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The articles are:

1. Improving Students' Of Non-English Department Perspective in Learning Vocabulary Through Website, Risa Mufliharsi (Lecturer of University of Indraprasta PGRI) and Eva Nurul Candra (Lecturer of University of Indraprasta PGRI)
2. Strategi Penerjemahan Teks Bahasa Inggris ke Bahasa Indonesia Calon Mahasiswa Magister dalam Ujian Masuk Program Pascasarjana UIN Ar-Raniry Banda Aceh, Ika Kana Trisnawati (Lecturer of Universitas Muhammadiyah Aceh) and Syamsul Bahri (Lecturer of Universitas Muhammadiyah Aceh)
3. Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris (Eksperimen di SD IT Amal Mulia Tapos Kota Depok), Megawati (Lecturer of STKIP Kusumanegara, Jakarta)
4. Circumstantial Adjuncts Used In The Tale "The Taming Of The Shrew", Nurhasanah (Lecturer of STKIP Kusumanegara, Jakarta)
5. "At Least, I Have To Repeat Five Times" Frequent Reading Difficulties, Nyak Mutia Ismail (Lecturer of Syiah Kuala University)
6. How A Research Article Introduction Structured? The Analysis Of Swales Model (Cars) On English Research Article Introductions, Hijjatul Qamariah (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh) and Sri Wahyuni (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)
7. Analyzing Homographs in Acehnese and English Languages, Puan Tursina (Lecturer STKIP Muhammadiyah Aceh Barat Daya) and Eka Rahmatan (Lecturer of STKIP Muhammadiyah Aceh Barat Daya)
8. Improving Students' Ability in Writing English Teaching By Using Portfolio Assessment (An Experimental Study at SMK N 1 Blang Pidie), Zuhri Efendi (Lecturer of Universitas Muhammadiyah Aceh)
9. Implementing Authentic Assessment Of Curriculum 2013: Teacher's Problems and Solusions, Fitriani (Lecturer of STKIP Muhammadiyah Aceh Barat Daya)
10. The Essential Of Realia: Establishing Students' Writing Ability To The Real World, Rosdiana (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)
11. Teaching and Learning Process Of Speaking, Henny Susanty (Lecturer of STKIP Muhammadiyah, Aceh Barat Daya), Dewi Ritonga (Lecturer of STKIP Muhammadiyah, Aceh Barat Daya) and Puan Tursina (Lecturer of STKIP Muhammadiyah, Aceh Barat Daya)
12. Using English Songs To Increase Early Students' Vocabulary, Siti Fachraini (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)
13. The Analysis Of English Native Speaker and ESL Texts Using Fars Approach, Mulyani (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)

Finally, the editor hopes that this journal becomes an innovative development of ideas to all of educator in various fields that they can take benefits, concepts, forms, and models from this publishing.

Banda Aceh, November 2017

Editor

Content List

	page
Editorialn Team	i
Editorial Acknowledgment	ii
Content List	iv
 Risa Mufliharsi and Eva Nurul Candra Improving Students' Of Non-English Department Perspective in Learning Vocabulary Through Website	 78
 Ika Kana Trisnawati and Syamsul Bahri Strategi Penerjemahan Teks Bahasa Inggris ke Bahasa Indonesia Calon Mahasiswa Magister dalam Ujian Masuk Program Pascasarjana UIN Ar-Raniry Banda Aceh	 84
 Megawati Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris (Eksperimen di SD IT Amal Mulia Tapos Kota Depok)	 101
 Nurhasanah Circumstantial Adjuncts Used In The Tale "The Taming Of The Shrew"	 118
 Nyak Mutia Ismail "At Least, I Have To Repeat Five Times" Frequent Reading Difficulties	 127
 Hijjatul Qamariah and Sri Wahyuni How A Research Article Intruduction Structured? The Analysis Of Swales Model (Cars) On English Research Article Introductions	 136
 Puan Tursina and Eka Rahmatan Analyzing Homographs in Acehnese and English Languages	 147
 Zuhri Efendi Improving Students' Ability in Writing English Teaching By Using Portfolio Assessment (An Experimental Study at SMK N 1 Blang Pidie	 152
 Fitriani Implementing Authentic Assessment Of Curriculum 2013: Teacher's Problems and Solusions	 164
 Rosdiana The Essential Of Realia: Establishing Students' Writing Ability To The Real World	 172

Henny Susanty, Dewi Ritonga and Puan Tursina Teaching and Learning Process Of Speaking	179
Siti Fachraini Using English Songs To Increase Early Students' Vocabulary	185
Mulyani The Analysis Of English Native Speaker and ESL Texts Using Fars Approach	195

IMPROVING STUDENTS' OF NON-ENGLISH DEPARTMENT PERSPECTIVE IN LEARNING VOCABULARY THROUGH WEBSITE

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Abstract

The research purposes to improve students' of non English department perspective in learning vocabulary through ESP syllabus which implemented in website that suitable with visual design communication program. The research uses qualitative data to find out credible data which have been confirmed by the writers. Then, the writers analyze the data which have been taken. The research is conducted in visual design communication program of UNINDRA in first grade students that consisted by 45 students. The procedure of collecting the data: 1) Writers observed by taking Mid Term Scores, 2) Writers checked the syllabus designed, 3) Writers found out the need analysis of using ESP materials by using questionnaire, 4) Writers analyzed the data, 5) Writers grouped the data, 6) Writers designed syllabus and the course, 7) The writer developed the material which students need, 8) The writer evaluated the students' result. The result of this research is writers got evaluation from the students for knowing their concerning in learning English through website by doing interview. There are five questions and the students can answer it directly refers to their satisfaction, their interest, their need, their achievement, and their suggestions. Based on the students' answers, 80 percents of students enjoy this course and can increase their vocabulary naturally.

Keywords: *Students' Perspective, Vocabulary, Website*

INTRODUCTION

As a tool in communication nowadays, English is not only used by natives, but also many communities. The differences of use English is in their purposes. So that, there are many parts of English which are related to the purposes, such as ESP (English for Specific Purpose), ESL (English For Second Language), EFL (English For Foreign Language), etc.

In this study, writers concern with the instruction of English in Non-English Department. The instruction of English in Non-English Department in Indraprasta PGRI University is still using General English for their syllabus. Whereas, General English fundamentally is not related to students' needs in non-English program because they do not need to learn four basic skills in English only in one

term. If this condition still running, they still think of English is difficult because the output of the study is listening, speaking, reading, and writing. Moreover, the most of them have less vocabulary and grammar which are basic in English. It is based on visual design communication program students' perception by using questionnaire were undertaken by writers. Most of them think that the material is not suitable with their carrier. Other fact is, their mid terms scores which is taken from their lecturer is average 55. So that, it will be big problem if the students themselves to enrich their ability in English.

In fact, students realize that English is important for their future. Therefore, they have to change their attitude, motivation, and behavior in learning English. Many factors can convert their behavior. One of

them is English material in their classroom. The lecturer should realize that the students need English for achieving their goals. So that, they need English to specific purpose, because mastery in English is not their goals. That is why English lecturer in non-English program should know which materials that should students must have related to major that they have chosen.

Related to the situations given, the writers assume that changing the syllabus is needed to improve students' of non-English department vocabulary. If the lecturer focus in the objective which is needed by the students, the students will encourage themselves to learn English actively because they must have to enrich themselves for the future. After that, the lecturer can use media which is close to students. In this study, the writers use ESP materials and implement the materials by using website. Website is chosen because it is close to visual design communication program because the most of subjects using internet, website, software. Hopefully, by using website, students can increase their scores in English specially in vocabulary.

Research Questions

1. Does Website Improve Students' Perspective in Learning Vocabulary in Non-English Department?
2. How The Influence of Website in Students' Perspective of Learning Vocabulary in Non-English Department?

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

Definition of Website

Website, web, or site is a central location of various web pages that are all related and can be accessed by visiting the home page using a browser

(<https://www.computerhope.com>). The web address can be reached through internet connection. The elements of websites are web address or web pages, homepage, web server. Each elements is related to each other. To view a website requires a browser. Then, one can open the website by entering the URL in the address bar.

By using website, everyone will read the information contained on each web page, and if there are any interesting hyperlinks, he will follow those links by clicking on them to find out more information or to perform a task. Besides, one can also listen to music, watch videos, shop, communicate, and much more on many websites.

Because of many advantages in use, website has different purposes depending on who the intended audience is. Some websites are geared towards selling products and other websites are geared towards providing practical information, while others are merely for entertainment. They are:

1. Informative / Practical Information Websites

The purpose of an information centric website is to convey specific, helpful information to a specific user/audience so that the reader learns something new or understands a topic better. These websites are geared around more actionable information and may contain tips and tricks, fix and repair, guidance, support information, directions, instructions, etc.

2. Entertainment Websites

These websites showcase entertaining information for visitors. They are: Online magazines, gossip oriented websites, celebrity news, sports coverage, movies, the arts, humorous websites, etc. These websites are designed to be easy to

navigate and frequently updated in order to keep users coming back for more information. They can be made more engaging by using dynamic content, such as videos, podcasts, slideshows, etc.

3. E-Commerce Websites

The purpose of e-commerce websites are to sell products to users. The most successful websites are carefully optimized to achieve a high percentage of purchases. To achieve success e-commerce websites need to integrate all of the latest online closing & upsell techniques available which have been proven to increase the chances that a visitor will purchase.

4. Service-Based Business Websites

The purpose of a service-based business website is to convince website visitors that they should become customers of the service company. This is done by positioning the company as a dependable, trust worthy and experienced service provider in the target market.

5. Blog

The purpose of a blog is to provide a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

6. Social Media Websites

The purpose of social media websites are to make it very easy to share and connect with friends, family, co-workers, acquaintances and even strangers. (<https://www.cleart.com/what-is-the-purpose-of-a-website.html>)

Based on the definitions above, it can be concluded that website is a central location of various web pages that are all related and can be accessed by visiting the home page using a browser. It has many purposes which depended by who the intended audience is. Some websites are

geared towards selling products and other websites are geared towards providing practical information, while others are merely for entertainment.

Related to the purpose, the writers used website because in website, the students would learn English in less pressure because the most of them tend to use media in learning. Besides, they could repeat the material by doing the exercise everytime they need.

Definition Vocabulary

Vocabulary is one of important ability that person should have in learning language, specially in English. If someone having great vocabulary, it means he would be has various vocabulary and can implement it in speaking, reading, and writing related to context. As Keown dan Beck (2003) in Nunan (2006:122), "It is important to use both formal and informal vocabulary instruction that engages students 'cognitive skill' and gives opportunities for the learners to ctually use the words." So that, lectures or teacher can enhance students' vocabulary to improve the students' skill in English. After having a lot of vocabulary, the students will tent to be confident applying their vocabulary in four skills naturally. If they have lack vocabulary, the students tent to be passive and feel anxious in learning English

Based on the linguist argument, it can be concluded that vocabulary is important in learning English because reflecting one's ability in language. It can be an indicator whether someone can understand what he is listening, doing speaking, reading , and writing. If some one has skills in English, it means he has enough vocabulary to express his English in four skills in English.

Because of it, the writers encouraged students to enhace their vocabulary because

they should use English for their job. Visual design communication program is one of program which uses English in most of their implementation. They are required able in reading program which operated in English, speaking in good pronunciation, etc. Therefore, the lecturer should select which vocabulary that refers to students' should have by drilling or practicing in classroom. So that, they looked familiar of it.

Theoretical Framework

Related to the discussions above, the writers design courses which reflect the materials which needed by visual design communication program students. Related to Dudley-Evans and St. John (1998), who identified four steps, they are: 1) need analysis, 2) course, 3) material selection, 4) teaching and learning evaluation.

METHODOLOGY

The research uses qualitative data to find out credible data which have been confirmed by the writers. Then, the writers analyze the data which have been taken. The research is conducted in visual design communication program in first grade students that consisted by 45 students. The procedure of collecting the data:

1. Writers observed by getting mid term scores.
2. Writers checked the syllabus designed.
3. Writers found out the need analysis of using ESP materials by using questionnaire.

4. Writers analyzed the data.
5. Writers grouped the data.
6. Writers designed syllabus and the course.
7. The writer developed the material which students need.
8. The writer evaluated the students' result

FINDINGS AND DISCUSSION

Need Analysis

The writer uses questionnaire to find out the student's need. The indicators related to Ahmad H.P are: 1) Benar dan aktual, 2) Penting untuk dipelajari, 3) Bermanfaat dalam kecakapan hidup, 4) Layak dipelajari, 5) Menarik minat.

Related to data which confirmed by the writers:

1. Based on the validity and reliability of designing test, one item is not valid. So, it can be summarized that all the items covered the needs of the students.
2. The reliability of the instrument is 0,894. It means coefficient of reliability is high
3. 70% students thought the materials are not related to the major.

Course Design

The writers choose the themes and find out the objective of the study which is encourage students' vocabulary mastery. The course is conducted in three times in classroom and using media in practice. The writers can find out students' skill in reading comprehension, speaking, and writing.

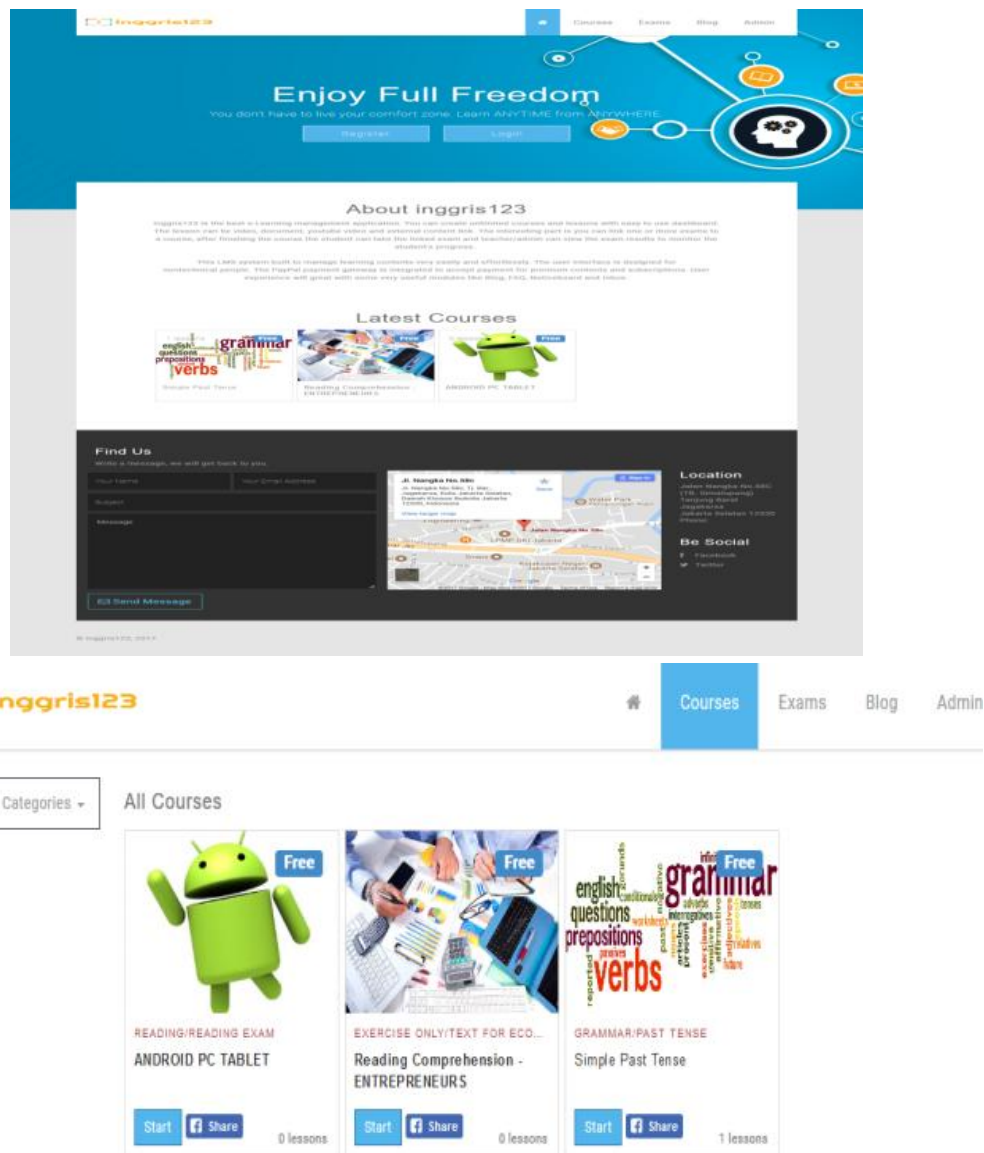
Table 1
Course Design in Visual Design Communication

Topics	Language Related Genre and Function	Language Skills and Task
Technology	<ul style="list-style-type: none"> - Definition - General to spesific description - Describe the text and selected the grammar (Past Tense) - Find the appropriate words (regular and irregular words) 	<ul style="list-style-type: none"> - Reading Android, PC, Tablet - Fill the blank related to the text given - Decide appropriate words related to regular and irregular form

Material Selection

The writers have set the materials in website including the objective, text, and exercises related to the material that chosen

in website, named “inggris123”. The function of this website is accomodating and facilitating the students in improving their English vocabulary.



Teaching and Learning Evaluation

After instruction, writers got evaluation from the students for knowing their concerning in learning English through website by doing interview. There are five questions and the students can answer it directly refers to their

satisfaction, their interest, their need, their achievement, and their suggestions.

Based on the students' answers, 80 percents of students enjoy this course and can increase their vocabulary naturally because they do not get high pressure in doing exercise. In one time, they can memorize the words because in practising

they should remember the words to continue or finish the exercise.

CONCLUSION

Based on the procedures that have been through, the writers can conclude:

1. Changing the syllabus by using ESP syllabus improves students' perspective in learning English vocabulary at non-English programs. In ESP, lecturers select the materials which are related to their major or job in the future. So that, the students will be familiar with it and can explore their skill in English related to their job. They need English to support their career and ability to find out their needed job.
2. After changing the syllabus, lecturers should change the material and use related media to improve students' ability especially in vocabulary. Website can be one of the media which is close to the students who use visual design communication programs. They tend to love something related to technology or update information. It is caused by

they are required to be multimedia designers who are always up to date condition.

