010:117). This study was conducted at State Islamic University (UIN) Ar-Raniry. Therefore, the population of this study was all students of English Department of UIN Ar-Raniry in all grades in academic year 2016/2017. Based on the data taken from the department, the researcher got the number of English students were 240. Moreover, the sample taken in this research was 142 English students. It is based on table of Isaac and Michael which determined if the number of population 240 students, it should be taken 142 students as sample with error rate 5%. For each grade, the researcher took 35 English students as the sample. Technique sampling used in this research was random sampling. In addition, the researcher distributed the questionnaire to each grade (first, third, fifth, and seventh grade student).

3. Instrument

Instrument used in this study was questionnaire. It consists of ten questions in which the questions number 1-5 are the questions to collect the information about intrinsic motivation and questions number 6-10 are questions for extrinsic motivation. The Questionnaire used in this research is close questionnaire. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Jefiza (2011).The

questions for intrinsic and extrinsic motivation are presented as below:

Table 1.1 Intrinsic Motivation Questions

No	Intrinsic motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I Learn English in order to improve my English language skills.					
2	Learning English will allow me to be more at ease with English Speakers					
3	Learning English allows me to participate more freely in the activities of other cultural groups					
4	I learn English because it is something that I always want to do					
5	I study English because I enjoy learning it					

Table 1.2 Extrinsic Motivation Questions

No	Extrinsic Motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English is useful in getting a good job					
2	I learn English because I need it to further my studies overseas.					
3	I study English because I want to do well in my examination					
4	I study English in order to please my family					
5	I feel that no one is really educated unless he is fluent in English language.					

The students were asked to answer the question by choosing four categories SA=5, A=4, N=3, D= 2 and SD=1. The score of questionnaire is based on the table below:

Table 1.3 Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

4. Data Analysis

The data obtained from the questionnaires were analyzed by calculating the mean for each question. A five-point Likert scale was used to measure the level and

type of subjects' learning motivation. Such scale was used in the questionnaire to determine the level of agreement or disagreement of students' answer based on the following criteria.

Table 1.4 Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

FINDING AND DISSCUSSION

1. Finding

This research tried to find out what kind of motivation had by English students at UIN Ar-Raniry Banda Aceh either intrinsic motivation or extrinsic motivation. To get the data, the researcher used questionnaire consisting of 10 questions. Question numbers 1-5 are questions for intrinsic motivation while

question numbers 6-10 are questions for extrinsic motivation.

The questionnaires were distributed to four grades of English Students including first, third, fifth, and even semester students. The total of students taken as sample was 142 students. Below is the data of respondents of this research:

Table 1.5 Distribution of Respondents

No	Grade	Total of Respondents
1	1 st	37
2	3 rd	35
3	5 th	35
4	7 th	35
Total		142

Based on the result of the questionnaires, the following table presents 5 statements items about intrinsic motivation,

their means scores, and their corresponding motivation level which were serve as the basis for further interpretation and explanation.

Table 1.6 Intrinsic Motivation

No	Intrinsic Motivation	Mean	Rating of Motivational Level
1	I Learn English in order to improve my English language skills.	4.40	High
2	Learning English will allow me to be more at ease with English speakers	4.35	High
3	Learning English allows me to participate more	3.83	High

	freely in the activities of other cultural groups		
4	I learn English because it is something that I always want to do	3.95	High
5	I study English because I enjoy learning it	3.91	High
	Total	4.08	High

Table 1.6 above shows the result of questionnaire related to English students' intrinsic motivation. The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 4.08. Moreover, each statement for intrinsic motivation question also got high rating level. Statement number 1 (*I Learn English in order to improve my English language skills*) and number 2 (*Learning English will allow me to be more at ease with English speakers*) had the average mean score 4.40 and 4.35. From both of these statements, it proves that the students had high motivation in learning English. Their goal in learning English for them is to improve their language

skills. Besides, statement number 4 (*I learn English because it is something that I always want to do*) and number 5 (*I study English because I enjoy learning it*) got almost the same score, 3.95 and 3.91. These scores are almost the same because if the students enjoy learning English, so that they always want to learn it again and again. However, the statement number 3 (*Learning English allows me to participate more freely in the activities of other cultural groups*) got 3.83. It is the lowest score among the others.

Furthermore, below is the table of students' extrinsic motivation in learning English.

Table 1.7 Extrinsic Motivation

No	Extrinsic Motivation	Mean	Rating of Motivational Level
6	Learning English is useful in getting a good job	3.90	High
7	I learn English because I need it to further my studies overseas	3.36	Moderate
8	I study English because I want to do well in my examination	3.43	Moderate
9	I study English in order to please my family	2.96	Moderate
10	I feel that no one is really educated unless he is fluent in English language	2.40	Moderate
	Total	3.21	Moderate

Based on the table 1.7 above, it can be seen that the total mean score for extrinsic score is 3.21. It means that students' extrinsic motivation is in moderate level. From the data above, only statement number 6 (*Learning*

English is useful in getting a good job) got the highest score and the highest rating among the others. The students thought that English is a tool to get better job. Nowadays, all jobs especially in academic sectors need TOEFL

scores. Therefore, become fluent in English is essential to get a job. Moreover, statement number 7 (*I learn English because I need it to further my studies overseas*) and statement number 8 (*I study English because I want to do well in my examination*) got 3.36 and 3.43 or in moderate level. For statement number 9 (*I study English in order to please my family*) and number 10 (*I feel that no one is really educated unless he is fluent in English language*), the scores of students' extrinsic were 2.96 and 2.40 or in moderate level.