3. The implementation of materials in website in Non-English Department influences students' perspective in learning English vocabulary. In fact, 80 % of the students enjoy in learning and get the benefits of applying it in the classroom.

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- Nunan, David. 2006. *Practical English Language Teaching: Young Learners*. New York : McGraw – Hill Book Company.

STRATEGI PENERJEMAHAN TEKS BAHASA INGGRIS KE BAHASA INDONESIA CALON MAHASISWA MAGISTER DALAM UJIAN MASUK PROGRAM PASCASARJANA UIN AR-RANIRY BANDA ACEH

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Abstrak

Penelitian ini membahas strategi penerjemahan dan dampak strategi terhadap teks terjemahan yang dilakukan oleh sejumlah pelamar gelar Master di Sekolah Pascasarjana UIN Ar-Raniry Banda Aceh. Data yang dikumpulkan adalah sepuluh produk terjemahan, dari bahasa Inggris sampai bahasa Indonesia, dari pelamar. Teks bahasa Inggris yang diterjemahkan terdiri dari 390 kata. Mereka diizinkan menggunakan kamus tradisional atau kamus offline / elektronik saat menerjemahkan teks. Penelitian menggunakan teori strategi penerjemahan yang diusulkan oleh Jääskeläinen (1993), strategi global dan lokal, dan oleh Vinay & Dalbernet (1958 & 2000), metode terjemahan (terjemahan harfiah dan oblique) dan prosedur terjemahan (peminjaman, penerjemah kalque, terjemahan harfiah, modulasi, transposisi, kesetaraan, dan adaptasi). Temuan menunjukkan bahwa calon mahasiswa cenderung menggunakan strategi lokal dan metode literal dalam terjemahannya. Hal ini mempengaruhi kualitas terjemahan, membuatnya kurang alami dalam bahasa target. Selain itu, ada kesalahan terjemahan karena pilihan kata yang salah / salah, menyebabkan pesan dalam teks sumber gagal disampaikan. Penelitian ini diharapkan dapat memberikan masukan yang berharga untuk studi dan kursus terjemahan di masa depan.

Kata Kunci: *Strategi Penerjemahan, Metode Penerjemahan, Prosedur Penerjemahan*

Abstract

This study discusses the translation strategy and the impact of the strategy to the translated texts done by a number of Master's degree applicants of UIN Ar-Raniry Banda Aceh Graduate School. Data collected were ten translation products, from English to Indonesian, of the applicants. The English text translated consisted of 390 words. The applicants were allowed to use traditional dictionary or offline/electronic dictionary when translating the text. The study employed the translation strategy theories proposed by Jääskeläinen (1993), global and local strategies, and by Vinay & Dalbernet (1958 & 2000), translation methods (literal and oblique translation) and translation procedures (borrowing, calque, literal translation, modulation, transposition, equivalence, and adaptation). Findings showed that the applicants tended to use the local strategy and literal method in their translation. This affected the quality of the translation, making it less natural in the target language. In addition, there was mistranslation due to inaccurate/wrong word choices, causing the messages within the source text to fail to be conveyed. This study is hoped to bring valuable input for the translation studies and courses in the future.

Keywords: *Translation Strategy, Translation Method, Translation Procedure*

PENDAHULUAN

Bahasa, dalam perkembangannya di dunia ilmu pengetahuan serta teknologi, memiliki peran yang sangat krusial bagi pemahaman manusia akan segala segi kehidupan di era global saat ini. Bagi dunia pendidikan dan akademik di Indonesia terutama, bahasa menempati posisi penting sebagai mediator antara satu disiplin ilmu dengan disiplin ilmu lainnya. Salah satu bahasa yang cukup berperan besar dalam menjembatani para akademisi di Indonesia untuk memahami ilmu-ilmu dari luar tersebut adalah bahasa Inggris.

Bahasa Inggris sebagai bahasa asing termasuk faktor utama yang mempengaruhi banyak akademisi di Indonesia dalam memahami berbagai disiplin keilmuan serta teknologi. Hal ini tentu saja tak lepas dari banyaknya sumber-sumber teks, buku, jurnal serta bahan-bahan pembelajaran yang ditulis dalam bahasa Inggris. Sebagai salah satu wadah para akademisi di Indonesia, kampus pasca sarjana Universitas Islam Negeri (UIN) Ar-Raniry, Banda Aceh, memandang bahwa kemampuan calon mahasiswa yang akan menuntut ilmu di sini juga bisa dinilai dari segi pemahaman mereka akan teks-teks berbahasa Inggris. Ini dimaksudkan agar para mahasiswa tersebut nantinya dapat mempersiapkan diri terhadap sumber-sumber informasi keilmuan yang asing melalui bahasa Inggris ini.

Dalam upaya mencapai target tersebut, pasca sarjana UIN Ar-Raniry mengadakan ujian masuk kepada para calon mahasiswanya dimana salah satunya berupa ujian tulis menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dalam bidang keahlian masing-masing calon.

Menerjemahkan, mengutip definisi Newmark (1988), merupakan kegiatan

mengartikan suatu teks dari bahasa sumber ke dalam bahasa sasaran sesuai maksud dari penulis teks bahasa sumber tersebut, sehingga dari kegiatan menerjemah ini dapat diketahui sejauh mana para calon mahasiswa mengerti informasi atau makna yang terkandung di dalam teks sumber tadi. Hasil dari ujian masuk ini, yakni produk terjemahan calon mahasiswa, kemudian dinilai dan akhirnya menjadi bahan pertimbangan (daya beda calon) bagi kelulusan mereka.

Akan tetapi, meskipun telah diadakan evaluasi terhadap hasil terjemahan tersebut, ada salah satu faktor penting yang tidak menjadi indikator dalam evaluasi ini, yaitu strategi para calon mahasiswa dalam menerjemahkan teks berbahasa Inggris. Peneliti merasa bahwa faktor ini patut untuk diketahui karena kualitas produk terjemahan yang dihasilkan oleh para calon mahasiswa tersebut sangat berkaitan dengan bagaimana mereka memahami maksud/pesan teks dari bahasa sumber (bahasa Inggris) tadi agar dapat dimengerti secara baik dan benar di dalam bahasa sasaran (bahasa Indonesia). Strategi dalam memahami dan menerjemahkan teks tadi akan menjadi bahan rujukan ke depan bagi khasanah penelitian di bidang studi penerjemahan Indonesia pada umumnya dan bagi referensi akademik di pasca sarjana UIN Ar-Raniry pada khususnya.

Penelitian ini berusaha mengetahui strategi penerjemahan yang dilakukan oleh para calon mahasiswa pasca sarjana UIN AR-Raniry ketika menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia, serta efek strategi yang diterapkan dalam penerjemahan teks bahasa Inggris terhadap hasil terjemahan dalam bahasa Indonesia.

KAJIAN PUSTAKA

Pengertian Penerjemahan

Konsep mengenai penerjemahan telah lama hadir sejak tahun 1970-an. Secara garis besar, suatu hasil penerjemahan, yakni terjemahan itu sendiri menurut Albrecht Neubert (1994, dalam Hatim, 2001), haruslah memiliki suatu hubungan yang ekuivalen dengan sumber asli terjemahan tersebut. Sedangkan menurut definisi yang lebih mendalam lagi, penerjemahan menurut Nida dan Taber (1974, dalam Sayogie, 2009) merupakan proses pengungkapan kembali pesan yang memiliki makna dan gaya bahasa yang paling dekat dari satu bahasa sumber ke dalam bahasa sasaran. Dalam hal ini, Nida dan Taber (1974) mendefinisikan pengertian penerjemahan sebagai upaya penyampaian pesan yang dapat dipahami oleh penerima dalam bahasa sasaran karena penerjemahan diinginkan sebisa mungkin memiliki arti yang mirip di dalam bahasa sasaran tersebut.

Pengertian lain diberikan oleh Brislin (1976), yaitu: “Penerjemahan adalah suatu bentuk umum yang mengacu pada pemindahan pemikiran dan ide dari satu bahasa (sumber) ke bahasa yang lain (sasaran), baik bahasa itu dalam bentuk tertulis ataupun dalam bentuk lisan, baik bahasa itu telah disusun secara ortografi ataupun belum standar, ataupun baik satu atau dua bahasa itu berdasarkan tanda, seperti bahasa isyarat untuk orang yang tuli” (dalam Sayogie, 2009: 9-10).

Definisi dari Brislin (1976) di atas, meskipun menjangkau ruang lingkup yang meluas dari bahasa dalam tulisan hingga bahasa isyarat, namun tetap dalam koridor pemahaman yang sama seperti definisi-definisi sebelumnya. Hanya saja, Brislin mengganti ‘penyampaian pesan’ menjadi ‘pemindahan pemikiran dan ide’ dari

bahasa sumber ke dalam bahasa sasaran.

Dari beberapa definisi mengenai penerjemahan yang telah disebutkan di atas, adalah penting untuk ditekankan di sini bahwa proses penerjemahan melibatkan banyak aspek untuk dapat meraih hasil yang memuaskan. Hal ini bermakna bahwa upaya penyampaian pesan yang ekuivalen atau sepadan dari dua bahasa yang berbeda tidak hanya ditinjau dari segi leksikal atau kata saja, namun juga mencakup ranah budaya atau aspek sosial dari bahasa yang bersangkutan. Pertimbangan ini dilakukan agar terbentuk adanya “jembatan makna” dari kedua bahasa yang terlibat sehingga pesan yang terdapat dalam bahasa sumber dapat terkomunikasikan dengan baik dalam bahasa sasaran (Machali, 2000, dalam Sayogie, 2009: 11), serta informasi yang berasal dari bahasa sumber tidak mengalami distorsi (pergeseran) makna saat dialih bahasakan ke dalam bahasa sasaran (Sunardi, 2010).

Untuk mencapai tujuan ini menurut Neubert (2000), seperti dikutip Nababan (2008), terdapat beberapa persyaratan yang harus dimiliki seseorang untuk dapat menerjemah, yaitu kompetensi kebahasaan, kompetensi tekstual, kompetensi bidang ilmu, kompetensi kultural, dan kompetensi transfer. Kompetensi-kompetensi ini saling bersinergi untuk menghasilkan sebuah produk terjemahan yang berkualitas, sehingga pembaca teks terjemahan benar-benar dapat memahami maksud yang ingin disampaikan oleh penulis dalam teks bahasa sumber tersebut.

Konsep Strategi Penerjemahan

Proses penerjemahan merupakan suatu kegiatan yang membutuhkan pemahaman bahasa serta analisa yang

kompleks. Sehubungan dengan ini, seorang penerjemah pastilah akan menemui masalah atau tantangan dalam menyampaikan pesan dari teks sumber ke teks sasaran. Ini dikarenakan bahasa yang ada di dalam teks sumber dapat memiliki bermacam makna, tergantung dari konteks teks tersebut. Dalam mengatasi masalah inilah, timbul yang dinamakan strategi penerjemahan, yang menurut Loescher (1991) adalah suatu prosedur yang secara sadar dilakukan penerjemah dalam mengatasi masalah ketika menerjemahkan suatu teks, atau bagian-bagian dari teks tersebut (dikutip dalam Płońska, 2014). Oleh karena itu, seorang penerjemah memerlukan cara atau strateginya masing-masing untuk dapat memahami dan menterjemahkan suatu teks bahasa sumber ke dalam bahasa sasaran.

Secara global, menurut Seguinot (1989), dikutip dalam Ordudari (2007), setidaknya ada tiga strategi yang diterapkan oleh para penerjemah, yaitu: 1) menerjemahkan tanpa terhenti selama mungkin, 2) mengoreksi segera kesalahan yang terlihat, dan 3) melakukan proses monitoring kesalahan secara kualitatif dan gaya bahasa di dalam teks terjemahan di tahap revisi.

Adapun menurut Jaaskelainen (2005, dalam Ordudari (2007), ia menganggap adanya hubungan antara proses penerjemahan dengan produk terjemahan itu sendiri sehingga ia membagi strategi penerjemahan menjadi dua bagian: 1) strategi yang berkaitan dengan apa yang terjadi dalam teks, dan 2) strategi yang berkaitan dengan apa yang terjadi dalam proses penerjemahan.

Namun, strategi penerjemahan yang paling umum dikenal dan diterapkan adalah penerjemahan literal dan penerjemahan bebas. Strategi penerjemahan literal ini

berfokus kepada kata per kata, sedangkan penerjemahan bebas merujuk kepada terjemahan yang lebih bersifat kreatif dan mencari kesepadanan yang lebih dari sekadar arti kata yang sebenarnya (Sun, 2012).

Kedua strategi umum yang tersebut itu, menurut perspektif Jääskeläinen (1993) termasuk ke dalam kategori strategi global yang ia perkenalkan. Dalam pandangan Jääskeläinen, strategi dapat juga dikaitkan dengan permasalahan. Permasalahan terbagi dalam dua hal, yaitu global (umum) dan lokal (khusus). Maka, Jääskeläinen mengembangkan dua jenis strategi berdasarkan permasalahan, yakni a) strategi global, yang berhubungan dengan prinsip umum penerjemah dan cara kerja yang diterapkannya, dan b) strategi lokal, yang berhubungan dengan cara penyelesaian permasalahan dan pengambilan keputusan oleh penerjemah. Strategi penerjemahan literal dan bebas tersebut, menurut Jääskeläinen, merupakan strategi global karena keduanya mempengaruhi penerjemah untuk mempertimbangkan tujuan terjemahan itu dan bagaimana dampaknya terhadap pembaca. Ini berakibat kepada bagaimana proses penerjemahan tersebut berlangsung.

Di lain pihak, strategi lokal diperuntukkan dalam penanganan masalah yang khusus yang harus selaras dengan strategi global yang telah dipilih tadi. Akibatnya, strategi lokal berkaitan dengan teknik penerjemahan tertentu yang kemudian berdampak pada hasil terjemahan dan unit-unit mikro dalam teks. Dengan kata lain, strategi lokal adalah teknik penerjemahan (dikutip dalam Bernardini, 2001). Pengertian global dan lokal tersebut kurang lebih sama seperti yang dikemukakan oleh Chesterman (1997) dimana strategi global diterapkan dalam upaya mengatasi

“bagaimana menerjemahkan teks secara keseluruhan”, sedangkan strategi lokal diterapkan dalam upaya mengatasi “bagaimana menerjemahkan struktur/ide/konten tertentu” (dikutip dalam Płońska, 2014: 68).

Konsep yang sering dikenal di dunia penerjemahan klasik yang memiliki kerangka pemikiran yang kurang lebih sama dengan Jääskeläinen (1993) adalah konsep yang berkaitan dengan teknik penerjemahan oleh Vinay dan Dalbérnet (1958 & 2000) yakni metode penerjemahan (strategi global) dan prosedur penerjemahan (strategi lokal) (dikutip dalam Płońska, 2014). Metode penerjemahan terbagi dalam dua strategi umum: penerjemahan langsung/harfiah dan penerjemahan oblik.

Penerjemahan langsung mencakup:

1) *borrowing/peminjaman*, yaitu peminjaman kata atau ungkapan dari bahasa sumber, seperti Kung Fu dari bahasa Cina; 2) *calque*, yaitu sejenis peminjaman kata dari bahasa sumbernya namun tetap dengan struktur dalam bahasa sasaran, seperti “skyscraper” dalam bahasa Inggris menjadi “pencakar langit” dalam bahasa Indonesia; 3) terjemahan harafiah, yaitu terjemahan langsung dimana pemadanan kata dilakukan lepas konteks/kata demi kata. Sementara itu, pemadanan oblik mencakup: 1) *transposition/transposisi*, yaitu pengalihan bentuk gramatikal bahasa sumber ke bahasa sasaran; 2) *modulation/modulasi*, yaitu pengalihan yang terjadi akibat pergeseran makna karena perubahan cara pandang, dan pola pikir; 3) *equivalence/kesepadanan*, yaitu mencari padanan kata yang terdapat dalam bahasa sasaran untuk kata atau ungkapan yang serupa dari bahasa sumber; dan 4) *adaptation/adaptasi*, yaitu mencari padanan kultural antara dua hal tertentu

karena konsep yang tidak sama, seperti “Dear Sir” dalam bahasa Inggris menjadi “Dengan hormat” dalam bahasa Indonesia (Nababan, 2007a: 51).

Kualitas Hasil Terjemahan

Kualitas hasil terjemahan berhubungan erat dengan kompetensi penerjemah. Sebuah hasil terjemahan yang baik memiliki tingkat keakuratan (accuracy), keterbacaan (readability), dan keberterimaan (acceptability) yang memadai dalam bahasa sasaran, meskipun relatif pengaruhnya tergantung kepada pembaca yang bersangkutan (Nababan, 2008). Maka, seorang penerjemah yang kompeten baik dari segi bahasa, budaya, maupun keilmuannya akan mampu menghasilkan terjemahan yang merangkul ketiga aspek ini.

Segi keakuratan ini bisa dipahami dari pengertian penerjemahan yang dikemukakan oleh Nida dan Taber (1974) yaitu pengungkapan kembali pesan yang memiliki makna dan gaya bahasa yang paling dekat dari satu bahasa sumber ke dalam bahasa sasaran (dikutip dalam Sayogie, 2009). Maka, tidak dapat dipungkiri bila segi keakuratan ini menjadi sangat penting, meskipun tidak menjadi satu-satunya faktor penentu dalam menilai kualitas sebuah terjemahan.

Selanjutnya, segi keterbacaan juga turut diperhatikan dalam penilaian kualitas terjemahan. Menurut Richards, dkk. (1985), seperti dikutip Nababan (2007b: 19), unsur keterbacaan dari sebuah teks terjemahan dapat diketahui dari “seberapa mudah teks tersebut dapat dibaca dan dipahami oleh pembaca”, sehingga ketika kita ingin mencari tahu sejauh mana aspek keterbacaan sebuah teks, kita dapat mengetahuinya dari dua faktor ini: 1) unsur-unsur kebahasaan yang dipakai untuk

menyampaikan pesan dalam teks, dan 2) kemampuan membaca si pembaca itu sendiri (Nababan, 2007b). Lebih lanjut, menurut Nababan (2000) ada faktor-faktor yang lain yang dapat mempengaruhi keterbacaan teks terjemahan, yakni “penggunaan kata asing dan daerah, penggunaan kata dan kalimat taksa, penggunaan kalimat tak lengkap, dan alur pikir yang tidak runtut” (dikutip dalam Nababan, 2007b). Adapun segi keberterimaan dikaitkan dengan kewajaran dan kealamiannya teks yang memiliki tata bahasa yang lazim dan tidak kaku dalam bahasa sasaran namun pesan dari bahasa sumber tetap tersampaikan.

METODE PENELITIAN

Rancangan Penelitian

Penelitian ini menggunakan pendekatan kualitatif. Adapun metode yang digunakan dalam penelitian ini yaitu deskriptif analitis, yang menilai hasil terjemahan. Pemilihan metode tersebut didasari dari tujuan penelitian ini yaitu untuk memperoleh gambaran detail mengenai strategi-strategi yang diterapkan oleh para calon mahasiswa pasca sarjana UIN Ar-Raniry ketika menerjemahkan teks bahasa Inggris ke dalam bahasa sasaran, yakni bahasa Indonesia.

Populasi dan Sampel.

Penelitian dilaksanakan pada tahun 2014 dengan populasi yakni dokumen atau hasil terjemahan seluruh calon mahasiswa pasca sarjana UIN Ar-Raniry 2013. Pengambilan sampel dilakukan secara purposif, yaitu sampel yang berasal dari hasil terjemahan calon mahasiswa yang berhasil lulus seleksi masuk pasca sarjana UIN Ar-Raniry. Karena sifat penelitian ini untuk membandingkan dokumen/teks yang sebanding/paralel, maka peneliti hanya

mengambil satu teks berbahasa Inggris yang diujikan, yakni bidang keilmuan Fiqh Modern yang berjudul “*Human rights in Islam: some areas of conflicts*”. Sebanyak 10 hasil terjemahan dari 15 calon mahasiswa yang telah lulus ujian masuk pada tahun 2013 diambil secara acak sebagai sampel.

Jumlah kata di dalam teks tersebut berjumlah 390 kata. Teks ini diterjemahkan ke dalam teks sasaran (Tsa) berbahasa Indonesia oleh calon mahasiswa magister tersebut. Total waktu penerjemahan adalah 3 jam, dan diperbolehkan mempergunakan kamus biasa dan elektronik/*offline*. Kesepuluh terjemahan ini berasal dari teks sumber yang sama, sehingga bisa disebut sebagai “comparable texts” atau teks-teks yang paralel untuk penelitian strategi penerjemahan ini, karena penelitian ini berfokus pada perbandingan antara teks bahasa sumber dengan teks bahasa sasaran, dimana menurut Williams dan Chesterman (2002) merupakan salah satu bidang kegiatan penerjemahan yang dapat menjadi bahan kajian (dikutip dalam Zulprianto, Nasution, dan Amri, 2010).

Teknik Pengumpulan Data.

Pengumpulan data menggunakan metode dokumentasi, yaitu data dalam bentuk tertulis, seperti arsip-arsip (Nawawi, 2005). Dalam hal ini, arsip yang dimaksud adalah arsip data dari hasil terjemahan para calon mahasiswa pasca sarjana yang telah lulus seleksi masuk UIN Ar-Raniry tahun 2013.

Instrumen Penelitian

Penelitian ini menggunakan instrumen panduan jenis-jenis strategi penerjemahan dari teori yang dikemukakan oleh Jääskeläinen (1993) dan Vinay & Dalbérnet (1958 & 2000) sebagai pedoman

dalam menganalisis hasil terjemahan dari teks sumber ke teks sasaran.

Teknik Analisis Data

Data yang terkumpul dianalisa dengan mengikuti langkah-langkah sebagai berikut: reduksi data, display data, dan verifikasi data (Nasution, 1999). Reduksi data menghasilkan sebanyak 18 unit kalimat, yang terdiri dari kalimat sederhana, majemuk atau kompleks. Data tersebut dianalisis dengan metode observasi, untuk mengamati data tulis ini. Penyajian/display data ditampilkan dalam bentuk perbandingan antara teks sumber dengan teks sasaran untuk tiap unit kalimat, dan kemudian dikategorisasi menurut strategi penerjemahan yang digunakan oleh para penerjemah. Untuk menguji keabsahan data, maka peneliti akan mengecek keabsahan data dari sumber yang satu dengan sumber data yang lainnya.

Pada tahap verifikasi, peneliti memeriksa kembali setiap data dan kesesuaian pengkategoriannya demi kevalidan hasil penelitian. Selanjutnya, semua data yang dikumpulkan dianalisis

dengan menggunakan teknik analisis deskriptif persentase. Data yang berhasil dikumpulkan kemudian dideskripsikan dan selanjutnya diambil kesimpulan sesuai dengan rumusan masalah yang telah ditentukan. Pembahasan hasil analisis adalah dalam bentuk deskriptif-kualitatif, karena data dan hasil penelitian berupa data verbal, dan untuk memperlihatkan kualitas strategi yang ditempuh oleh calon mahasiswa magister dalam menerjemah teks bahasa Inggris.

HASIL PENELITIAN

Berdasarkan konsep strategi yang diperkenalkan oleh Jääskeläinen (1993), didapat hasil seperti dalam tabel di bawah ini:

Tabel 1 Jenis Strategi yang Diterapkan Responden Berdasarkan Jääskeläinen (1993)

Strategi	Unit Teks Sumber	Jumlah Responden	Persen (%)
Global	-		
Lokal	Tsu 1 - Tsu 18	$10 \times 18 \text{ Tsu} - 7^* = 173$	96

*Sebanyak 7 (tujuh) responden tidak menerjemahkan Tsu, sehingga dikeluarkan dari analisis.

Tabel di atas menunjukkan bahwa para responden seluruhnya memilih strategi lokal dalam menyelesaikan penerjemahan teks sumber berbahasa Inggris ke dalam teks sasaran berbahasa Indonesia. Penjelasan mendetil untuk tiap unit teks sumber (Tsu) akan dibahas selanjutnya di bagian Pembahasan dalam bab ini. Untuk strategi ini sendiri, peneliti tidak meneliti

unsur keakuratan terjemahan yang dilakukan oleh para responden, peneliti hanya mengobservasi jenis strategi yang cenderung digunakan oleh para responden.

Selanjutnya, hasil analisis yang didasarkan pada konsep strategi penerjemahan oleh Vinay & Darbelnet (1958 & 2000) disajikan dalam tabel 2 berikut ini:

Tabel 2 Jenis Strategi yang Diterapkan Responden Berdasarkan Vinay and Darbelnet (1958 and 2000)

Strategi	Unit Teks Sumber (Tsu)	Jml Responden	Total	Persen (%)
<i>Penerjemahan Harfiah:</i>				93
Peminjaman	1, 2, 3, 5, 6, 7, 8, 9, 10, 11	10, 10, 8, 10, 10, 10, 10, 10, 10	98	30
Calque	1, 2, 3, 4, 7	8, 9, 7, 9, 9	42	13
Terjemahan harafiah	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	10, 10, 10, 10, 10, 10, 10, 7, 10, 10, 10, 8, 8, 7, 7, 9, 8, 8	162	50,5
<i>Pemadanan Oblik:</i>				5,9
Transposisi	8, 13, 18	1, 1, 1	3	0,9
Modulasi	3, 8, 13, 14, 17	2, 1, 1, 1, 1	6	1,9
Kesepadanan	1, 2, 4, 6, 12, 15, 16	1, 1, 2, 2, 1, 1, 1	7	2,2
Adaptasi	6, 17	2, 1	3	0,9
		Total	321	

Untuk analisis jenis strategi pada tabel di atas, peneliti menemukan bahwa dalam satu unit teks sumber, responden melakukan beberapa cara untuk menerjemahkannya, sehingga pada hasil terjemahan responden (teks sasaran) terdapat beberapa strategi penerjemahan. Misalnya, pada Tsu 1, strategi yang diterapkan responden mencakup penerjemahan harfiah dan oblik, dan pada penerjemahan harfiah untuk Tsu 1 itu sendiri, terdapat prosedur peminjaman, calque dan terjemahan harfiah. Seperti hasil pada tabel 1, peneliti tidak meninjau unsur akurasi pada hasil terjemahan responden, dan hanya menitikberatkan pada strategi/prosedur apa yang mereka terapkan dalam menerjemahkan teks sumber tersebut.

Secara garis besar, dapat dilihat pada tabel 2 di atas, bahwa responden cenderung menerapkan metode penerjemahan harfiah ketika menerjemahkan teks Bahasa Inggris pada ujian masuk tersebut. Hasil ini cukup signifikan karena persentase responden memilih penerjemahan harfiah adalah

sebanyak 93,5%, dibandingkan pemadanan oblik yang hanya sebesar 5,9%. Persentase ini tidak mencapai 100% secara total karena beberapa responden tidak menerjemahkan teks sumber, sehingga dikeluarkan dari analisis.

PEMBAHASAN

Strategi Penerjemahan berdasarkan Jääskeläinen (1993)

Berkaitan dengan konsep strategi Jääskeläinen (1993), sesuai data pada tabel 1, semua hasil terjemahan menunjukkan bahwa calon mahasiswa magister menempuh strategi lokal dalam mengatasi penerjemahan teks sumber. Temuan ini sejalan dengan hasil penelitian Jääskeläinen (1996) sendiri, dimana ia berkesimpulan bahwa para penerjemah amatir atau non-profesional cenderung menerapkan strategi lokal karena fokus mereka adalah pada tingkat bahasa saja dan mengesampingkan aspek diluar kebahasaan atau pemahaman teks secara keseluruhan (dalam Płońska, 2014). Hal serupa juga didapati dalam penelitian Tirkkonen-Condit (2005) yang memperlihatkan bahwa penerjemah amatir

hanya berfokus pada unit kata/leksikal saja, sedangkan penerjemah professional berfokus pada unsur semantik, pragmatik dan inter-tekstual dari teks secara menyeluruh (dalam Płońska, 2014). Untuk lebih jelasnya, berikut penjabaran data yang ditemukan dalam penelitian ini. Untuk mempermudah pemahaman terhadap data, peneliti akan menyajikan tiap unit teks

sumber beserta teks sasarannya (hasil terjemahan) dari responden. Teks sasaran diberi nomor urut berdasarkan jumlah responden tadi. Namun, peneliti hanya akan menyajikan beberapa data saja sebagai contoh dari penerapan strategi ini.

Strategi lokal yang cenderung dipilih oleh para responden ini dapat dilihat dari data-data berikut:

Tabel 3 Data Teks Sumber (Tsu) 2 dan Teks Sasarannya (Tsa)

Tsu 2	The concept of human rights in Islam is generally different from the Western concept, and is based on the historical experience of early Islam.
Tsa 1	Konsep HAM dalam Islam biasanya berbeda dari konsep HAM di barat, dan berdasarkan pengalaman sejarah Islam terdahulu.
Tsa 2	Pada konsepnya hak asasi manusia dalam Islam biasanya diperankan seperti film koboi dan didalamnya berkaitan dengan sejarah pengalaman permulaan Islam.
Tsa 3	Pengertian kemanusiaan menurut Islam biasanya berbeda dengan pengertian barat, dan itu adalah dasar pengalaman sejarah Islam.
Tsa 4	Konsep HAM dalam Islam sangat berbeda dengan Konsep HAM Barat, HAM Dalam islam sudah dimulai sejak awal islam.
Tsa 5	Konsep Hak Azasi Manusia dalam Islam berlaku umum , berbeda dari konsep Barat. Konsep HAM dalam Islam juga telah didasari dari pengalaman bersejarah pada awal Islam.
Tsa 6	Konsep hak Asasi Manusia dalam Islam berbeda dengan konsep Hak Asasi yang dianut oleh negara barat. Itu dilihat dari segi sejarah dalam Islam.
Tsa 7	Konsep Hak asasi manusia dalam Islam secara umumnya berbeda dengan Konsep barat, dan berdasarkan sejarah yang terjadi secara nyata Islam.
Tsa 8	Konsep hak asasi manusia di Islam umumnya berbeda dengan konsep Barat, dan di dasarnya pada pengalaman sejarah Islam.
Tsa 9	Konsep hak asasi manusia dalam Islam adalah biasanya berbeda dari konsep barat, dan dasar pengalaman yang berhubungan dengan sejarah awal-awal Islam.
Tsa 10	Konsep hak asasi manusia didalam Islam umumnya berbeda dari konsep orang Barat, dan itu didasari dari pengalaman sejarah permulaan Islam.

*Kalimat yang **ditebalkan** pada Tsa adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Pada tabel 3 di atas dapat diperhatikan mengenai Tsu 2 terlebih dahulu. Tsu 2 merupakan kalimat majemuk, yang terdiri dari dua kalimat sederhana yang dipisahkan oleh kata

hubung 'and'. Namun, pada Tsu 2 ini, subjek kalimatnya sama yaitu '*the concept of human rights in Islam.*' Dalam hal ini, responden sebagai penerjemah dapat memilih untuk membagi kalimat menjadi dua, atau juga mempertahankannya sebagai kalimat majemuk. Dari data di atas, dapat dilihat bahwa ada delapan Tsa (Tsa 1, 2, 3,

4, 7, 8, 9, dan 10) yang memilih tetap dalam bentuk kalimat majemuk, dan dua Tsa (Tsa 5 dan 6) membaginya menjadi dua kalimat sederhana.

Meskipun ada perbedaan ini, penerapan strategi semua responden secara umum adalah sama, yakni pada strategi lokal, dimana penekanan penerjemahan hanya sebatas leksikal/bahasa saja. Para responden tidak menunjukkan adanya gaya

bahasa tertentu yang menonjol agar terbaca lebih alamiah karena bila dikaitkan dengan unit teks selanjutnya, ada kesan seperti terpenggal-penggal saat seluruh teks terjemahan itu dibaca, yang mengakibatkan pemahaman akan teks terjemahan menjadi lebih terganggu. Tabel 4 berikut adalah unit teks selanjutnya, Tsu 3, yang diterjemahkan:

Tabel 4 Data Teks Sumber (Tsu) 3 dan Teks Sasarannya (Tsa)

Tsu 3	The Western concept of human rights is based on a secular philosophy while rights in Islam, like other religions, are divinely based.
Tsa 1	Konsep HAM barat berdasarkan filsafat sekuler daripada HAM dalam Islam, seperti agama lain, berdasarkan ketuhanan.
Tsa 2	Pada film koboi terdapat hak asasi manusia berkaitan dengan perkara dunia pilosof, sewaktu-waktu didalamnya ada hak Islam di dalamnya, orang lain lebih suka yang berkaitan dengan agama/akhirat , karena berkaitan dengan samawi.
Tsa 3	Sedangkan konsep kemanusiaan menurut barat merupakan basis filosofi sekuler hampir sama seperti Islam , sama seperti agama lain berbasiskan ketuhanan.
Tsa 4	Konsep HAM Barat berdasarkan falsafat sekuler, sedangkan HAM dalam Islam, begitu juga agama-agama lainnya, dilandasi konsep ketuhanan.
Tsa 5	Adapun konsep Barat tentang HAM didasari oleh sebuah filsafat sekuler tentang hak-hak dalam Islam, menghormati agama orang lain adalah dasar dari sifat Ketuhanan.
Tsa 6	Konsep yang dianut negara barat menganut Paham sekuler, baik dari segi agama, peperangan, dan saling menghormati,
Tsa 7	Konsep hak asasi manusia barat berdasarkan pilosopi yang sekuler saat hak dalam islam, menyukai agama-agama lain, bersifat/Berdasarkan ketuhanan.
Tsa 8	Konsep hak asasi manusia barat di dasarkan pada filsafat sekuler sementara hak-hak di Islam, seperti agama-agama lain, berdasarkan konsep Ketuhanan.
Tsa 9	Konsep hak asasi manusia dalam barat didasarkan pada filasafah sekuler yang mana mempunyai hak yang sama dengan agama lain.
Tsa 10	Konsep orang Barat tentang hak asasi manusia berdasar pada filsafat sekuler yang bertentangan dengan hak asasi manusia dalam islam, yang sama dengan agama-agama lain, yang didasari dengan ketuhanan.

*Kalimat yang **ditebalkan** pada teks sasaran adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Pada tabel 4 ini, bisa diperhatikan bahwa Tsu 3 juga merupakan kalimat majemuk, namun memiliki dua subyek kalimat yang berbeda yang ditandai dengan kata hubung penanda kontras, yakni 'while'. Tetapi, menarik untuk dicermati disini bahwa Tsa 5 dan 6 tidak membagi kalimat ini menjadi dua kalimat terpisah, dan lebih daripada itu, Tsa 5 dan 6 justru melakukan interpretasi yang terlalu jauh

dari makna yang sebenarnya dari Tsu 3 ini sendiri. Peneliti berkesimpulan bahwa interpretasi ini sebenarnya tidak perlu karena Tsu 3 pada dasarnya memiliki pesan yang sederhana saja tentang perbedaan landasan dari konsep hak asasi manusia yang dianut Barat dan Islam.

Namun, menurut peneliti, hal seperti ini terjadi karena pemahaman responden hanya sebatas unsur kebahasaan semata, dan oleh karena itu hasil terjemahan mereka menjadi lebih seperti terjemahan kata per kata. Hal lain yang menarik untuk

diperhatikan disini adalah terdapat enam Tsa yang salah mengartikan pesan dari Tsu 3 ini sehingga pesan yang sebenarnya menjadi kabur dan secara keseluruhan teks sasaran yang dihasilkan menjadi rancu. Kata atau kalimat yang salah diartikan tersebut ditebalkan seperti terlihat dalam tabel 4 untuk Tsa 2, 3, 5, 6, 7, dan 9. Menurut peneliti, terjemahan yang baik untuk Tsu 3 adalah sebagai berikut:

[Selain itu, konsep hak asasi Barat berlandaskan pada filosofi sekulerisme, sementara Islam, begitu juga agama-agama lainnya, melandasi konsep hak asasinya pada prinsip ilahiah/ ketuhanan.]