2. Discussion

Based on the data presented above, it is provide the information that most of the students have motivation in learning English by their intrinsic motivation. Intrinsic motivation is a type of motivation that was derived from inside of the students. The English students of UIN Ar-Raniry enjoy learning English because their own desire and their own pleasure. There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English speakers, they will more freely participate in the activities of other cultural groups, they learn English because it something that they always want to do, and they study English because they enjoy to learn. From those reason the students will drive to make an effort to achieve their reasons and their goals in learning English.

Furthermore, from the data presented above, it can be concluded that the English students of UIN Ar-Raniry also had extrinsic

motivation in learning English. Extrinsic motivation is a type of motivation which was derived from outside of the students. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. There are some factors that influence the student extrinsic motivation such as the students weremotivated to learn English because they want to achieve their goals, for example: they want to get a good score in final exam, they want to get a reward from the lecturer, they want to get a good job and they may want to continue their study overseas. Second, the students want to make their parents proud of them if they can master this international language.

Furthermore, from the calculation scores of students' intrinsic and extrinsic motivation above, the researcher found that the total mean score for intrinsic motivation is 4.08 and the total mean score for extrinsic motivation is 3.21. It explains that English students' of UIN Ar-Raniry have higher intrinsic motivation than extrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

CONCLUSION

Having conducted the research, the researcher found the data that the students of English Department of UIN Ar-Raniry had intrinsic and extrinsic motivation in learning English. Intrinsic motivation is a type of motivation that comes from oneself or inside students. For example, they learn English because they like learning English or enjoy the materials given. While extrinsic motivation is a type of motivation that comes from outside students or influence by others such as parents, friends or even society. Based on the data

presented in the research finding, it shows that the total mean score for students' intrinsic motivation is 4.08, it is considered as high rating level and the total mean score for students' extrinsic motivation is 3.21, it is considered moderate in rating motivational level. From this result, it can be said that the students had intrinsic motivation higher than extrinsic motivation in learning English. In other words, the motivation inside of students were bigger than the motivation comes outside the students.

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THE USE OF SKIMMING TECHNIQUE IN STUDENTS' READING COMPREHENSION

Rusmiati¹ and Arsyi Ghafura²

Abstract

Reading is a greatly necessary expertise to comprehend by English language learners. It is the ability to recognize the meaning from a text as intended by the writer. The reason for teaching reading to the students is because it belongs to the basic language skill in English. Students are expected to be able to read text book written in English because it is a foreign language for Indonesian students. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text. Therefore, reading is very important to teach to students. This study aimed to find out whether the use of skimming technique in students' reading comprehension is effective. The population of the study was 26 students, so all of them were used as the sample. The study was quantitative method which applies statistical formula in analyzing the data. The finding showed that skimming technique improved students' reading comprehension. It can be seen from the result of t-test and t-table. The former is 12,087 and the latter is 2,06. As t-test was greater than t-table, it can be concluded that alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. H_a states that skimming technique improves students' reading comprehension.

Keywords: *reading comprehension, skimming technique*

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INTRODUCTION

Reading is an immensely necessary expertise to comprehend by English language learners. If the comprehension in reading fails, students will need to improve their comprehension. Moreover, the reason for teaching reading to the students is because it belongs to the basic language skill in English. Students are expected to be able to read text book written in English because it is a foreign language for Indonesian students. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text that is called reading text.

Similarly, McDonough (2003:89) stated that reading is the most important foreign language skill, particularly in cases where students have to read English for their own specialist subject. Through reading, the readers can explore the world and gain the knowledge. Furthermore, it is also supported by another expert, Levine (2001:31) who explains that one of the prominent skills to be mastered by the university students and senior high school students is reading academic discourse as EFL learners. Therefore, reading is very important to teach to students.

Related to the explanation above, McWhorter (2004:2) defines that reading is thinking. It is an active process of identifying important ideas and comparing, evaluating, and applying them. While Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background to build meaning. In other words, reading is a process of thinking to get the meaning from the source by linking it to

the existing knowledge of the readers, so they can obtain the comprehension as intended by the writer.

However, teaching reading does not always run well due to some factors that cause the students' difficulties in learning. One of them is the application of the teaching learning method because an effective teaching English as a foreign language requires the use of effective learning method. In addition, it is a hard work to read in a foreign language. Students try to understand something from a passage or a text using a dictionary and translating word per word because they do not identify the logical and verbal relations in a given piece of writing which are necessary to interpret and translate a text. Some other obstacles come from the learners themselves and from the text such as the students are not accustomed to reading, lack of vocabulary, and do not have appropriate strategy in comprehending the text.