Peneliti menganggap terjemahan ini mewakili esensi dari informasi/pesan yang ingin disampaikan oleh penulis dalam teks sumber tersebut, karena bila dihubungkan dengan unit kalimat sebelumnya (Tsu 2) akan dicapai pemahaman yang memadai bagi pembaca Bahasa Indonesia. Terjemahan Tsu 2 menurut peneliti adalah sebagai berikut:

[Secara umum, konsep hak asasi manusia dalam Islam berbeda dari konsep hak asasi manusia yang

dianut Barat. Dalam Islam, konsep hak asasi ini berkaitan erat dengan pengalaman sejarah di awal munculnya Islam.]

Strategi Penerjemahan berdasarkan Vinay & Darbelnet (1958 & 2000)

Pada konsep strategi penerjemahan oleh Vinay & Dalbenet (1958 & 2000), istilah yang digunakan adalah metode dan prosedur. Namun, dalam lingkup penelitian ini, peneliti tidak membuat dikotomi antara strategi, metode, dan prosedur. Untuk kemudahan pemahaman hasil penelitian ini istilah metode dan prosedur penerjemahan yang dikemukakan Vinay & Dalbenet (1958 & 2000) adalah merujuk pada konsep yang sama, yakni strategi penerjemahan.

Dari analisis data, peneliti menemukan bahwa para responden cenderung kepada metode penerjemahan harfiah/literal dibandingkan metode pemadanan oblik. Ini dapat dilihat dari hasil analisis pada tabel 2. Kecenderungan terhadap metode ini lebih tepatnya adalah pada prosedur terjemahan harafiah/literal. Tabel 5 berikut adalah contoh terjemahan harafiah ini:

Tabel 5 Data Teks Sumber (Tsu) 4 dan Teks Sasarannya (Tsa)

Tsu 4	In this regard, human rights in Islam are based in the Islamic scripture.
Tsa 1	Dalam masalah ini, HAM dalam Islam <i>berpedoman</i> pada kitab suci (al Qur'an).
Tsa 2	Ini adalah lebih terhormat, hak asasi manusia dalam kitab Islam.
Tsa 3	dengan kemuliaan ini, kemanusiaan dalam Islam adalah berbasis pada kitab suci Islam.
Tsa 4	Dalam hal ini, konsep HAM dalam Islam didasari oleh kitab suci,
Tsa 5	Hormat disini maksudnya menghormati Hak Azasi Manusia dalam Islam sebagaimana termaktub dalam kitab Injil.
Tsa 6	Hak Asasi dalam Islam merupakan dasar kitab-kitab dalam Islam.
Tsa 7	Yang terhormat, Hak asasi manusia dalam islam Berdasarkan kitab islami.
Tsa 8	dalam hal ini, hak asasi manusia di Islam berbasis pada kitab Islam.
Tsa 9	Dalam hal ini, HAM dalam Islam didasarkan pada aturan Islam.
Tsa 10	Dalam hal ini, hak asasi manusia dalam Islam berdasar pada kitab suci umat Islam.

*Kalimat yang **ditebalkan** pada teks sasaran adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Pada tabel 5 ini dapat dilihat bahwa Tsu 4 adalah kalimat sederhana yang memiliki satu subyek dan satu prediket. Secara umum, responden menerjemahkan teks sumber ini tanpa mengubah struktur urutan kata dari bahasa sumber tersebut, dan memang pada dasarnya urutan kata dalam kalimat pada kaidah tata bahasa Bahasa Inggris dan Bahasa Indonesia adalah sama, yaitu S-P-O-K. Dari segi pemahaman akan makna dari kalimat Tsu 4 ini, bisa kita ketahui bahwa teks ini berbicara mengenai dasar/landasan berpijak dari konsep hak asasi manusia dalam Islam, yakni Al Qur'an.

Hasil terjemahan rata-rata responden tidak jauh dari pemahaman ini, namun penting dicatat bahwa terdapat kesalahan dalam mengartikan kata/frasa tertentu yang kemudian mengakibatkan kebingungan akan inti dari pesan yang ingin disampaikan oleh penerjemah disini. Seperti terlihat pada tabel 5, beberapa responden salah menerjemahkan frasa '*in this regard*' yang ditafsirkan seperti memberi hormat dan sejenisnya. Kesalahan ini berdampak pada kesalahpahaman responden sebagai penerjemah, sehingga terjemahannya akan sulit dimengerti. Sebagai contoh, Tsa 5 menerjemahkan Tsu 4 menjadi:

Hormat disini maksudnya menghormati Hak Azasi Manusia dalam Islam sebagaimana termaktub dalam kitab Injil.

Karena Tsa 5 memahami frasa '*in this regard*' sebagai penghormatan, maka

keseluruhan teks sasaran akan mengikuti pemahaman ini, dimana responden tersebut mengira bahwa hak asasi manusia dalam Islam perlu dihormati. Hal lain yang menjadi kesalahan penerjemahan adalah arti dari kata '*scripture*', yang oleh Tsa 5 dimaknai sebagai '*kitab Injil*', padahal pada kata sebelum '*scripture*' tersebut sudah tertera kata '*Islamic*'. Oleh karena itu, kata '*scripture*' dan '*Islamic*' menjadi sebuah frasa yang harus diterjemahkan sekaligus, dan tidak dipahami secara terpisah. Terjemahan harafiah dari frasa '*the Islamic scripture*' ini adalah '*kitab suci agama Islam*' atau '*Al Qur'an*'. Menurut hemat peneliti, penulis teks sumber ini sengaja menyebutkan frasa '*the Islamic scripture*' bukan '*Al Qur'an*' karena mungkin dimaksudkan bagi kalangan lebih luas dan dimengerti oleh pembaca non-Muslim yang tidak mengenal nama al Qur'an.

Maka dari itu, peneliti merasa terjemahan yang baik untuk Tsu 4 adalah:

[Dalam hal ini, kitab suci agama Islam dijadikan dasar bagi konsep hak asasi manusianya]

Pilihan menggunakan metode penerjemahan harfiah ini juga dapat dilihat pada tabel di bawah ini:

Tabel 6. Data Teks Sumber (Tsu) 1 dan Teks Sasarannya (Tsa)

Tsu 1	Human Rights in Islam: some areas of conflicts
Tsa 1	HAM DALAM ISLAM: BEBERAPA DAERAH YANG BERTENTANGAN
Tsa 2	Hak-Hak Kemanusiaan dalam Islam: Di beberapa tempat terjadinya konflik
Tsa 3	KEMANUSIAAN Dalam Pandangan Islam: Beberapa tempat area konflik

Tsa 4	HAM Dalam Islam: Hal yang selalu jadi perdebatan
Tsa 5	HAK AZASI MANUSIA DALAM ISLAM (<u>Daerah-daerah konflik</u>)
Tsa 6	HAK ASASI MANUSIA DALAM ISLAM: <u>Terjadi Perbedaan</u>
Tsa 7	HAK ASASI MANUSIA DALAM ISLAM: <u>DI BEBERAPA DAERAH KONFLIK</u>
Tsa 8	Ham dalam Islam: Beberapa hal yang jadi perdebatan
Tsa 9	Hak asasi manusia dalam Islam: <u>beberapa daerah konflik</u>
Tsa 10	HAK ASASI MANUSIA DALAM ISLAM: BEBERAPA MASALAH <u>YANG BERTENTANGAN</u>

*Kalimat yang **ditebalkan** pada teks sasaran adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Seperti terlihat pada tabel 6 ini, ada beberapa prosedur yang dilakukan responden saat menerjemahkan Tsu 1 ini, yaitu peminjaman, calque, dan terjemahan harafiah. Sebagai informasi, Tsu 1 ini merupakan judul dari teks sumber yang diterjemahkan saat ujian masuk program pasca sarjana. Karena fungsinya sebagai sebuah judul, Tsu 1 ini bersifat luas secara konteksnya karena judul merupakan intisari dari keseluruhan sebuah naskah/teks. Dari judul, pembaca dapat menarik kesimpulan tentang apa yang akan dibahas di dalam sebuah teks. Maka dari itu, responden dalam hal ini seyogyanya membaca secara cepat keseluruhan teks sumber agar dapat menerjemahkan judul teks secara baik dan benar.

Dalam hal ini, terjemahan Tsu 1 yang baik menurut peneliti adalah sebagai berikut:

[HAM dalam Islam: hal-hal yang menjadi perdebatan]

Beberapa responden memberikan terjemahan yang cukup memadai untuk menerjemahkan judul teks ini seperti pada Tsa 4 dan 8. Akan tetapi, beberapa responden yang secara harfiah menerjemahkannya dan tidak mengindahkan unsur kontekstual penggunaan beberapa kata akhirnya memiliki terjemahan yang salah. Dalam

konteks Tsu 1 ini, penggunaan kata ‘area’ adalah bukan pada konsep ‘area’ secara fisik, namun abstrak sehingga dalam konteks Fiqh Modern ini, kata ‘area’ dimaksudkan sebagai ‘topik’ atau ‘bidang permasalahan’, bukan ‘daerah/ tempat.’ Sama halnya seperti kata ‘conflict’, yang tidak tepat bila dipahami sebagai ‘pertikaian’ karena akan terjadi distorsi makna dari yang sebenarnya diinginkan penulis teks sumber.

Selain unsur terjemahan harafiah yang diterapkan responden, prosedur peminjaman juga dapat dilihat dari unit teks Tsu 1. Kata ‘Islam’ dalam Tsu 1 tetap diterjemahkan menjadi ‘Islam’ dalam Tsa. Hal ini karena kata Islam itu sendiri juga merupakan kata serapan dari Bahasa Arab, sehingga sudah menjadi kata yang umum digunakan di Indonesia. Disamping itu, prosedur peminjaman ini juga terjadi pada unit teks yang lain, dimana teks sumber mengandung kata-kata seperti ‘Islam’, ‘Qur’an’, ‘Sunna’, ‘Hadith’, dan ‘Sharia’. Semua kata ini telah diserap ke dalam Bahasa Indonesia, sehingga menurut peneliti, responden tidak mengalami kesulitan dalam mencari padanan kata yang tepat untuk kata-kata tersebut. Tetapi, dalam penelitian ini, peneliti memasukkannya ke dalam prosedur peminjaman mengingat kata tersebut berasal dari bahasa asing.

Berkenaan dengan prosedur *calque* dalam metode penerjemahan harfiah ini,

peneliti menemukan bahwa frasa '*human rights*' pada Tsu 1 (Tabel 6) diterjemahkan menjadi '*hak asasi manusia*'. Meskipun mirip dengan terjemahan harafiah, namun *calque* jatuh pada tataran frasa yang mengalami perubahan posisi untuk mengikuti kaidah Bahasa Indonesia yang benar. Mayoritas Tsa menerjemahkan frasa '*human rights*' dengan benar kecuali Tsa 2 dan 3. Tsa 2 mengganti kata '*manusia*' dengan '*kemanusiaan*' sedangkan Tsa 3 tidak menerjemahkan kata '*rights*' dan mengganti maknanya dengan '*kemanusiaan*'. Dengan adanya penggantian kata dari '*manusia*' ke '*kemanusiaan*', pesan yang terkandung dalam frasa '*human rights*' menjadi kabur, karena kata '*kemanusiaan*' merupakan kata benda dan bermakna lebih luas secara konteks dibanding '*hak asasi manusia*'. Teks ini berbicara mengenai hak asasi manusia saja, dan tidak meluas ke aspek kemanusiaan, yang memiliki banyak ruang lingkup.

Efek penerapan strategi lokal dan metode penerjemahan harfiah terhadap hasil terjemahan

Untuk mengetahui bagaimana efek dari strategi penerjemahan yang diterapkan oleh responden dalam teks terjemahannya, peneliti hanya menilainya dari segi akurasi dan keterbacaan teks terjemahan tersebut. Aspek keberterimaan tidak diteliti karena peneliti tidak memiliki latar belakang keilmuan di bidang Fiqh Modern, karena kealamanian suatu teks yang kontekstual seperti Fiqh Modern ini lebih dapat dikaji bila pembaca bersangkutan memiliki kompetensi di bidang yang diteliti ini.

Dari segi akurasi, peneliti menemukan bahwa sebagian besar kata/frasa/kalimat dari bahasa sumber tidak

mampu disampaikan secara benar oleh responden. Ini terlihat pada teks sasaran yang telah peneliti sajikan sebelumnya. Peneliti berkesimpulan bahwa karena para responden cenderung memahami teks hanya pada unsur kata/bahasa saja, mereka kewalahan dalam penyampaian teks sasaran yang baik, benar dan mengalir alamiah, sehingga ide teks tersebut menjadi menyeluruh dan tidak terkesan terpisah-pisah. Apalagi, strategi lokal ini didukung oleh metode penerjemahan harfiah yang memang menerjemahkan kata-kata agar tidak melenceng dari urutan/struktur dari bahasa sumber itu sendiri. Meskipun dari segi urutan kata dalam kalimat, bahasa Inggris dan bahasa Indonesia tidak berbeda, namun pada tingkat frasa tidak demikian. Bahasa Indonesia memiliki kaidah tata bahasa dimana bagian yg menerangkan (M) selalu terletak di belakang bagian yg diterangkan (D) (kbbi.web.id, 2014a) sedangkan bahasa Inggris sebaliknya.

Dari segi keterbacaan teks sasaran sendiri, peneliti mendapati kualitas keterbacaan teks cenderung sedang dan rendah. Hal ini terutama akibat penerapan strategi lokal ini juga yang membuat para responden tidak memperhatikan unsur ekstra linguistik dan gaya bahasa yang cocok bagi pembaca bahasa Indonesia. Mayoritas hasil terjemahan responden (seperti yang telah peneliti tampilkan pada tabel-tabel sebelumnya di bab ini) menunjukkan temuan ini, namun peneliti akan memberikan dua contoh lain, yaitu dari Tsu 5 dan 12, yang memperlihatkan efek dari penerapan strategi ini oleh responden:

Tabel 7. Data Teks Sumber (Tsu) 5 dan Teks Sasarannya (Tsa)

Tsu 5	Since its very inception in seventh century Arabia, Islam demonstrated a preoccupation with the social, moral and spiritual condition of human beings.
Tsa 1	Sejak permulaan abad ke-7 H Islam mendemonstrasikan kondisi kehidupan sosial moral dan penganutnya
Tsa 2	Semenjak permulaan awal lahirnya negara arab pada abad tujuh puluhan . Islam telah mempertunjukkan keindahannya dalam hal sosial, moral dan rohani/keagamaan dalam wujud nyata kepada sesama manusia .
Tsa 3	Sejak bermula pada abad ke 7 Hijriah , islam telah menunjukkan keasyikan sosial, moral dan keyakinan bagi Manusia .
Tsa 4	yang sudah ada sejak abad 7 di Arab. Islam <i>sangat menjunjung tinggi</i> nilai-nilai sosial, moral dan kehidupan spiritual masyarakat.
Tsa 5	Sejak abad ketujuh, Islam sangat kuat di negara Arab . Islam telah menunjukkan sebuah keasyikan dengan hidup bersosial, moral dan kondisi bathin manusia baik dengan sesama makhluk .
Tsa 6	Sejak tahun ke tujuh M negara arab merupakan awal permulaan terjadi Demokrasi dalam Islam tindakan menempati terlebih dahulu masalah sosial moral dan spiritual, yang berbeda dalam Hak asasi manusia .
Tsa 7	Sejak abat ke tujuh dari arab , Islam membuktikan populasinya lewat dengan rasa sosial, moral dan kondisi spiritual pada manusia yang bermacam [sic] warna
Tsa 8	Sejak awal abad ketujuh Arab , Islam menunjukkan keasyikan dengan kondisi sosial, moral dan spiritual manusia.
Tsa 9	Sejak permulaan abad ke 7, Islam menunjukkan pengaruhnya dengan cara sosial, moral dan spiritual untuk kemanusiaan .
Tsa 10	Sejak lahir pada abad ketujuh di negeri Arab, Islam mendemonstrasikan pendudukannya dengan sosial, akhlak, kondisi keagamaan yang sangat manusiawi .

*Kalimat yang **ditebalkan** pada teks sasaran adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Terjemahan yang baik menurut peneliti adalah sebagai berikut:

[Sejak lahirnya Islam di Arab pada abad ke 7, Islam telah menunjukkan perhatiannya terhadap keadaan sosial, moral dan spiritual umat manusia]

Kebanyakan responden salah dalam memahami makna kontekstual kata

‘inception’ ‘seventh century Arabia’ ‘demonstrated’ dan ‘preoccupation’ sehingga pesan sebenarnya menjadi tidak tersampaikan dengan benar. Kata *‘inception’* dalam konteks ini bisa dimaknai sebagai awal mula, kelahiran atau kemunculan, frasa *‘seventh century Arabia’* adalah dimaksudkan kepada abad ke 7 di Arab, kata *‘demonstrated’* sendiri lebih berarti *‘menunjukkan/ memperlihatkan kepada khalayak luas’* sedangkan *‘preoccupation’* bermakna penuh memberikan perhatian dan bukan *‘pendudukan terhadap suatu bangsa’*.

Tabel 8. Data Teks Sumber (Tsu) 12 dan Teks Sasarannya (Tsa)

Tsu 12	In addition to the Qur'an and Sunna, secondary normative sources based on juristic technique have become part of Islamic law.
Tsa 1	Dalam penjumlahan al Qur'an dan sunnah norma kedua yang menjadi sumber teknik pengambilan hukum dalam Islam.
Tsa 2	dalam penjumlahan al Kur'an dan Sunnah, tidak sama penting berdasarkan normal berkaitan sumber penilai teknik karna [sic] itu datangnya dari Islam.
Tsa 3	dalam penjumlahan Quran dan sunnah, dua sumber basis dalam tehnik penulisan telah menjadi bagian dari hukum Islam.
Tsa 4	Selain Al Qur'an dan Hadist, para ulama juga mempunyai metode normatif lainnya dalam memahami Hukum islam,
Tsa 5	Dalam menjabarkan Al-Quran dan Hadits, para pakar hukum tidak sama dalam menggunakan kaidah-kaidah pokok sehingga menjadi bagian dari hukum Islam.
Tsa 6	diambil dari Qur'an, Sunnah keduanya merupakan sumber dasar hukum dan teknik pembuatan hukum dalam Islam.
Tsa 7	dalam penjumlahan alquran dan sunnah. Kedua-duanya sumber normal berdasarkan ahli hukum, bagian dari hukum Islam.
Tsa 8	(tidak diterjemahkan)
Tsa 9	Di samping al-quran dan Sunnah sumber normatif kedua yang berdasarkan teknik hukum telah menjadi bagian dari hukum Islam.
Tsa 10	Selain AlQuran dan Sunnah, sumber hukum yang kedua <i>yang berdasar pada kesepakatan para ulama</i> yang telah menjadi undang-undang Islam.

*Kalimat yang **ditebalkan** pada teks sasaran adalah kalimat yang memiliki kesalahan dalam segi makna secara konteks

Untuk Tsu 12 ini, peneliti merasa terjemahan berikut cukup mewakili pesan yang dari teks sumber:

[Selain Al Qur'an dan As-Sunnah, sumber hukum sekunder yang didasarkan pada metode fiqh telah menjadi bagian dari hukum/syariat Islam.]

Serupa dengan teks-teks sebelumnya, sebagian besar responden gagal dalam menyampaikan teks sasaran agar baik keterbacaan dan keakuratannya. Frasa 'in addition to' yang mengawali kalimat ini salah diterjemahkan oleh kebanyakan responden. Hanya tiga responden (Tsa 4, 9, dan 10) yang

memahaminya dengan benar, dan oleh karena itu, terjemahan ketiga Tsa ini pun memiliki tingkat keakuratan dan keterbacaan yang lebih baik dibandingkan yang lain. Peneliti menebalkan kalimat/frasa yang memiliki arti yang salah, atau pesan yang salah dalam teks sasaran untuk memperlihatkan temuan ini.

KESIMPULAN

Dari penelitian ini dapat disimpulkan bahwa calon mahasiswa magister bidang konsentrasi Fiqh Modern umumnya menempuh strategi lokal dalam mengatasi masalah ketika menerjemahkan teks sumber (Tsu) bahasa Inggris ke dalam teks sasaran (Tsa) bahasa Indonesia dimana mereka memfokuskan terjemahan pada tingkat kebahasaan semata. Disamping itu, metode penerjemahan harfiah dengan prosedur terjemahan

harafiah yang mereka terapkan menjadi pilihan utama bagi sebagian besar calon mahasiswa magister ini. Hanya saja, terjemahan harafiah ini memiliki efek yang buruk terhadap kualitas terjemahan yang dihasilkan.

Meskipun penerjemahan harfiah/literal tidak serta-merta menjadi penyebab utama rendahnya kualitas hasil terjemahan, namun ia berdampak pada kekurang alamiah teks sasaran yang dihasilkan. Terlebih lagi, terdapat banyak kesalahan dan pengaburan pesan dalam Tsa yang diterjemahkan karena pemahaman calon mahasiswa tersebut dalam mengartikan pesan dari teks sumber. Hal ini bisa berarti bahwa kompetensi para calon mahasiswa ini juga rendah dari segi keahliannya, sehingga berakibat pada rendahnya keterbacaan teks sasaran ini.

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**PENGARUH MEDIA POSTER TERHADAP HASIL BELAJAR
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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh media poster terhadap hasil belajar kosakata bahasa Inggris. Penelitian ini dilakukan di SDIT Amal Mulia Tapos Kota Depok menggunakan metode eksperimen yang dilakukan kepada 40 siswa. Tujuan pembelajaran ini adalah untuk (1). Mengetahui hasil belajar bahasa Inggris siswa yang di ajar dengan tidak menggunakan media Poster; (2). Mengetahui hasil belajar bahasa Inggris siswa yang di ajar menggunakan media Poster; (3). Mengetahui secara empiris pengaruh penerapan Media Poster terhadap hasil belajar bahasa Inggris. Metode penelitian yang digunakan adalah eksperimen, dengan jumlah sampel masing-masing kelompok sebanyak 20 orang, yang diambil menggunakan teknik random sampling. Instrumen yang digunakan adalah instrumen tes berbentuk pilihan ganda sebanyak 20 soal. Uji persyaratan analisis data yang dilakukan adalah uji normalitas dan uji homogenitas, sehingga analisa komparasi dapat dilanjutkan dengan statistik parametrik. Hasil analisis dan uji hipotesis diperoleh (1). Hasil belajar bahasa Inggris siswa kelompok eksperimen atau siswa yang di ajar dengan media Poster berada pada kategori tinggi, terlihat dari hasil yang diperoleh: nilai rata = 83,15; median = 85,5; modus = 88,92; dan simpangan baku = 8,6 (2). Hasil belajar bahasa Inggris kelompok kontrol atau siswa yang di ajar tidak menggunakan media Poster berada pada kategori sedang terlihat dari hasil yang diperoleh: nilai rata = 67; median = 73; modus = 64,9; dan simpangan baku = 12,8 (3). Hasil uji hipotesis menunjukan bahwa nilai $t_{hitung} = 4,68$ dan nilai $t_{tabel} =$ untuk $\alpha = 0,05$ dan db = 38 sebesar 1,6866; yang berarti terdapat perbedaan hasil belajar bahasa Inggris antara siswa yang di ajar menggunakan media pembelajaran Poster dengan siswa yang diajar dengan tidak menggunakan media pembelajaran Poster. Untuk selanjutnya disarankan agar guru menggunakan media pembelajaran berupa poster sebagai alternatif media pembelajaran yang lain sehingga proses belajar mengajar berlangsung efektif dan efisien.

Kata Kunci : *Media Pembelajaran Poster, Hasil Belajar Kosakata Bahasa Inggris*

Abstract

This research aims to know the influence of media posters against the results of learning vocabulary United Kingdom. This research was conducted in the SDIT Noble Charity Tapos Depok method using experiments to 40 students. The purpose of this study is to (1). Find out the results of language-learning United Kingdom students in learning by not using the media Poster; (2) know the United Kingdom language learning results of students in learning using media Posters; (3) find out empirically the influence of the application of Media Posters against the United Kingdom language learning results. The research method used was an experiment, with the number of samples of each group as many as 20 people, drawn using random sampling techniques. The instruments used are the instruments the test multiple choice shaped as much as 20 items. Test data analysis requirements does is test its homogeneity and normality test, so that comparisons can proceed with the analysis of statistical parametric. Analysis results and test hypotheses obtained (1). United Kingdom language learning results students experimental groups or students in learning with media Posters are on a high category, evident from the results obtained: median value = 83.15;

median = 85.5; mode = 88.92; and raw Byway = 8.6 (2). Language learning outcomes United Kingdom control group or students who are in the lead, does not use the media Poster is on the category are visible from the results obtained: the median value = 67; median = 73; mode = 64.9; and raw Byway = 12.8 (3). Hypothesis test results show that the value of t_{hitung} = 4,68 dan nilai t_{tabel} = 4.68 and the value for $\alpha = 0.05$ and $db = 38$ of 1.6866; which means that there is a difference between United Kingdom language learning results of students in learning using learning media posters with students who were taught by not using the media learning posters. For further recommended that teachers use learning media in the form of posters as an alternative to other learning media so that teaching and learning take place effectively and efficiently.

Keywords: *Learning Media Posters, Vocabulary Learning Outcomes United Kingdom*

PENDAHULUAN

Perkembangan dewasa ini telah menempatkan bahasa Inggris sebagai bahasa pergaulan Internasional. Bahasa memegang peranan penting dalam hidup kita karena digunakan manusia agar dapat berkomunikasi, untuk dapat saling mengerti dengan yang lainnya. Manusia adalah bagian dari masyarakat, oleh sebab itu ia tidak dapat hanya berdiri sendiri tetapi juga harus berkomunikasi dengan lingkungan. Seiring dengan meningkatnya kemajuan teknologi di era globalisasi menuntut kita sebagai generasi muda untuk meningkatkan kemampuannya di bidang Ilmu pengetahuan dan teknologi (IPTEK). Dalam posisinya itu, bahasa Inggris merupakan bahasa Ilmu Pengetahuan dan Teknologi karenanya tanpa kemampuan bahasa Inggris akan mengalami kesulitan untuk berkomunikasi dengan orang lain di berbagai negara seperti penggunaan internet serta alat-alat yang menggunakan teknologi yang canggih. Perkembangan kemajuan teknologi tersebut dimulai dari perkembangan alat alat elektronik sampai kecanggihan berbagai alat multimedia.

Terdapat empat kemampuan atau keahlian yang dibutuhkan untuk mempelajari bahasa Inggris yaitu menulis, membaca, berbicara, dan mendengarkan. Empat keterampilan tersebut dibagi dua.

Pertama keterampilan yang bersifat produktif yaitu berbicara dan menulis. Kedua keterampilan yang bersifat reseptif yaitu membaca dan mendengar. Produktif berarti menyampaikan atau memberi informasi dan pikiran dari diri sendiri kepada oranglain, dalam hal ini lawan bicara dan pembaca. Reseptif berarti menerima dari pikiran orang lain, yaitu penulis atau pengarang dan pembaca.

Dapat diketahui bahwa siswa siswi kelas empat memiliki kemampuan berbahasa berkembang. Saat mereka duduk dibangku taman kanak-kanak mereka telah mengenal kosakata bahasa inggris seperti macam warna, alphabet, dan angka. Tetapi ada juga yang saat dibangku taman kanak kanak belum diajarkan sehingga sulit untuk mengetahui kemampuan bahasa inggris mereka karena ketidak seimbangan pengetahuan kosakata mereka. Sebagian besar dari siswa kelas empat hanya tahu pengucapannya saja tetapi saat mereka diminta untuk menuliskan penulisannya yang benar mereka hanya bisa menulis apa yang mereka ucapkan. Padahal dalam bahasa inggris ejaan penulisan dan pengucapannya berbeda inilah yang menyebabkan kesalahan siswa saat menjawab soal terutama ujian tertulis.

Penulis mengamati siswa sekolah dasar memiliki antusias dan minat yang

besar terhadap bahasa Inggris hanya pembelajaran bahasa Inggris tersebut membuat siswa banyak yang takut karena kurang menyenangkan. Belajar bahasa adalah suatu proses untuk mencapai kemampuan berkomunikasi berani untuk mengucapkan, kemampuan berbahasa berkembang secara bertahap dari yang mudah ke yang lebih kompleks. Perkembangan kemampuan berbahasa perlu memperhatikan komunikasi dengan kalimat-kalimat yang sangat sederhana, dan jawaban siswa pun mungkin sepatah-sepatah, aturan (tata bahasa atau grammar) memang penting tetapi pada tahap awal hindarkan mengajarkan tata bahasa secara eksplisit atau langsung untuk menghindari frustrasi pada anak, ciptakan situasi penuh minat dan motivasi, hadirkan lingkungan nyata yang kaya bahasa.

Beberapa alasan yang telah terurai diatas menarik perhatian penulis untuk menggunakan poster sebagai media yang digunakan dalam penyampaian pembelajaran. Penggunaan poster dalam pengajaran diharapkan dapat menarik perhatian siswa karena poster memiliki warna yang menarik dan memiliki daya tarik yang khusus berupa gambar sehingga memudahkan pemahaman siswa dalam kosakata. Poster yang dipakai tentunya harus disesuaikan dengan tema yang sedang diajarkan agar siswa dapat menghubungkan dengan konsep yang sudah ada. Dengan menggunakan media pembelajaran berupa poster ini diharapkan dapat menimbulkan minat sekaligus kreatifitas dan motivasi siswa dalam mempelajari bahasa Inggris, sehingga siswa dapat memperoleh manfaat yang maksimal baik dari proses maupun hasil belajarnya. Peneliti ingin menerapkan hasil penelitian yang akan di capai pada sekolah tersebut untuk meningkatkan

kualitas pendidikan di sekolah tersebut pada khususnya dan kualitas pendidikan di Indonesia pada umumnya.

Rumusan Masalah

Penelitian ini mengajukan masalah sebagai berikut :

1. Adakah pengaruh proses pembelajaran antara penggunaan media poster dan pembelajaran konvensional terhadap hasil belajar kosakata bahasa Inggris siswa kelas IV SDIT Amal Mulia Tapos Depok?
2. Bagaimanakah hasil belajar yang dicapai siswa kelas IV SDIT Amal Mulia Tapos dalam pembelajaran kosakata setelah proses belajar selesai dilaksanakan?

KAJIAN TEORI

Kegiatan paling menentukan dalam keberhasilan penerapan kurikulum pada pembelajaran Bahasa Inggris di Sekolah Dasar adalah mengembangkan kemampuan berkomunikasi dalam bahasa Inggris dalam bentuk lisan maupun tertulis. Kemampuan berkomunikasi ini meliputi mendengarkan (*listening*), berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*). Keempat kompetensi ini diharapkan mampu dipersiapkan dalam proses pembelajaran atau kegiatan belajar. Belajar merupakan suatu proses yang harus dipahami oleh guru agar dalam pelaksanaanya guru dapat mengelola dan membimbing proses pembelajaran sesuai dengan kaidah-kaidah belajar yang efektif.

Hakikat Hasil Belajar Kosakata Bahasa Inggris

1. Pengertian Belajar

Belajar merupakan tindakan dan perilaku siswa yang kompleks. Sebagai tindakan, maka belajar hanya dialami oleh

siswa sendiri. Proses belajar terjadi berkat siswa memperoleh sesuatu yang ada di lingkungan sekitar. Menurut Skinner yang dikutip Dimiyati, (2011:9) belajar adalah suatu perilaku. Pada saat orang belajar, maka responsnya menjadi lebih baik. Sebaliknya, bila tidak belajar maka responsnya menurun. Dalam melaksanakan program pembelajaran guru mencatat perilaku dan penguat yang berhasil dan tidak berhasil. Ketidakterhasilan tersebut menjadi catatan penting bagi modifikasi perilaku selanjutnya.

Menurut Gagne yang dikutip Dimiyati, (2011:12) belajar merupakan kegiatan kompleks. Hasil belajar merupakan kapabilitas. Setelah belajar orang memiliki keterampilan, pengetahuan sikap, dan nilai. Belajar merupakan interaksi antara keadaan internal dan proses kognitif siswa dengan stimulus dari lingkungan. Proses kognitif tersebut terdiri dari informasi verbal yang berupa mengungkapkan pengetahuan dalam bentuk bahasa, baik lisan maupun tulisan yang memungkinkan individu berperanan dalam kehidupan. Keterampilan intelek berupa kecakapan yang berfungsi untuk berhubungan dengan lingkungan hidup serta mempresentasikan objek dan lambang. Memiliki kemampuan untuk memecahkan masalah serta menerima atau menolak obyek berdasarkan penilaian terhadap obyek tersebut.

Piaget yang dikutip Dimiyati, (2011:13) bahwa pengetahuan dibentuk oleh individu. Sebab individu melakukan interaksi terus-menerus dengan lingkungan. Lingkungan tersebut mengalami perubahan. Dengan adanya interaksi dengan lingkungan maka fungsi intelek semakin berkembang. Pengetahuan dibangun dalam pikiran. Setiap individu membangun sendiri pengetahuannya. Pengetahuan yang

dibangun terdiri dari tiga bentuk yaitu pengetahuan fisik, pengetahuan logika matematik, dan pengetahuan sosial.

Dari beberapa pengertian tentang belajar tersebut diatas dapat dikatakan bahwa belajar yaitu suatu proses perubahan tingkah laku melalui pendidikan atau lebih khusus melalui prosedur latihan. Perubahan ini terjadi dalam lingkungan yang lebih luas. Perubahan itu terbentuk penggunaan atau pengevaluasi mengenai sikap, kebiasaan nilai-nilai pengetahuan dan kecakapan. Perubahan yang terjadi pada siswa adalah sesuatu yang tidak dikenal atau dipahami untuk kemudian dikuasai atau dimilikinya, dipergunakan sampai kepada suatu saat untuk dievaluasi oleh yang menjalani proses belajar tersebut. Terjadinya tindak interaksi antara pembelajar dan pembelajar yang mempunyai suatu tujuan. Oleh karena berupa akibat interaksi, maka belajar dapat didinamiskan, usaha guru mendinamiskan belajar tersebut berkenaan dengan kesiapan siswa menghadapi bahan ajar, penciptaan suasana belajar yang menyenangkan, mengoptimalkan media dan sumber belajar, dan memaksimalkan peran sebagai pembelajar.

2. Pengertian Pembelajaran

Mengajar adalah sesuatu yang kompleks. Pembelajaran adalah proses, cara menjadikan orang atau makhluk hidup belajar. Duffy dan Roehler (1989). Pembelajaran adalah suatu usaha yang sengaja melibatkan dan menggunakan pengetahuan profesional yang dimiliki guru untuk mencapai tujuan kurikulum.

Suatu usaha yang dilakukan seseorang yang memiliki pengetahuan profesional dibidangnya dengan memberikan materi atau bahan ajar kepada orang lain sesuai dengan kurikulum yang berlaku.

Gagne dan Briggs yang dikutip Dimiyati, (1979:3). Mengartikan instruction atau pembelajaran ini adalah suatu sistem yang bertujuan untuk membantu proses belajar siswa, yang berisi serangkaian peristiwa yang dirancang, disusun sedemikian rupa untuk mempengaruhi dan mendukung terjadinya proses belajar siswa yang bersifat internal.

Menurut UU Sisdiknas (2003:23) Pembelajaran adalah proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar. Dalam proses pembelajaran perlu adanya interaksi antara pendidik yang menyampaikan materi atau bahan ajar dan peserta didik yang menerima bahan ajar tersebut setelah pendidik menyampaikan bahan ajar tersebut dibutuhkan timbal balik untuk mengetahui apakah proses pembelajaran berhasil dengan baik sesuai dengan tujuan yang diinginkan pendidik.