Due to the problems above, this research tries to use one of the strategies in reading, it is skimming technique. As stated by Harmer (2001:21), skimming is a technique in looking over a text to get a quick idea of the meaning of a text. Thus, skimming technique is required in helping students in comprehending a text, getting detailed information and other reading tasks. He also said that by encouraging the students to glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get the general understanding and detail information of the text itself.

Nuttal (1996: 49) points out that skimming is glancing rapidly through a text to determine its gist. For example, in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about matters that are not of great importance of us. It is an activity which requires an overall view of the text in order to find the general contents and ideas of the written material. Also, skimming is going through the reading material quickly to find out how it is organized or to get the writer's idea. Thus, the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process.

In the same way, Brown (2004: 213) states that skimming is a prediction strategy used to give a reader a sense of a topic and purpose of a text, the organization of the text, the perspective or point of view of the writer. It is a reading technique with high speed to look for things that are important or main idea of a reading. As a matter of fact, skimming technique has some advantages as what had been explained on Gerllet in Kartika (2010: 44) that it can help the students go through the reading material quickly in order to get gist of the text, can help students know the way the text is organized, can help students to get an idea of the tone or intonation of the writer.

The present study is intended to find out whether the students who were taught by using skimming technique improve their reading ability. Thus, the research question is

formulated as follows: Does using skimming technique improve students' reading ability?

From the research question above, hypothesis can be formulated as follows:

Alternative hypothesis (Ha) : Using skimming technique improves students' reading ability.

Null hypothesis (Ho) : Using skimming technique does not improve students' reading ability.

RESEARCH METHODOLOGY

The recent study was an experimental research to find out the result of skimming technique. Arikunto (2006:12) states that quantitative research is a kind of research that requires the use of number, ranging from data collection, data interpretation, and the appearance of the result. The instructional activity was designed to teach reading skill by using skimming technique to students. They are tested to measure the effect that students get after treatment. The result of the test would be analyzed by using statistical computation.

This study was conducted by using one group pre-test and post-test design. According to McMillan and Schumacher (2010:268), in the single group pre-test and post-test design, one group of subject is given a pre-test, treatment, and a post-test. The success of the treatment is determined by comparing pre-test and post-test score. The aim of this research design was to find out the result of using skimming technique which was going to be implemented for second grade students of English Department in teaching reading. There were 26 students in this

academic year which all are used as the sample in this study.

In research, instrument for collecting data is absolutely important. The accuracy of the result of research is mostly dependent on how accurate is the use of instrument. Before research is carried out, the instrument for the data collection should be well prepared. To specify, the instrument that is used in this research is test. Arikunto (2006:150) defines that a test is a procedure or instruments used to know or measure something (ability, attitude, achievement, and intelligence) with some particular roles. Another definition is also stated that test is a series of questions or other exercises, other tools used to measure the data about skill, knowledge, intelligence, or talent possessed of individual or group. (Arikunto, 2006: 150). In this case, the researcher gives the students reading test in using skimming technique. It was done twice: at the first

meeting as the pre-test and at the last meeting as the post-test.

The aims of using pre-test and post-test are to know the students' responses during the activities and to find out their abilities in reading comprehension and their progress. To gain the data in this experimental study, there were four meetings performed. At the first meeting, a test which consists of 20 multiple choice questions and 10 essay questions are given to the students. At the second and the third, they are taught about skimming which include theory and practice. While at the last meeting, another test which is similar to the previous test was done to students in order to see their improvement.

RESULT OF THE STUDY AND DISCUSSION

1. Result of the Study

After conducting the research, the data obtained from the pre-test and the post-test are previewed as follows:

No	Students	Pre-test	Post-test	Gain (d)	Xd (d-md)	X^2d
1	A	47,5	87,5	40	9,72	94,4784
2	B	50	87,5	37,5	7,22	52,1284
3	C	55	87,5	32,5	2,22	4,9284
4	D	35	87,5	52,5	22,22	493,7284
5	E	30	72,5	42,5	12,22	149,3284
6	F	47,5	97,5	50	19,72	388,8784
7	G	65	90	25	-5,28	27,8784
8	H	50	92,5	42,5	12,22	149,3284
9	I	62,5	80	17,5	-12,78	163,3284
10	J	67,5	75	7,5	-12,78	518,9284
11	K	42,5	82,4	40	9,72	94,4784
12	L	47,5	77,5	30	-0,28	0,0784
13	M	47,5	85	37,5	7,22	52,1284
14	N	70	90	20	-10,28	105,6784
15	O	57,5	72,5	15	-15,28	233,4784
16	P	65	82,5	17,5	-12,78	163,3284
17	Q	52,5	75	22,5	-7,78	60,5284
18	R	67,5	80	12,5	-17,78	316,1284

19	S	70	92,5	22,5	-7,78	60,5284
20	T	72,5	95	22,5	-7,78	60,5284
21	U	65	85	20	-10,28	105,6784
22	V	52,5	97,5	45	-14,72	216,6784
23	W	75	97,5	22,5	-7,78	60,5284
24	X	52,5	100	47,5	17,22	296,5284
25	Y	57,5	100	42,5	12,22	149,3284
26	Z	77,5	100	22,5	-7,78	60,5284
Total		1482,5	2270	787,5	-29,22	4079,044
Mean		57,02	87,31			

From the table above, it can be seen the students' score of both pre-test and post-test. To get the description of students ability in reading before and after treatment of skimming, the mean score of both tests could be compared. It can be noticed that the mean score of pre-test is 57,02. It is considered as a low score out of 100 in total. On contrary, the mean score increases significantly in post-test up to 87,31. From this notable rise, it could be assumed that the students reading ability improves after they are taught by using skimming technique. Furthermore, those scores would be more deeply analyzed by using statistical examination, that is t-test. This research uses t-score formula as suggested by Bungin (2005:191).