Menurut Earl W. Stevick (1982:21) *Learning begins with selection of some clearly defined element which is to be learned.* Dalam pembelajaran dimulai dengan penentuan hal-hal apa saja yang dibutuhkan dalam mengajar termasuk media pembelajaran, bahan materi yang diajarkan serta rencana dalam pelaksanaan pembelajaran sehingga memudahkan bagi pengajar untuk mengajarkannya.

Berdasarkan pengertian pembelajaran diatas penulis menyimpulkan bahwa pembelajaran merupakan suatu usaha yang sengaja dilakukan untuk membantu proses belajar peserta didik yang berisi materi atau bahan ajar yang telah dirancang atau disusun untuk disampaikan kepada peserta didik dengan tujuan tertentu sesuai dengan bahan ajar yang diajarkan.

Belajar yang dihayati oleh seorang pembelajar (siswa) ada hubungannya dengan usaha pembelajaran, yang dilakukan oleh

pembelajar (guru). Pada satu sisi, belajar yang dialami oleh pembelajar terkait dengan pertumbuhan jasmani yang siap berkembang. Pada sisi lain kegiatan belajar juga berupa perkembangan mental tersebut juga didorong oleh tindak pendidikan atau pembelajaran. Dengan kata lain, belajar ada kaitannya dengan usaha atau rekayasa pembelajaran. Dari segi siswa, belajar yang dialaminya sesuai dengan pertumbuhan jasmani dan perkembangan mental, akan menghasilkan hasil belajar. Hasil belajar tersebut akan menghasilkan program belajar sendiri sebagai perwujudan emansipasi siswa menuju kemandirian. Dari segi guru kegiatan belajar siswa merupakan akibat dari tindak mendidik atau kegiatan mengajar.

3. Pengertian Hasil Belajar

Menurut Sudjana (2004:22) Hasil belajar adalah kemampuan-kemampuan yang dimiliki seorang siswa setelah menerima pengalaman belajarnya. Kemampuan yang didapat seorang siswa tentunya telah melewati serangkaian proses pembelajaran sehingga mendapatkan suatu kemampuan tertentu sesuai dengan tujuan dari pembelajaran tersebut misalnya untuk mendapatkan kemampuan bahasa Inggris yang lebih baik selain siswa tersebut belajar disekolah juga mengikuti kursus di tempat lain sehingga mendapatkan kemampuan pada taraf yang diinginkan.

Sedangkan menurut Horwart kingsley yang dikutip Sudjana, (2004:22) membagi tiga macam hasil belajar mengajar (1) Keterampilan, (2) Pengetahuan dan pengajaran, (3) Sikap dan cita cita. Dari pendapat diatas disimpulkan bahwa hasil belajar adalah kemampuan keterampilan, sikap dan keterampilan yang diperoleh siswa setelah menerima perlakuan yang diberikan guru sehingga dapat

mengkonstruksikan pengetahuan itu dalam kehidupan sehari-hari.

Hasil belajar yang dicapai siswa dipengaruhi oleh dua faktor yakni faktor dari dalam diri siswa dan faktor dari luar diri siswa (Sudjana, 1989:39). Dari pendapat ini faktor yang dimaksud adalah faktor dalam diri siswa perubahan kemampuan yang dimilikinya seperti yang dikemukakan oleh Clark (1981:21) menyatakan bahwa hasil belajar siswa disekolah 70% dipengaruhi oleh kemampuan siswa dan 30% dipengaruhi oleh lingkungan. Hasil dari belajar siswa dipengaruhi sekolah sebab siswa berada di sekolah lebih lama dibanding dirumah. Bila libur siswa belum tentu belajar dirumah tetapi ketika berada disekolah siswa akan belajar karena adanya aturan yang mengikat siswa sehingga siswa merasa harus untuk belajar.

Demikian juga faktor dari luar siswa yakni lingkungan yang paling dominan berupa kualitas pembelajaran Sudjana (2002:39). Hasil belajar siswa dipengaruhi oleh kemampuan siswa dan kualitas pengajaran. Kualitas pengajaran yang dimaksud adalah profesional yang dimiliki oleh guru. Artinya kemampuan dasar guru baik di bidang kognitif (intelektual), bidang sikap (afektif) dan bidang perilaku (psikomotorik) harus dikuasai dengan baik dan diaplikasikan dalam pembelajaran.

Menurut Bloom yang dikutip oleh Dimiyati (2002:9) Belajar adalah kemampuan seseorang dalam menggunakan kemampuan kognitif, afektif dan psikomotorik dimana hal ini berkaitan dengan hasil belajar yang diperoleh siswa. Dengan menggabungkan ketiga aspek tersebut diharapkan dalam belajar melalui pemahaman dan aktif membangun pengetahuan baru dari pengalaman dan pengetahuan yang dimiliki sebelumnya.

Dari beberapa pendapat diatas maka hasil belajar siswa dipengaruhi oleh dua faktor dari dalam individu siswa berupa kemampuan personal (internal) dan faktor dari luar siswa yakni lingkungan. Dengan demikian hasil belajar adalah sesuatu yang dicapai atau diperoleh siswa berkat adanya usaha atau fikiran siswa.

4. Pengertian Kosakata Bahasa Inggris

Berdasarkan Horny by (2000: 1506) kosakata adalah sebuah kata yang diketahui dan digunakan oleh kebanyakan orang atau semua kata dalam bahasa tertentu yang digunakan orang-orang ketika mereka berbicara mengenai topik tertentu. Terbentuknya kosakata karena suatu kata yang biasa dipakai banyak orang sebagai komunikasi dengan orang lain mengenai suatu hal tertentu. Menurut Penny (1991:60):

“Vocabulary can be defined, roughly, as the words we teach in the foreign language . However, a new item of vocabulary may be more than a single word;for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words”.

Kosakata adalah kata-kata yang kita ajarkan dalam bahasa asing. Dalam pembelajaran bahasa Inggris terdapat berbagai macam kosakata yang bisa diajarkan kepada siswa, bila dalam pembelajaran bahasa asing tersebut adalah bahasa Inggris maka kosakata yang diajarkan tentunya adalah kosakata bahasa Inggris. Bahasa dianggap perlu ketika kita mengajar . Dari definisi diatas penting

untuk menyadari bahwa kosakata yang dimiliki oleh peserta didik harus dikembangkan. Peserta didik menggunakan kosakata dalam setiap percakapan untuk mengekspresikan ide mereka karena kosakata terdiri dari kata-kata.

Menurut Raja T. Nasr (1972: 57) *That vocabulary building means knowing means the meanings of words; the ability to understand words as they are used in situations.* Kosakata tidak hanya membantu peserta didik untuk mengkomunikasikan pikiran dan ide, tetapi kosakata juga membantu peserta didik untuk memahami apa yang dipikirkan, dirasa dan dimaksudkan. Penguasaan kosakata juga bisa memanfaatkan sumber-sumber lain seperti kamus, koran, majalah atau buku lainnya yang mempunyai konteks Bahasa Inggris.

Menurut Patricia A Richard-Amato (2005:446) *Vocabulary can be best be introduced using real object, pictures, and other visual devices.* Pengenalan kosakata terhadap siswa dapat dilakukan menggunakan objek atau benda yang sesungguhnya, gambar ataupun media yang dapat dilihat. Hal ini akan memudahkan siswa untuk mengingat kata-kata karena dalam bentuk yang kongkrit atau nyata. Menurut Andrew Wright (2006:94):

“Learning Vocabulary must be based on attaching meaning to the word, rather than just remembering the form of the word. Meaning can be brought to the new word through translation , but our aim in this section is to help the learners experience the meanings of the words in context by using them for purposes which matter to them”.

Pembelajaran kosakata bahasa Inggris harus diikuti dengan artinya, untuk memudahkan mengingat kata-kata karena

menggunakan bahasa pertama dalam mengartikannya. Sehingga siswa mudah memahami kata-kata baru yang diajarkan karena disesuaikan dengan bahasa keseharian mereka serta tujuan dari mempelajari kata-kata tersebut.

Berdasarkan pernyataan diatas, dapat disimpulkan bahwa kosakata adalah unsur penting dalam belajar bahasa Inggris. Kosakata merupakan kunci penguasaan bahasa dan kosakata dianggap sebagai salah satu hal yang paling penting dalam belajar bahasa Inggris terutama dalam belajar bahasa asing.

5. Media Pembelajaran

Ada berbagai jenis media pembelajaran.

1) Pengertian Media Pembelajaran

Kata Media merupakan bentuk Jamak dari kata medium yang berasal dari bahasa latin. Secara harfiah, media berarti perantara yaitu perantara antara sumber pesan (*a source*) dengan penerima pesan (*a receiver*). Beberapa hal yang termasuk ke dalam media adalah film, televisi, diagram, media cetak (*printed materials*), computer, instruktur, dan alat lainnya.

Leslie J. Briggs (1979) menyatakan bahwa media pengajaran adalah alat-alat fisik untuk menyampaikan materi pelajaran dalam bentuk buku, film, rekaman video. Sedangkan Gagne menyatakan bahwa media merupakan wujud dari adanya berbagai jenis komponen dalam lingkungan siswa yang dapat merangsang siswa untuk belajar. Berbagai jenis wujud maupun komponen yang terdapat di lingkungan sekitar digunakan pengajar sebagai media untuk menyampaikan materi sesuai dengan tujuan dari pembelajaran. Miarso menyatakan bahwa media merupakan segala sesuatu yang dapat digunakan untuk menyalurkan pesan yang dapat merangsang

pikiran, perasaan, perhatian, dan kemauan siswa untuk belajar. Medium dapat didefinisikan sebagai perantara atau pengantar terjadinya komunikasi dari pengirim menuju penerima (Heinich *et.al.*, 2002; Ibrahim, 1997; Ibrahim *et.al.*, 2001). Medium atau perantara adalah sesuatu yang bisa digunakan sebagai alat atau perantara untuk berkomunikasi yang disampaikan pengirim dengan maksud mempermudah atau memperlancar penerima dalam menerima hal yang disampaikan.

Menurut Rudi susilana dan Cepi Riyana (2007:13) yang dikutip Sri Narwanti (2011:37) bahwa media pembelajaran merupakan wadah dari pesan, materi yang ingin disampaikan adalah pesan pembelajaran, tujuan yang ingin dicapai ialah proses pembelajaran. Penggunaan media secara kreatif akan memperbesar kemungkinan bagi siswa untuk belajar lebih banyak, mencanangkan apa yang dipelajarinya dengan baik, dan meningkatkan penampilan dalam melakukan keterampilan sesuai dengan yang menjadi tujuan pembelajaran.

Media merupakan salah satu komponen komunikasi yaitu sebagai pembawa pesan dari komunikator menuju komunikan. Berdasarkan definisi tersebut dapat dikatakan bahwa media pembelajaran merupakan sarana perantara dalam proses pembelajaran. Dalam proses pembelajaran dibutuhkan media pembelajaran karena pada hakekatnya proses belajar mengajar adalah proses komunikasi, penyampaian pesan dari pengantar ke penerima. Pesan berupa materi yang dituangkan ke dalam symbol-simbol komunikasi baik secara verbal (kata-kata dan tulisan) maupun nonverbal. Proses tersebut dinamakan encoding. Penafsiran simbol-simbol komunikasi tersebut oleh peserta didik dinamakan decoding. Pesan yang

dikirimkan biasanya berupa informasi atau keterangan dari pengirim pesan. Pesan tersebut adakalanya disampaikan dalam bentuk sandi-sandi atau lambang-lambang seperti kata-kata, bunyi, gambar, dan lain sebagainya.

Adakalanya peserta didik berhasil dan adakalanya tidak berhasil atau gagal dalam menerima pesan yang disampaikan. Kegagalan tersebut terjadi jika peserta didik tidak mampu memahami apa yang didengar, dibaca, dilihat, atau diamati selain itu memberikan perangsang bagi peserta didik supaya terjadi proses belajar. Pesan yang tidak bisa diserap dengan baik disebabkan adanya gangguan dan hambatan. Gangguan dan hambatan ini bisa terjadi pada karena siswa tidak memahami materi yang disampaikan oleh guru disebabkan oleh siswa tersebut tidak menyimak dengan baik karena mengantuk, sehingga dalam hal ini siswa tersebut mengalami gangguan. Itulah mengapa dibutuhkan suatu media pembelajaran untuk memudahkan penyampaian materi terhadap siswa.

2) Jenis-jenis Media Pembelajaran

Adapun kelompok media diklasifikasikan oleh Rudi susilana dan Cepi Riyana (2007:13) yang dikutip Sri Narwanti (2011:37) sebagai berikut :

a. Media grafis : media visual yang menyajikan fakta, ide, dan gagasan melalui kata-kata, kalimat, angka-angka, dan berbagai symbol atau gambar. Media ini berfungsi menyalurkan pesan dari sumber pesan ke penerima pesan. Contoh : grafik, sketsa, diagram, poster, bagan/ chart, papan flannel,, bulletin board.

1) Bahan cetak : media visual yang pembuatannya melalui proses pencetakan, yang menyajikan

berbagai pesan melalui huruf dan gambar-gambar ilustrasi. Fungsinya sebagai penjelas pesan atau informasi yang disajikan. Contoh buku teks, modul

- 2) **Gambar diam** : media visual yang berupa gambar yang dihasilkan melalui proses fotografi. Contoh media foto gambar atau foto mampu memberikan detail dalam bentuk gambar apa adanya, sehingga anak didik mampu untuk mengingatnya dengan lebih baik dibandingkan dengan metode verbal.
- b. **Media proyeksi diam** : media visual yang memproyeksikan pesan melalui sebuah alat yang mampu memproyeksikan berbagai pesan dalam bentuk tulisan, gambar, angka, atau bahkan grafis. Media visual yang digolongkan tidak bergerak atau memiliki sedikit unsur gerakan saat digerakkan oleh operator atau komputer. Jenis media proyeksi diam ini antara lain OHP/OHT, *opaque projector*, *slide*, dan *filmstrip*.
- c. **Media audio** : media yang penyampaian pesannya ditangkap dengan indera pendengaran saja dikarenakan media ini hanya mengeluarkan suara tanpa ada gambar atau pesan konkret lainnya. Pesan yang bisa disampaikan adalah dalam bentuk kata-kata, musik, dan *sound effect* saja.
- d. **Media audio visual diam** : media yang penyampaian pesannya ditangkap dengan indera pendengaran dan gambar atau pesan konkret lainnya. Pesan yang bisa disampaikan adalah dalam bentuk kata-kata, music, *sound effect* dan gambar. Contoh Video recorder, VCD/DVD
- e. **Film** : serangkaian gambar diam yang meluncur secara cepat dan

diproyeksikan sehingga menimbulkan kesan hidup dan bergerak. Film merupakan media yang menyajikan pesan audiovisual dan gerak sehingga memberikan kesan yang impresif dan atraktif bagi penikmatnya.

- f. **Televisi** : media ini mampu memberikan pesan secara audiovisual dan gerak yang ditampilkan secara menarik, sehingga akan membuat anak didik mudah melihat dan merasakan serta mampu menarik pesan yang disampaikan dengan sangat mudah. Akhirnya pesan tersebut membekas dalam diri anak didik.
- g. **Multimedia** : suatu sistem penyampaian pesan menggunakan berbagai jenis bahan pengajaran yang membentuk suatu unit atau paket. Contoh dari multimedia adalah satu modul pembelajaran yang terdiri atas bahan cetak, bahan audio, dan bahan audiovisual yang dikemas dalam satu paket.

Sedangkan jika dilihat dari bentuknya, maka jenis media itu bermacam-macam. Beberapa jenis tersebut antara lain media cetak (*printed media*), media pameran (*displayed media*), media yang diproyeksikan (*projected media*), rekaman audio (*audiotape recording*), gambar bergerak (*motion picture*), dan media berbasis computer (*computer based media*).

Dalam membuat media pengajaran, ada syarat-syarat yang harus dipenuhi. Berikut adalah syarat-syarat tersebut:

- a. Rasional yakni sesuai dengan akal dan mampu dipikirkan penggunaannya.
- b. Ilmiah yakni sesuai dengan kaidah-kaidah ilmu pengetahuan.
- c. Ekonomis yakni sesuai dengan kemampuan pembiayaan sehingga lebih hemat dan efisien.

- d. Praktis yakni dapat digunakan dalam kondisi praktis disekolah dan bersifat sederhana.

3) Fungsi Media Pembelajaran

Media berfungsi mengarahkan siswa untuk memperoleh berbagai pengalaman belajar. Pengalaman belajar (*learning experience*) tergantung pada interaksi siswa dengan media. Media yang tepat dan sesuai dengan tujuan belajar akan mampu meningkatkan pengalaman belajar sehingga anak didik bisa mempertinggi hasil belajar. Pengetahuan akan semakin abstrak apabila pesan hanya disampaikan melalui kata verbal. Akibatnya siswa hanya akan memahami suatu pengetahuan dalam bentuk kata, tanpa mengerti dan memahami makna kata yang terkandung dalam pengetahuan tersebut. Karena itulah siswa atau anak didik harus memiliki pengalaman yang lebih konkret agar tidak salah persepsi terhadap pengetahuan yang diajarkan. Salah satu cara agar siswa memiliki pengalaman yang konkret adalah dengan menggunakan media pembelajaran dalam proses belajar dan mengajar.

Menurut Kemp dan Dayton yang dikutip Daryanto, (2011:15) media pengajaran memiliki beberapa manfaat :

- a. Pesan pembelajaran dapat lebih mencapai standar.
- b. Pembelajaran bisa menjadi lebih menarik.
- c. Pembelajaran menjadi lebih interaktif.
- d. Waktu pembelajaran dapat dipersingkat dengan menerapkan teori belajar.
- e. Kualitas pembelajaran dapat ditingkatkan.
- f. Proses pembelajaran dapat berlangsung kapanpun dan dimanapun.
- g. Sikap positif siswa terhadap materi pembelajaran serta proses pembelajaran dapat ditingkatkan.
- h. Peran guru berubah kearah yang lebih positif.

Fungsi media pengajaran menurut Daryanto (2010:9) :

- a. Memperoleh gambaran yang nyata tentang benda atau peristiwa sejarah. Menyaksikan benda yang ada atau peristiwa yang terjadi pada masa lampau.
- b. Mengamati benda atau peristiwa yang sukar dikunjungi baik karena jauh, berbahaya maupun terlarang. Misalnya video
- c. Memperoleh gambaran yang jelas tentang benda atau hal-hal yang sukar diamati secara langsung karena ukurannya yang tidak memungkinkan. Misalnya dengan perantara paket siswa dapat memperoleh gambaran yang jelas tentang bendungan yang kompleks pembangkit listrik
- d. Mengamati dengan teliti binatang-binatang yang sukar diamati secara langsung karena sukar ditangkap dengan bantuan poster
- e. Membandingkan sesuatu dengan bantuan poster, siswa dapat membandingkan dua benda yang berbeda sifat ukuran, warna dan sebagainya.

Dalam penggunaan media harus disesuaikan dengan psikologis siswa agar tujuan pembelajaran dapat tercapai dengan yang diharapkan oleh guru materi yang disampaikan dapat dilakukan dengan tepat oleh siswa. Selain itu perlu memperhatikan factor pemilihan media yang tepat sehingga dapat menarik perhatian siswa dan memberikan kejelasan obyek yang diamatinya. Secara psikologi anak akan lebih mudah mempelajari hal yang konkret daripada yang abstrak.

4) Pengertian Media Poster

Poster merupakan salah satu media grafis yang paling tampak kekuatannya sebagai media penyampai pesan. Media grafis adalah media visual yang menyajikan fakta, ide, dan gagasan melalui kata-kata, kalimat, angka-angka, dan berbagai simbol atau gambar. Media ini berfungsi menyalurkan pesan dari sumber pesan ke penerima pesan, menarik perhatian, memperjelas sajian ide, mengilustrasikan fakta yang cepat dilupakan sehingga mudah diingat jika diilustrasikan secara grafis atau melalui proses visualisasi, sederhana serta mudah pembuatannya. Media grafis mengutamakan indra penglihatan dengan menuangkan pesan simbol komunikasi visual dan symbol pesan yang perlu dipahami.

Menurut Earl W. Stevick (1982:106) *Pictures can serve most of the same purposes as object. They have the obvious advantage of being easier to carry around.* Alat bantu yang digunakan dalam pembelajaran mempunyai tujuan tertentu seperti poster, keuntungannya adalah mudah dibawa kemana-mana untuk dijadikan alat pembelajaran.

Menurut Andrew Wright (1989: 2) *Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope it.* Poster bukan merupakan suatu metode pembelajaran tetapi guru menggunakannya untuk menggambarkan tempat, objek, orang dan hal tersebut merupakan bagian dari pengalaman siswa sehingga memudahkan guru untuk menyampaikan materi berdasarkan ruang lingkungannya.

Menurut Dina Indriyana (2011:62) Poster yaitu sajian kombinasi visual yang jelas, mencolok, dan menarik dengan

maksud untuk menarik perhatian. Maksudnya suatu gambar dengan warna yang menarik dan mencolok dengan maksud digunakan guru sebagai media untuk menyampaikan materi pelajaran sehingga dapat menarik perhatian siswa dan mudah dipahaminya.

Poster memiliki kekuatan untuk dicerna oleh orang yang melihat karena poster lebih menonjolkan kekuatan pesan, visual dan warna. Hal tersebut sesuai dengan pandangan Nana Sudjana (2005:51) bahwa poster adalah media yang kuat warna, pesan, dan maksud untuk menangkap perhatian orang yang lewat, tetapi cukup lama menanamkan gagasan yang berarti dalam ingatannya. Poster dapat berupa gambar yang memiliki warna yang menarik sehingga dapat menangkap perhatian orang dengan menanamkan suatu makna tertentu yang ingin disampaikan pembuat poster, sesuai dengan tujuan dari makna poster tersebut.

Berdasarkan kutipan diatas penulis menyimpulkan bahwa poster merupakan obyek gambar dalam ukuran besar sebagai media pengajaran yang diberi warna yang kuat serta makna yang terkandung didalamnya sehingga siswa yang melihat mudah mengingatnya. Poster yang dibuat untuk pendidikan pada prinsipnya merupakan gagasan yang diwujudkan dalam bentuk ilustrasi obyek gambar yang disederhanakan dan dibuat dengan ukuran besar.

METODOLOGI PENELITIAN

Metode penelitian ini menggunakan Metode Quasi Eksperimen, yaitu suatu metode penelitian berupa eksperimen semu dimana menggunakan rancangan penelitian yang tidak dapat mengontrol secara penuh kondisi penelitian. Metode ini hanya memungkinkan penelitian dengan kondisi

yang sudah ada. Untuk pelaksanaan diperlukan dua kelas dimana peneliti mengajar di kelas eksperimen dengan pembelajaran menggunakan media Poster dan di kelas kontrol menggunakan pembelajaran tradisional. Creswell (2012) Rancangan eksperimen, peneliti mengidentifikasi sampel dan melakukan generalisasi populasi, tetapi tujuan utama rancangan eksperimen adalah untuk menguji dampak suatu treatment atau intervensi terhadap hasil penelitian yang dikontrol oleh factor-faktor lain yang

memungkinkan juga mempengaruhi hasil tersebut. Pada dua kelompok tersebut dilakukan tes dan hanya kelompok eksperimen yang di treatment.

PEMBAHASAN

Deskripsi Data Penelitian

1) Data Kelas Eksperimen

Dari data hasil belajar kosakata bahasa Inggris siswa yang di ajar dengan menggunakan media pembelajaran berupa Poster, diperoleh nilai sebagai berikut:

Tabel Distribusi Frekuensi Kelas Eksperimen

Interva l	Tep i baw ah	Tep i atas	x_i	f_i	f_k	x_i^2	$f_i x_i$	$f_i x_i^2$
31 – 40	30,5	40,5	35	1	1	1225	35	1225
41–50	40,5	50,5	45	0	1	2025	0	0
51 – 60	50,5	60,5	55	4	5	3025	220	12100
61 – 70	60,5	70,5	65	8	13	4225	520	33800
71 – 80	70,5	80,5	75	3	16	5625	225	16875
81– 90	80,5	90,5	85	4	20	7225	340	28900
Jumlah				20			1340	92900

Dari data tersebut diperoleh rata-rata (\bar{x}) sebesar 83,15; Median (Me) sebesar 85,5; Modus (Mo) sebesar 88,92; Varians (s^2) sebesar 75,08; Simpangan Baku (s) sebesar 8,6; dengan jumlah sampel (n) sebanyak 20 orang.

2) Data Kelas Kontrol

Distribusi Frekuensi Kelas Kontrol

Dari data tersebut diperoleh rata-rata (\bar{x}) sebesar 67; Median (Me) sebesar 73;

Modus (Mo) sebesar 64,9; Varians (s^2) sebesar 164,2; Simpangan Baku (s) sebesar 12,8; dengan jumlah sampel (n) sebanyak 20 orang.

Untuk lebih memperjelas perbedaan hasil belajar kosakata antara kelas eksperimen (kelas yang menggunakan media pembelajaran Poster) dengan kelas kontrol (kelas yang tidak menggunakan media pembelajaran Poster), dapat dilihat pada tabel berikut:

Tabel Rekapitulasi Hasil Tes Bahasa Inggris Kelas Eksperimen dan Kontrol

Perhitungan Statistik	Kelas	
	Eksperimen	Kontrol
Nilai terendah	63	31
Nilai tertinggi	94	88
Mean	83,15	67
Median	84,5	73
Modus	88,92	64,9
Varians	75,8	164,2
Simpangan Baku	8,0	12,8

Uji Persyaratan Analisis Data

Sesuai dengan persyaratan analisis data, maka sebelum dilakukan pengujian hipotesis perlu dilakukan pemeriksaan terlebih dahulu terhadap data hasil penelitian. Uji persyaratan analisis data yang harus dipenuhi adalah Uji Normalitas dan Uji Homogenitas.

1) Uji Normalitas

Uji normalitas data ini dilakukan untuk mengetahui apakah sampel yang diteliti berasal dari populasi yang berdistribusi normal atau tidak. Uji Normalitas yang digunakan adalah Uji Liliefors.

Hasil perhitungan uji normalitas di kedua kelas yang berbeda tersebut, tersaji dalam tabel berikut :

Tabel Uji Normalitas Kelas Eksperimen dan Kelas Kontrol

Variabel	Jumlah Sampel	Taraf Signifikan	L_{hitung} (L_o)	L_{tabel} (L_t)	Keterangan
Kelas Eksperimen	20	0,05	0,1251	0,190	Normal
Kelas Kontrol	20	0,05	0,1301	0,190	Normal

2) Uji Homogenitas

Uji homogenitas dapat dilihat pada tabel berikut:

Varians		Taraf Signifikan	F_{hitung}	F_{tabel}	Keterangan
Kelas Eksperimen	Kelas Kontrol				
75,08	164,2	0,05	2,16	2,18	Varians data homogeny

Pengujian Hipotesis Penelitian

Pengujian hipotesis dalam penelitian ini menggunakan Uji-t. Berikut langkah-langkah perhitungan :

1) Hipotesis penelitian :

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Keterangan :

Ho : hipotesis nol
 Ha : hipotesis alternatif
 μ_1 : rata-rata kemampuan menyelesaikan soal yang menggunakan media Poster
 μ_2 : rata-rata kemampuan menyelesaikan soal yang tidak menggunakan media Poster

Pengujian yang digunakan adalah pengujian satu arah dengan $\alpha = 0,05$ dan dengan db = $n_1 + n_2 - 2$. Dari tabel distribusi t diperoleh nilai $t_{\text{tabel}} = 1,6866$.

Tabel Uji-t

Db	t_{hitung}	t_{tabel}	Kesimpulan
38	4,68	1,6866	H_0 ditolak

Berdasarkan hasil pengujian hipotesis penelitian terlihat $t_{\text{hitung}} > t_{\text{tabel}}$ (**4,68 > 1,6866**), hal ini menjelaskan bahwa H_0 ditolak atau H_a diterima. Berarti terdapat perbedaan nilai rata-rata hasil tes menyelesaikan soal bahasa Inggris siswa yang diajarkan dengan menggunakan media pembelajaran Poster dengan siswa yang tidak menggunakan media Poster. Dengan demikian ini bisa menguji kebenaran hipotesis yaitu hasil belajar kosakata bahasa Inggris siswa yang diajar dengan media pembelajaran Poster lebih tinggi daripada siswa yang diajar dengan tidak menggunakan media Poster.

Hasil Penelitian

Berdasarkan data uji hipotesis hasil belajar kosakata bahasa Inggris kelas IV siswa yang di beri pengajaran dengan media pembelajaran Poster di peroleh rata-rata (\bar{x}) = 83,15; median (Me) = 85,5; modus (Mo) = 88,92 ; Varians (S^2) = 75,08; dan simpangan baku (Sd) = 8,6. Hal ini berarti hasil belajar kosakata bahasa Inggris siswa tergolong baik.

Hasil belajar kosakata bahasa Inggris kelas siswa yang tidak menggunakan media Poster di peroleh rata-rata (\bar{x}) = 67; median (Me) = 73; modus (Mo) = 64,9; Varians (S^2) = 164,2 ; dan simpangan baku (Sd) = 12,8. Hal ini berarti hasil belajar kosakata bahasa Inggris siswa tergolong cukup baik.

Pada pengolahan data dengan uji t di dapat nilai $t_{\text{hitung}} = 4,68$ dan t_{tabel} pada taraf signifikansi $\alpha = 0,05$ adalah 1,6866. Hal ini berarti $t_{\text{hitung}} > t_{\text{tabel}}$, maka hipotesis yang diajukan adalah penolakan terhadap H_0 dan penerimaan terhadap H_a yang berarti hasil belajar kosakata bahasa Inggris kelas eksperimen lebih tinggi daripada hasil belajar kosakata bahasa Inggris kelas kontrol. Hal ini menunjukkan adanya pengaruh penggunaan media pembelajaran Poster terhadap hasil belajar kosakata bahasa Inggris.

Pada umumnya motivasi belajar siswa kelas IV SDIT Amal Mulia Tapos Depok dalam mata pelajaran bahasa Inggris cukup baik, hal ini dapat di lihat dari hasil belajar siswa yang mencapai ketuntasan belajar yang cukup namun guru harus tetap berupaya meningkatkan kemampuan profesionalnya terutama dalam menentukan media pembelajaran untuk mencapai hasil belajar yang optimal.

Salah satu upaya untuk meningkatkan kualitas hasil belajar dapat dilakukan melalui pemanfaatan data hasil penelitian. Kajian hasil penelitian formatif dan sumatif dapat memberikan gambaran tentang hasil belajar yang di capai siswa setelah proses belajar mengajar. Data hasil penilaian proses belajar dapat di peroleh guru secara langsung pada akhir proses belajar mengajar berupa skor hasil tes.

Hasil tes sangat bermanfaat bagi sekolah dan siswa, bagi sekolah hasil proses belajar memberikan gambaran untuk menumbuhkan pemikiran dalam upaya peningkatan proses belajar, pembinaan terhadap kualitas guru, melengkapi sarana dan prasarana dan peningkatan kurikulum sekolah dan bagi siswa hasil tes dapat memberikan gambaran bagaimana memperbaiki cara belajar dan mengatasi kesulitan dalam belajar.

Dengan suatu alat perantara yang berupa Poster. Poster bukan merupakan suatu metode pembelajaran tetapi guru menggunakannya untuk menggambarkan tempat, objek, orang dan hal tersebut merupakan bagian dari pengalaman siswa sehingga memudahkan guru untuk menyampaikan materi berdasarkan ruang lingkungannya. Sajian kombinasi visual yang jelas, mencolok, dan menarik dengan maksud untuk menarik perhatian. Maksudnya suatu gambar dengan warna yang menarik dan mencolok dengan maksud digunakan guru sebagai media untuk menyampaikan materi pelajaran sehingga dapat menarik perhatian siswa dan mudah dipahaminya.

Poster memiliki kekuatan untuk dicerna oleh orang yang melihat karena poster lebih menonjolkan kekuatan pesan, visual dan warna. bahwa poster adalah media yang kuat warna, pesan, dan maksud untuk menangkap perhatian orang yang lewat, tetapi cukup lama menanamkan gagasan yang berarti dalam ingatannya. Poster dapat berupa gambar yang memiliki warna yang menarik sehingga dapat menangkap perhatian orang dengan menanamkan suatu makna tertentu yang ingin disampaikan pembuat poster, sesuai dengan tujuan dari makna poster tersebut.

Penggunaan media pembelajaran Poster yang tepat dan konsisten, bagi guru

sangat bermanfaat dalam meningkatkan motivasi dan minat belajar siswa terhadap mata pelajaran bahasa Inggris, sehingga guru dapat mengoptimalkan seluruh potensi yang ada didalam diri setiap siswa.

Bahasa Inggris adalah sebuah pelajaran yang menarik untuk di nikmati karena bahasa Inggris mengajarkan siswa kita menulis, membaca, mendengarkan serta bagaimana kita diajarkan untuk memiliki kemampuan dalam berbahasa asing. Sehingga keahlian yang dimiliki tersebut mampu diterapkan tidak hanya disekolah, tetapi untuk peningkatan kualitas kemampuan berbahasa asing bagi diri sendiri kedepannya juga dapat membantu orang lain.

PENUTUP

Kesimpulan

Berdasarkan data yang diperoleh, hasil analisis varian, pengujian hipotesis dan interpretasi hasil penelitian mengenai pengaruh penggunaan media Poster terhadap hasil belajar kosakata bahasa Inggris, dapat disimpulkan bahwa terdapat perbedaan pengaruh yang signifikan dari penggunaan media Poster terhadap hasil belajar kosakata bahasa Inggris siswa kelas IV SDIT Amal Mulia Insani Depok.

Jadi penggunaan media pembelajaran Poster dapat meningkatkan kemampuan peserta didik dalam menggunakan bahasa asing seperti menulis, membaca, mendengarkan serta bertanya jawab sederhana menggunakan bahasa Inggris. Siswa tidak hanya tahu pengucapannya saja tetapi juga tahu penulisannya serta wujud benda secara konkrit atau nyata melalui poster. Sebab usia anak sekolah dasar hanya mampu memahami suatu materi yang berupa konkrit atau wujud nyata. Selain itu penggunaan media Poster dapat

meningkatkan efektivitas siswa dalam belajar bahasa Inggris

Saran

Dari hasil penelitian ini, ada beberapa hal yang dapat dijadikan sumbang saran bagi tindak lanjut kegiatan pendidikan, khususnya pendidikan bahasa Inggris.

1. Kepada pendidik atau guru hendaknya menggunakan media pembelajaran berupa Poster agar mendapatkan hasil belajar yang optimal, sehingga pelajaran bahasa Inggris bukan lagi menjadi momok yang menakutkan terutama kemampuan berkomunikasi menggunakan bahasa asing. Media Poster merupakan suatu media visual berupa gambar yang diperbesar dengan warna yang mencolok dan menarik sehingga siswa mudah mengingat serta memahami materi yang disampaikan karena diwujudkan dalam bentuk gambar yang konkrit. Selain mudah mendapatkan media Poster dengan harga yang terjangkau, gurupun bisa membuat sendiri Poster yang akan digunakan sebagai media bahan ajar.
2. Kepada peserta didik diharapkan dapat lebih meningkatkan kemampuan saat berkomunikasi menggunakan bahasa asing meski berupa percakapan sederhana. Para siswa sebaiknya lebih aktif pada saat belajar bahasa Inggris, meningkatkan kemampuan diri sendiri, dapat dilakukan dengan mengikuti English Club, kursus bahasa Inggris, melalui internet atau banyak cara lainnya, karena di era globalisasi sekarang ini, kemampuan berbahasa Inggris sangat dibutuhkan di setiap bidang kehidupan.