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

$$= \frac{2270 - 1482,5}{26}$$

$$= \frac{787,5}{26}$$

$$= 30,28$$

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

$$t = \frac{30,28}{\sqrt{\frac{4079,044}{26(26-1)}}}$$

$$t = \frac{30,28}{\sqrt{\frac{4079,044}{650}}}$$

$$t = \frac{30,28}{\sqrt{6,275}}$$

$$t = \frac{30,28}{2,505}$$

$$t = 12,087 = 12,09$$

$$t\text{-table} = 2,06 \quad Df = N-1 = 26-1 = 25$$

From the statistical analysis above, it can be seen that t-score is 12,09 and t-table is 2,06. It means that t-score is higher than t-table which indicates that Ha (hypothesis alternative) is accepted and Ho (hypothesis null) is rejected.

2. Discussion

This section discusses about the finding of this research. There are some points to show after analyzing the data of pre-test and post-test scores above. First, it can be clearly seen that there is a significant increase in post test score to pre-test score. The mean of pre-test score is 57,02, whereas that of post test score goes up sharply to 87,31. Thus, it can be described that students' ability in reading improve after they are treated with skimming technique.

Second, by obtaining t-score which is higher than t-table, it means that hypothesis alternative (H_a) is accepted and hypothesis null (H_0) is rejected. H_a states that using skimming technique in reading comprehension can improve their ability in reading. In other words, it can be summed up that applying skimming technique in reading comprehension to the second semester students of STKIP BBG is successful.

CONCLUSSION AND SUGGESTION

1. Conclusion

The result of this research deals with improving students reading comprehension skill. It can be concluded that the use of skimming technique in the classroom based on the criteria in this research is successful. It is if t-score is higher than t-table, H_a is accepted. The t-score obtained in this study is 12,087 and t-table is 2,06 which indicates that H_a is

accepted. It means that using skimming technique in reading class of second grade students of STKIP BBG Banda Aceh can improve their reading ability.

2. Suggestion

Based on the finding above, the researcher recommended some suggestions that are addressed to the English teachers to use skimming technique in teaching reading comprehension skill. First, it can be known from this study that the implementatiton of skimming in reading class can be an effective way to increase students reading ability.

Second, skimming technique can be applied in English language teaching because it can solve the problem that is found in teaching and learning process, for one of the appropriate technique to teach reading comprehension skill is skimming.

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**THE ANALYSIS OF SYNTACTICAL INTERFERENCE IN ENGLISH PHRASES
IN STUDENTS' WRITING
(A Descriptive Study at the Second Grade Students of SMP 2 Kuta Baro, Aceh Besar)**

Salwa Chaira¹ and Diana Topan²

Abstract

This qualitative-descriptive research attempts to describe Indonesian interference in building English phrases in writing. The research was undertaken to the second year students of SMP 2 Kuta Baro, Aceh Besar. This study aims to verify the Indonesian interference made by students in English phrases. The data were collected through document analysis which then the sample was selected to be analyzed. The sample of this study was twelve narrative texts composed by the students. The finding of data analysis reveals that there are some syntactical interference samples made by them as in *scenery roads, voice strange, morning Sunday, water bath, garden flower, and advice future*. These are resulted from Indonesian interference because they applied Indonesian structure in building English phrases. In conclusion, the research result shows that the students have lack of grammar knowledge in constructing English phrases. Therefore, they borrow Indonesian structure as a solution for their difficulties. For this reason, the teaching should focus more on how to build English phrases correctly by giving many samples of noun^y + noun^x (where noun^x means head and noun^y means modifier) pattern all well as explaining the rule in English as the target language they are learning. It hopes that they will not transfer the Indonesian pattern when they are writing in English.

Keywords: *interference, syntactical, phrases*

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INTRODUCTION

Some phrase structures of English are different from those of Indonesian. When young learners are learning English as a target language (TL), they often transfer the rules of Indonesian which is their first language (L1) into English. As a result, the interference of the L1 frequently happens to Indonesian learners when they are writing or building English phrases. Beardsmore as cited in Bhela (2016) states “many of difficulties of second language learners have with the phonology, vocabulary and grammar of the target language are caused by the interference of habits from L1”. Indonesian students who learn to write in English which is a foreign language (FL) often face difficulty to construct the phrases correctly because there is distinction between these two languages.

Based on a preobservation at a junior high school, namely SMP 2 Kuta Baro, Aceh Besar, the writer found there were a lot of syntactical errors in their writing. For example, they wrote *girl beautiful* instead of *beautiful girl*. This is categorized as syntactical interference because they transfer their Indonesian phrase pattern (noun^x + noun^y) into English phrase pattern (noun^y + noun^x) (where noun^x means head and noun^y means modifier). This transfer makes some of their phrases are incorrect.

This study is related to the study undertaken by Siska Kardina (2016) with the title “Grammatical errors produced by students in writing (a qualitative study at the first grade students of SMP Negeri 2 Darul Imarah, Aceh Besar). Here she focused merely on addition,

omission, misinformation and misordering in term of grammar. This study has a similarity in the context of misordering. The samples taken by Kardina were unstructured phrase and sentences. The students applied incorrect phrase and sentence patterns as a result of transferring the pattern from their mother tongue, Indonesian. They arranged the phrases by applying Indonesian phrase pattern (noun + adjective and noun^x + noun^y) instead of English phrase pattern (adjective + noun and noun^y + noun^x).

As a result, the writer conducted this study which describes Indonesian interference in building English phrases by the students of SMP 2 Kuta Baro, Aceh Besar. The writer hopes that the result of this study will be beneficial for English teachers or lecturers as a guidance of how to analyze interference in students’ writing so that they can focus more on how to build English phrases correctly by giving many samples of noun^y + noun^x pattern all well as explaining the rule in English as the target language they are learning. Then, it hopes that they will not transfer the Indonesian pattern when they are writing in English. Besides, it can give significant information for other researchers who wish to conduct a similar research.

LITERATURE REVIEW

1. Definition of Interference in Language

Interference gives a clear meaning of an act of intervention. It may be a disturbing effect on the performance caused by other behaviors. In the context of language learning and acquisition, interference refers to learner’s

intervention of one's first language (L1) onto his target language (TL). This bad effect of intervention is categorized as interference.

Language learners often get difficulties in acquiring a new target language because they have to adapt with the new rules of the language which can be dissimilar to their mother tongue's rules. The result is that they often apply their L1 structures into their TL for help. This technique gives two different results. If the structures are similar, it will help the learners to have correct application. On the contrary, if the structures are dissimilar, it will ruin the learners and take them into incorrect application. This ruin is called language interference since it gives negative effects to the learners. In this case, experts have proposed some definitions about interference language. Ellis (1986:299) views interference as an "old habits get in the way of learning new habits. Thus, it refers to the patterns of the learner's mother tongue get in the way of learning the patterns of the TL".

Usually, students are not accustomed to using a language which is newly introduced to them. They tend to refer to their L1 when they find difficulty to use new phrases or sentence in the target language. They automatically transfer the structures of their first language into the structures of the target language. Further, Ellis (1997:51) states "interference as the influence that the learner's L1 exerts over the acquisition on an TL". At the beginning stage of target language learning, learners have less knowledge about how to produce utterance or sentence in correct structures. So, they will transfer the

rules of their L1 to the TL. They will construct their own rules in order to accomplish their speaking or writing.

In addition, according to Saville (2006:35), interference is a transfer of elements in a first language to the target language as a negative effect since the L1 structure is used inappropriately in the TL". Interference is an obstacle for students resulted from their habit on their native language. Because it has differences in these two languages, one of them may influence another one in which the students wrongly apply some rules to express something in the target language both written and spoken. Although it is considered as a usual phenomenon happens in learning and acquiring a new language, interference can lead to errors.

From all definition above, the writer concludes that interference is a negative transfer from learners' L1 to TL. This usually happens in the process of language learning where learners often use their L1 structure into the TL because the lack of knowledge of the target language. Students' limited understanding about their TL will cause interference. Due to this, their first language will influence the production of the target language they are learning.

Before language learner are familiar with the new language, they often thinks about what L1 structure to transfer to the TL because it is the only arrangement they already know. Related to this, Brown (2000:224) states "especially in the early stages of learning a second language before the system of the second language is familiar, the native

language is the only previous linguistic system upon which the learner can draw". Accordingly, the learners take their previous language rules and apply them to the language they are learning at the current time. This negative transfer highly affects a phrase order in the TL writing.

English which is taught as a foreign language for Indonesian students provides situation in which students are introduced to a new language forms and at the same time they feel dependent on their mother tongue. As a result, the habit in L1 will play in the way they produce their TL. Brown states "learner's errors may be caused by many different processes including borrowing patterns from the mother tongue and extending patterns from the target language".

2. Syntactical Interference

Syntactical interference in this study is about unstructured phrases. It usually occurs when language learners incorrectly use part of words, phrases and clauses in a sentence. It can be a wrong order of phrase or sentence construction. The wrong form of an noun^y + noun^x pattern in English phrases as a result of transferring from Indonesian pattern.

Indonesian patterns are quite different from English patterns. For example, the use of Indonesian noun phrase pattern into English is categorized as interference because both have differences in the way of constructing. For example, Indonesian uses pattern of DM (*diterangkan-menerangkan*) which can be seen in the phrase *sekolah baru*. On the contrary, English uses MD (*menerangkan-diterangkan*)

which consists of *modifier+noun* like in *new school*.

a. Indonesian noun phrase

A noun phrase in Indonesian can be formed by putting a main noun (noun^x) at the beginning which functions as a head and another noun(s) (noun^y) afterwards which functions as a modifier. To construct a noun phrase, Indonesian uses principle DM (*diterangkan-menerangkan*) which constitutes of D as a main and M as an attribute (Djajasudarma, 2003:12). The sample in Indonesian pattern can be seen in *jendela kaca*. This phrase consists of two nouns; *jendela* and *kaca*. Therefore, the first coming noun *jendela* indicating by noun^x functions as main/head (*diterangkan*) and the next coming noun *kaca* indicating by noun^y is as an attribute which describes the noun/head (*menerangkan*).

b. English noun phrase

In English, a noun phrase can be formed by putting a noun(s) (noun^y) at the beginning which functions as a modifier and a main noun (noun^x) afterwards which functions as a head. To construct a noun phrase in English, it applies MD (*menerangkan-diterangkan*) pattern where a modifier or attribute describes a noun, for instance, *glass window*. This phrase comprises of a modifier and a headword in which the modifier *glass* describes the noun *window*.

This arrangement of noun phrase of English is opposite to Indonesian. This distinction patterns between these two languages causes interference in students' English writing if they merely borrow the L1

rules without adapting. They often use their Indonesian pattern of noun phrase when they write in English. This points out that they directly transfer their L1 pattern to the TL.

RESEARCH DESIGN

1. Research Design

This research applies qualitative-descriptive in design since it aims to obtain information about the phenomena.

2. Population and Sample

This research was conducted at SMP 2 Kuta Baro, Aceh Besar which is located in Kuta Baro Subdistrict, Aceh Besar, Aceh Province, Indonesia. This junior high school established in 1992 and runs under the authority of Ministry of National Education. There were 37 teachers teaching in this school with 189 students in academic year of 2015/2016. Thus, the sample taken in this

study is merely the students of Class II A of SMP 2 Kuta Baro which were twenty students who were present on the day.

3. Technique of Data Collection and Data Analysis

To collect the data, the writer asked the students to compose a narrative writing in English. From their writing, the writer picked phrases which included Indonesian interference. Then, she analyzed the sample and discussed.

FINDINGS AND DISCUSSION

1. Findings

There are a few samples of interference made by the students of SMP 2 Kuta Baro in writing a narrative text. Since the test was given once, the writer merely met these samples as seen below.

Incorrect pattern	Correct pattern
Scenery roads	Road scenery
Room class	Class room
Morning Sunday	Sunday morning
Water bath	Bath water
Garden flower	Flower garden
Advice future	Future advice

The sample of interference made by the students of SMP 2 Kuta Baro

Here, the writer compiles all the samples and explains all in one explanation. All the samples show that the students created syntactical interference because they applied their L1 pattern in making English noun phrases. It can be seen in *scenery roads, room class, morning Sunday, water bath, garden flower, advice future*.

In these samples, the students borrow Indonesian phrase pattern which applies noun^x + noun^y or DM (*diterangkan-menerangkan*) pattern. In Indonesian, noun^x functioning as a headword which means that it is the intended noun pointed by a someone must come first. Noun^y functioning as a modifier that describes the pointed noun must come second. The modifier can be more than one noun. As long

as it needs to describe the intended noun, the students can use as many nouns as they need in their phrase. Thus, the students simply place other nouns which function as modifier to additionally describe the headword (noun^x).

However, when this pattern is transferred into English, it is not accepted since English has the opposite pattern. In it, noun^x still functioning as a headword which means that it is the intended noun pointed by a someone but comes after noun^y. Noun^y still functioning as a modifier that describes the pointed noun but must come first. Here, the modifier can be more than one noun and follows the previous noun^y. The final coming noun in the phrase is the headword (noun^x). Hence, the pattern is noun^y + noun^x or MD (*menerangkan- diterangkan*). Therefore, all the samples should be corrected to *road scenery, class room, Sunday morning, bath water, flower garden, future advice*.

2. Discussion

The result of document analysis reveals some syntactical interference made by the twelve students at the second year of SMP 2 Kuta Baro, Aceh Besar in their narrative English writing. This interference is a result of Indonesian interference due to their limited knowledge in English syntax and causes error in their writing. The main factor is the lack of knowledge of syntax especially about how to construct English phrases.

The Indonesian interference in syntax often occurs in students' English writing because they have lack of syntax knowledge especially in constructing noun phrases. Therefore, they borrow Indonesian structure as

a solution for their difficulties. It can be seen that the errors are related to the transfer of noun^x + noun^y structure from Indonesian to English. they borrow their L1 phrase pattern and simply put it into the target language pattern.

As Brown (2000:224) says that different processes including borrowing pattern from the mother tongue may cause errors to learners. Due to this fact, students' limited knowledge of English structures can lead to the interference because they will refer to their L1 rules when they are facing difficulties in writing English phrases. This will automatically influence the process of language teaching and learning. It means that interference is a problem for both teachers and students.

For this reason, the teaching should focus more on how to build English phrases correctly by giving many samples of noun^y + noun^x (where noun^x means head and noun^y means modifier) pattern all well as explaining the rule in English as the target language they are learning.

Writing is a productive skill that they need develop to and advance steps so that they can share ideas and information correctly to others. Consequently, by having adequate abilities in English writing, they can communicate effectively with other people around the world.

CONCLUSION AND SUGGESTION

1. Conclusion

This research is aimed at finding out the types of interference, in students' English writing at the second year of SMP 2 Kuta Baro

Aceh Besar. After analyzing the data, the writer made some conclusions.

From the document analysis, the writer found that the students at the second year of SMP 2 Kuta Baro made a few interference in constructing English phrases. This result Produces errors in their English writing. Due to this fact, the students cannot master writing skill as means of communication as well as possible.

2. Suggestion

After having some conclusions about the research findings, the writer would like to give some suggestions for teachers and other researchers who will conduct similar research.

- a. Teachers should pay more attention in aspect particularly in English phrase.

They should focus more on what the students need to increase their knowledge about phrase constructing. Some writing activities are needed by which they can practice these patterns.

- b. Interference is a common issue in language learning. Therefore, further researches are needed in order to provide more information about other features of interference in students' writing which is very beneficial for both teachers and students to conduct better teaching and learning. There are a lot of types of interference occurs in English writing. Thus, other researchers should follow up this research to find what was not resulted from this research.

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**THE USE OF ENGLISH ANIMATED MOVIE TO IMPROVE STUDENTS'
ABILITY IN WRITING DESCRIPTIVE TEXT**

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Abstract

The objective of this study was to investigate the effectiveness of using English animated movie in writing descriptive text and to figure out the students responds in using of English animated movie in their writing descriptive text to the fourth semester of English department at STKIP Bina Bangsa Getsempena. In this research, there were 12 students that took as a sample. The data was obtained through quantitative and qualitative design method. The quantitative data was taken from the students' writing score, while qualitative data was obtained from the questionnaire which were distributed to figure out the students respond in using English animated movie in their writing descriptive text. The data collected by using two steps of test, there are pre-test and post-test. The post-test result was 83.5 and the mean of pre-test was 75.25. It meant that the post-test mean is higher than the pre-test, while the score of t-test was 22.88.

Keyword: *English Animated Movie, Descriptive Text, Writing Skill*

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INTRODUCTION

Writing is an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Students can share everything that they want freely in written form, as supported by Hyland (2002), writing can make the students take out their ideas in their mind and put it into others form that other people can read and consider about it. It means that every person can share their idea and communicate with others in the written form. However, communicating through writing is quite difficult to use than spoken form.

Writing involved more than just producing words and sentences. In order to produce a piece of writing, the students should write or arrange a series of words and sentences which are grammatically and logically correct. These ways should help students in mastering the grammar and make the writing sense. Moreover, the teacher also can help the students in improving their writing ability by using an appropriate method, technique or supported media.

There are lots of text type in writing, there are recount, review, descriptive, narrative, analytical exposition, hortatory exposition, news item, explanation, narrative, procedure, anecdote and report. All of those texts have different function, generic structure, and language features. From all types of the texts above, the descriptive text is one genre that must be mastered by fourth semester students in mastering writing II. Based on Evawina (2010) descriptive paragraph is a paragraph that vividly portrays a person, place,

or thing in such way and the reader can visualize the topic and get into the writer's experience.

Based on the researcher's observation on April 10, 2017 while observing teaching learning writing II, there were 70% of students who were unable to write a descriptive paragraph. The lecturer already have taught the material to students well but the students still had the problem in writing descriptive paragraph. In addition, the researcher gave English animated movie to help the students in developing their writing and then asked to them to write a descriptive paragraph individually.

In this research, the writer would like to use English animated movie as a media for student's writing. Usually teacher used it media for listening or writing descriptive text. The researcher limited English animated movie as one of the media in teaching writing descriptive text, that gave students more opportunities to write what did they watched and understood. All of the students would participate to share the idea because they have their own descriptive paragraph. The English animated movie would make them not only active in thinking but also in writing descriptive text. It also helps the lecturer to teach the students writing descriptive text easier and more interesting. Students would not be bored because they have to be active and gave their participation in teaching learning process.

Students idea can be develop through an English animated movie as suggested by Manser (2000), an n animated film is a film

that contains story, has conflict, dialogue, plot, and characters. Then Arsyad (2006) says that films can transfer an idea. It means, by watching animated films, the students can interpret the story directly, see the conflict of the story clearly, see the action, hear sound, and imitate expression, stress, and intonation of characters. Thus, if the students have ideas, they will be easier to retell the story and improve their writing ability. In addition, they will be interested, motivated and participated in teaching learning process.

The problem in this study stated are:

1) does the use of English animated movie improve students' speaking ability? and 2) what are the responds of students in implementing English animated movie in their descriptive paragraph?

RESEARCH METHODOLOGY

The writer conducted the research in quantitative and qualitative research. According to Sugiyono (2010), quantitative was research methods that are based on the philosophy of positivism, was used to examine the population or a particular sample, the technique was generally carried out at purposive sample, using a data collection instrument of research. The quantitative design would analysis students' writing. Then, the writer also used the qualitative study in this research to describe the pronunciations. A qualitative does not start with a hypothesis, so there is no interference in the form of control

or treatment to be participants (the student and the teacher). According to Moleong (1998 as cited in Sugiono 2010), a qualitative research is the display of observed object in sentences in detail. It means that qualitative research is not focused on the detail of the data counted but it focused on how to explain the data in words.

The population of this research was all of the students in English department of STKIP Bina Bangsa Getsempena Banda Aceh that referred to the subject of the research. While the sample of this research only small part from the population. The writer focused on the fourth semester of English department. The numbers of the students are 12 students.

Based on the research methodology, the writer had to determine the research instrument to derive the data. The instrument that was designed can be used as a measurement in getting the data. Based on Arikunto (2002), instrument is the tool that used by the writer to collect the data. Then, the instrument might be in form of some question or exercises to measure knowledge, intelligent, achievement and attitude to someone or group of people. The instruments that used by the writer were: test and questionnaire. The researcher arranged pre-test and post test to get the data, the test is in form of student's writing.

The writer used a framework that adapted from Heaton (1988: 146) to analyze the data. The frame work, are;

Table 1. Assessment Rubric of Writing a Descriptive Text

No	Writing Aspects	Score	Range
1	Content/ Idea	30 – 27	Excellent to Very Good
		26 – 22	Good to Average
		21 – 17	Fair to Poor
		16 – 13	Very Poor
2	Organization	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
3	Vocabulary	20 – 18	Excellent to Very Good
		17 – 14	Good to Average
		13 – 10	Fair to Poor
		9 – 7	Very Poor
4	Grammar	25 – 22	Excellent to Very Good
		21 – 19	Good to Average
		17 – 11	Fair to Poor
		10 – 5	Very Poor
5	Mechanic	5	Excellent to Very Good
		4	Good to Average
		3	Fair to Poor
		2	Very Poor

FINDINGS AND DISCUSSION

Student's writing analysis was purposed to investigate the mistake that student make in their writing which using English animated movie as a media. In analyzing the students' writing, the writer would describe it specifically by focusing on 5 aspects. Those aspects are content, organization, vocabulary, language use, and mechanic. For each aspect

had different score, for instance the score for content is 30, for organization is 20, for vocabulary is 20, for grammar is 25, and the last for mechanic is 5. The writer would analyze the score by using t-test formula to compare both pre-test and post-test's score. Before calculated the data, the writer will distributed the score in t-test table. The table as follows:

Table 2. The Score of Students' Writing Test

No.	Students' Initial	Score		Gain (d)	Xd	X ² d
		Pre-test	Post-test			
1	EH	73	85	12	4.25	18.0625
2	MA	77	86	9	1.25	1.5625
3	FW	76	87	11	3.25	10.5625
4	MQ	72	85	10	2.25	5.644
5	NF	68	72	4	-3.75	-7.5
6	SI	80	90	10	2.25	5.0625
7	ER	75	82	7	-0.75	5.0625

8	JI	80	87	7	-0.75	5.0625
9	AG	74	83	9	1.25	5.0625
10	JA	74	80	6	-1.25	1.0625
11	SW	79	85	6	-1.25	1.0625
12	FR	73	83	10	2.25	5.0625
Total		901	1005	93	9	43.6875

$$Md = \frac{\sum Md}{N} = \frac{93}{12} = 7.75$$

using t-test formula by Arikunto (2006: 86), as follows:

The average score from table above is 7.75. then, the writer calculated its score by

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}} \\
 t &= \frac{7.75}{\sqrt{\frac{\sum 43.6875}{12(12-1)}}} \\
 &= \frac{7.75}{\sqrt{\frac{\sum 43.6875}{132}}} \\
 t &= \frac{7.55}{0.33} \\
 &= 22.88
 \end{aligned}$$

To find out degree of freedom, the writer used statistical formula as follows:
 $df = N - 1 = 12 - 1 = 11$. Based on the result, t-test is 22.88, meanwhile t-table of 5% is 2.20. It meant that there were different score of the students experimental pre-test and post-test. The students in post-test who were taught by using animated movie got higher score than pre-test before treatment.

In the learning process some students depended on the teacher due to the teacher as the center resource in getting knowledge which the teachers almost often gave the explanations about the material. So that it made the student passive in the class, but by using English animated movie in the class it would be encouraged the student more active in learning process where they should find out more information about the material. In this case the teacher just a facilitator who explained about guideline or give instruction

for the students in order to improve students writing ability.

CONCLUSION

Based on the data that has been explained above, the use of English animated movie to improve students' writing descriptive text it can be concluded as the following: the students' ability on writing descriptive text for the fourth semester of English department in

STKIP Bina Bangsa Getsempena is good to average for 4 aspect, those were grammar, organization, vocabulary and mechanics. While for the content, the students' writing in range poor to fair. In other words, the student have problem to relate the sentence with the topic and general classification of descriptive text in writing.

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