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CIRCUMSTANTIAL ADJUNCTS USED IN THE TALE “THE TAMING OF THE SHREW”

Nurhasanah
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Abstract

The study deals with the use of circumstantial adjuncts in the tale “The Taming of the Shrew”. The sources of data were adopted from one of the six tales from Shakespeare which are retold by E.F Dood, namely “The Merchant of Venice”, “The Tempest”, “Julius Caesar”, “The Taming of the Shrew”, “King Lear”, and “Macbeth” from which “The Taming of the Shrew” was taken as sample. Descriptive analysis technique is used to find new evidence to prove the truth of the story. It is also used to find out the dominant type of circumstantial adjuncts used in the tale. The finding indicates that only eight of the nine types of circumstantial adjuncts were found in the tale. Through the analysis done the dominant type that usually occurs is location. Meanwhile circumstantial adjunct of angel is the only type which is not found in the tale.

Keywords: *Circumstantial Adjuncts*

INTRODUCTION

Systemic Functional Grammar views language as a resource for making meaning. It relates grammatical categories to the communicative functions which they serve. Basically, the ways in which language is used for different purposes and different situations have shaped its own language. Halliday (1994: 26) explains that a language consists of a set of systems and the speaker or the writer may choose the ways of expressing meaning. When people use a language to express meaning and they do so in specific situation, the form of the language that they use is influenced by the complex elements of those situation. In other words, it attempts to describe language in actual use and to focus on texts and their context.

In systemic functional grammar language is seen as conveying three functions, namely Ideational Function, Interpersonal Function, and Textual Function in which all of them are called Metafunctions of language where language is interpreted as a system of meaning,

followed by forms through which the meaning can be realized. In other words, Functional grammar is arranged to explain how the language is used by applying the functional components called Metafunctions. In metafunctions of language circumstance often occurs in many kinds of process.

Circumstantial Adjunct

Circumstantial adjunct is one of the important elements in clause. Therefore, it is significant to know as part of the clause which is used to express meaning through sentences. Moreover, It often occurs in many kinds of process. Halliday (1994:150) notes that there are three perspectives of circumstantial adjunct, first, that it is associated with attendant on the process, referring to examples such as the location of an event in time or space, its manner, or its cause; and these notions of *when*, *where*, *how*, and *why*, the things happened provided adverbs rather than nouns. Circumstance is equipment in Longman Dictionary of Contemporary

English, an adverb is a word which describes or adds to the meaning of a verb, an adjective, another adverb or a sentence, which answers such questions as *how?*, *when?*, or *where?* The second perspective states that circumstance maps into adjunct. As stated in Longman Dictionary of Contemporary English, Adjunct is a word or phrase which limits or gives particular meaning to another word/ part of a sentence. For example the word “Sunday” in the sentence : *They arrived on Sunday*. So, there is similarity between adverb and adjunct. The third perspective states that circumstances are typically expressed not as nominal groups, but either as adverbial group or prepositional phrase;

a. *I found everything in good condition.*

b. *I live in this house.*

Matthews (1997) notes that circumstance indicates the external setting, in space and time especially, of an event, etc. such as *in New York, yesterday*, and *from French*, where ‘complement’ or circumstantial adjunct would be variously applied to these. Circumstantial adjunct adds information about the action or answering questions such as *how*, *where*, *how much*, *to what extent* and *why?*. Both the types of process and the types of circumstantial adjuncts are in turn part of more general pictures which are possible to establish after exploring the clause complex.

Types of Circumstantial adjunct

1. Extent

It is the degree to which a thing extends. It can be length, area, volume, and scope. It is expressed in terms of some unit of measurement such as yards, rounds, and years. Extent is identified by the usage of interrogative forms like *how far?*

Which shows spatial distance, *how long?* which shows duration, *how many?* Which shows measure units, and *how many times?* Which shows frequency.

2. Location

It is a type of circumstantial adjunct which shows position or place. Generally, the interrogative forms for indicating circumstantial element of location are *where?* and *when?* the typical structure is an adverbial group or prepositional phrase; such as *around*, *downstairs*, *in London*, *long ago*, *parallel to*, *near*, *beyond*, *on the left of*, *behind*, *between you and me*, etc.

3. Manner

a. Means

It is typically expressed by a prepositional phrase with the preposition *by* or *with* which refers to the means where the process takes place. It is probed by the interrogative forms; *what means?*, *how?*, and *what with?*

In addition to generalize expressions of means the category includes, in principle, the concepts of both agency and instrumentality. Instrument is simply a kind of means meanwhile an agent functions as a participant in the clause.

b. Quality

An adverbial group with -ly adverb typically expresses quality as head, it tells *how* and is probed by *how?* Or *how...?* plus appropriate adverb. Quality expressions characterize the process in respect of any variable that makes sense.

c. Comparison

Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. It tells *like* what and the interrogative usually used is *what...like?*

4. Cause

a. Reason

It is typically expressed by a prepositional phrase with a complex preposition that represents the reason for which a process takes place, and what cause it. It is probed by the prepositional phrase such as *because of*, *as a result of*, *consequently*, *thanks to*, and *wh- from why? Or how?*

b. Purpose

It is typically expressed by a prepositional phrase representing the purpose for which an action takes place with the intention behind it. It is probed by the prepositional phrase such as *for the purpose of*, *in the hope of*, and the interrogative corresponding with *what for?*

c. Behalf

It is typically expressed by a prepositional phrase with *for* or with a complex preposition, which represents the entity, typically a person, on whose behalf or for whose sake the action is undertaken –who it is for. The complex prepositions used such as *as for the sake of*, *in favor of*, *on behalf of*, etc. the interrogative corresponding is *who for?*

5. Contingency

a. Condition

It is typically expressed by a prepositional phrase such as *in case of*, *in the event of*.

b. Concession

It is typically expressed by phrase or prepositional phrase such as *in spite of* or *despite*.

c. Default

It is usually expressed by a prepositional phrase such as *in the absence of*, *in default of*.

6. Accompaniment

Accompaniment is a type of circumstantial adjunct which represents

the meanings and corresponds to the interrogatives *with whom?*, and *who/what else?*, but not *who/what?*. It is something which is often found with something else. It is expressed by prepositional phrase with preposition such as *with*, *without*, *besides*, *instead of*.

a. The comitative

Represents the process as a single instance, although two entities are involved. There are two subcategories of comitative in positive and negative aspect.

b. The additive

Represents the process as two instances; both entities clearly share the same participant function, but one of them is presented circumstantially for purposes of contrast.

7. Role

a. Guise

It is typically expressed by the usual preposition namely *as*, and complex prepositions with this function are *by way of*, *in the role/shape/guise/form of* etc. It corresponds to the interrogative *what as?* And describes the meaning of *be* (attribute or identity) in the form of circumstance.

b. Product

It is typically expressed by prepositional phrase which describes the meaning of *become* (attribute or identity). It corresponds to the interrogative *what into?*

8. Matter

Matter is a type of circumstantial element equivalent to the verbal process. It is related to verbal processes, which are described, referred to, narrated etc. Matter is expressed by prepositions such as *about*, *concerning*, *with reference to* and sometimes *simply*. The interrogative from is *what about?* And it is frequent with both verbal and cognitive mental processes.

9. Angle

Angle is also related to verbal processes, but in this case to the sayer; it is like *as...says*. The simple preposition used in this function is *to*; it is often expressed by more complex form such as *according to, in the view, opinion of, from the standpoint of*, etc.

METHODOLOGY

This study was conducted by using descriptive quantitative design. Borg and Gall (1983: 354) elaborates that descriptive method is primarily concerned with finding out what it is. It means that **I**, this study does not intend to find a new theory but to find new evidence to prove the truth of a theory. Based on the research design, this study analyzed the types of circumstances, and tried to find out the dominant types of circumstances used in the tale "The Taming of The Shrew" from Shakespeare.

Technique of Collecting the Data

This study was the result of a research where the primary data was taken from the tale selected and added with linguistic books to support this analysis. In which each sentence was identified based on theory of circumstance proposed by Halliday (1994).

Technique of Analyzing the Data

The techniques of analyzing the data of this study are as follows:

1. Reading the tale "The Taming of the Shrew"
2. Determining the types of circumstance which are found in the tale
3. Classifying the types of circumstance in the tale into nine types; extent, location, manner, cause, contingency,

accompaniment, role, matter, and angle.

4. Counting the percentage of the circumstance by using the percentage formula as follows:

$$X = F/N \times 100\%$$

X : The percentage of the obtained items

F : The total circumstances of each type

N : The total circumstances from all types

5. Finding the types of circumstances which are frequently used in the tale
6. Concluding the result.

DATA FINDINGS AND ANALYSIS

The data were gathered from the tale "The Taming of the Shrew" from Shakespeare which was retold by E. F. Dood. There are six tales from Shakespeare as population; *The Merchant of Venice, The Taming of the Shrew, The Tempest, Julius Caesar, King Lear, and Macbeth*. Based on the sampling method, one of them namely *The Taming of the Shrew*, was selected randomly as the sample.

Data Analysis

After collecting the data, they were classified according to the types of circumstantial adjunct in the tale "The Taming of the Shrew". There are 200 occurrences of circumstantial adjunct found in the tale. 5 circumstantial adjuncts of extent, 70 circumstantial adjuncts of location, 61 circumstantial adjuncts of manner, 31 circumstantial adjuncts of cause, 1 circumstantial adjunct of contingency, 19 circumstantial adjuncts of accompaniment, 6 circumstantial adjuncts of role, 7 circumstantial adjuncts of matter, and circumstantial adjuncts of angle is not found in the tale under study.

Research Finding

After analyzing the occurrence of adjunct in the tale “The Taming of the Shrew”, there are only eight types of

circumstance found. The circumstantial adjunct of angle is not applied in the tale. The percentage of the data can be seen as follow:

No	Types of Circumstantial Adjuncts	Number	Percentage (%)
1.	Extent	5	2,5
2.	Location	70	35
3.	Manner	61	30,5
4.	Cause	31	15,5
5.	Contingency	1	0,5
6.	Accompaniment	19	9,5
7.	Role	6	3
8.	Matter	7	3,5
9.	Angle	-	-

It can be seen that the most dominant type of circumstantial adjunct used is location 35 %, followed by circumstantial adjunct of manner 30,5%, cause 15,5 %, accompaniment 9,5 (%), matter 3,5%, role 3%, extent 2,5 %, contingency 0,5 %, and angle 0,0 %.

Some representative examples of the data are shown below

1. Extent

Extent is the degree to which a thing extends. It can be length, area, volume and scope.

a.

I	love	Her	Ten times more than ever
senser	Pr; mental	phenomenon	Circ; extent

b.

She	Was always	known	As Katharine the shrew
phenomenon	Circ; extent	Pr; mental	Circ; guise

c.

All night long	he	Shouted and complained	So loudly
Circ; extent	sayer	Pr ; verbal	Circ; manner

d.

You	Are called	sometimes	As Kate the cursed
Verbiage	Pr; verbal	Circ; extent	Circ; guise

2. Location

Location is the type of circumstantial adjunct which shows position or place.

The interrogative forms which may indicate location are *where?* And *when?*

a.

Petruchio	Now	Wished to see	The world
senser	Circ; location	Pr; mental	phenomenon

b.

He	Threw	The food	On the floor
Actor	Pr; material	goal	Circ; location

c.

At this moment	Hortensio	came	
Circ; location	Behavior	Pr; behavioral	

d.

He	Went	To Padua
Actor	Pr; material	Circ; location

e.

He	stood	helplessly	In front of her
Actor	Pr; material	Circ; manner	Circ; location

3. Manner

Here are some clauses indicate manner in the tale:

a.

He	welcomed	The young man	gladly	To his house
Actor	Pr; material	Goal	Circ;manner	Circ; location

b.

She	had struck	Him	On the head	With the instrument
Actor	Pr; material	Goal	Circ; location	Circ; manner

c.

Petrucio himself	Looked	Like a beggar
Behaver	Pr ; behavioral	Circ; manner

d.

Petrucio	kissed	Her	proudly
Actor	Pr; material	Goal	Circ; manner

4. Cause

Here are some clauses using circumstantial adjunct of cause in the tale;

a.

Petrucio	called	Him	loudly	For a cup of wine
Sayer	Pr; verbal	Verbiage	Circ; manner	Circ; cause

b.

I myself	Have cooked	Some food	For you
Actor	Pr; material	Goal	Circ; cause

c.

She	Was ready	For the marriage
Behaver	Pr ; behavioral	Circ; cause

d.

I	Have come to ask	Your permission	For my friend
Actor	Pr; material	goal	Circ; cause

5. Contingency

In spite of her beautiful face	She	Had no	admirers
Circ; contingency	Pr; material	goal	goal

6. Accompaniment

Accompaniment is usually expressed by prepositional phrases with such

prepositions as *with*, *without*, *besides*, and *instead of*.

a.

Katharine	Argued	With him
Sayer	Pr ; verbal	Circ; accompaniment

Petrucio	Instead of helping his wife	began to beat	His servant
Actor	Circ; accompaniment	Pr; material	goal

b.

No one	Was willing to risk	marriage	With the bad-tempered Katharine
Actor	Pr; material	goal	Circ; accompaniment

c.

My pretty Kate	Must go	With me
Behaver	Pr ; behavioral	Circ; accompaniment

7. Role

Role is a type of circumstantial adjunct which includes guise and product. Guise is typically expressed by the usual preposition such as *by*

way of, in the form of, and it corresponds to the interrogative *what as?*. Product typically describes the meaning of “ become” and “what into”.

a.

Katharine	Flew	Into a temper
Behaver	Pr ; behavioral	Circ; role

b.

You	Are called	sometimes	As Kate the cursed
Verbiage	Pr; verbal	Circ; extent	Circ; role

c.

Katharine	Begged	him	to be more gentle
Actor	Pr ; material	goal	Circ; role

d.

Petrucio	Changed	Into more suitable clothes
Behaver	Pr ; behavioral	Circ; role

8. Matter

Matter is a type of circumstantial adjunct which is related to verbal process. It usually

can be found with the use of preposition such as *about, concerning, with reference to*.

a.

Hortensio	told	Petrucio	All about the gentle Bianca
Sayer	Pr ; verbal	verbiage	Circ; matter

b.

I	Think	About your comfort
Senser	Pr ; mentall	Circ; matter

c.

Katharine	talked	Wisely and gently	to the other wives	About the duties of a wife
Sayer	Pr ; verbal	Circ; manner	verbiage	Circ; matter

d.

Petrucio	did not care	about the guests
Actor	Pr ; material	Circ; matter

9. Angle

Angle is the type of circumstantial adjunct which is also related to verbal

process. It is usually expressed by more complex form such as *according to, in the view, in the opinion of, from the stand point of*. It is the only circumstantial adjunct which is not found in the tale.

CONCLUSION AND SUGGESTION

Conclusion

Based on systematic Functional Grammar it is concluded that there are 9 types of circumstantial adjunct; extent, location, manner, cause, contingency, accompaniment, role, matter, and angle. The conclusion of this research is obtained in the following description:

1. From the nine types of circumstantial adjunct as proposed by Halliday (1994), there are only eight of them are found in the tale, because circumstantial adjunct of angle is not found in the clauses of the tale.
2. The percentage described shows that the occurrences of circumstantial adjunct systematically from the highest number to the lowest number is given as follows location 35%, followed by manner 30,5%, cause 15,5%, accompaniment 9,5%, matter 3,5%, role 3%, extent 2,5%, contingency 0,5% and the least is angle 0,00%. Therefore, it may be concluded that the dominant type of circumstantial adjunct which is most dominant is *location*.
3. Circumstantial adjunct can be said as one of essential element in the clause, because their occurrences usually exist in all the types of processes.

Suggestions

In relation to the problems of this study, the following suggestions are proposed :

1. It is suggested that various types of circumstantial adjunct be mastered before doing analysis.
2. It is also suggested that the theory of Functional Grammar be studied by readers of literary works, so that they may get better comprehension of what they read.
3. It is also suggested that this study be used for learners who are interested in studying English as this scientific writing gives description of an aspect of linguistic studies.

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“AT LEAST, I HAVE TO REPEAT FIVE TIMES” FREQUENT READING DIFFICULTIES

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Abstract

PISA's result in 2016 shows that Indonesian country score in reading, 397, is still below PISA average score, 493. Although the rank increased, the below-average score denotes that the students are still less literate while reading is vital to all scholars. Most higher education students still encounter difficulties when reading, *per se* reading is profoundly essential in academes. This study is devoted to shed light on intrapersonal difficulties that higher students face in reading. Qualitative research method was employed involving 83 Economics students at Syiah Kuala University. The data collection process was carried out through questionnaire and interview procedures after which the data were analyzed using three-steps analysis. The result suggests that 91.5% of the students has difficulties in retention—where they tend to fail retrieving just-obtained information, discharge information found in passage(s) with prior knowledge, and cannot relate the information with real life experiences. Then 87% has comprehension difficulty where they are not optimally engaged while reading, confused with contextual meanings, main ideas and supporting details, and about what to expect from passage(s). Finally, 12% faces problems in decoding (regardless of Dyslexic symptoms) for which they still read word-by-word and occasionally despise punctuations. Generally, it leads to a discussion that problems in concentrating promote problems in memory-processing. The authors would gently suggest students to be trained to monitor and regulate their metacognitive ability during reading.

Keywords: *Reading Difficulties, Retention, Comprehension, Decoding, Memory-Processing.*

INTRODUCTION

The ability of literacy is fundamentally based on reading ability. Reading ability does not merely emphasize the decoding process, but also the comprehension and information-recalling process. For that reason, most Indonesian students perceive that it is difficult to be a proficient reader. This proposition is supported by PISA's (2016) research on the Math, Reading, and Science ability of students in 70 countries worldwide which suggests that Indonesia is in the rank of 65 out of 70 countries (PISA, 2016). Particularly in reading, Indonesia's score is 397 which is under PISA's average score for Reading ability, 493. Whereas the ability to read is a highly valuable ability in both academic and non-academic lives as

reading opens gate to any knowledge and a means of communication through written discourses (Bond, et. Al., 1994).

On its nature, reading ability develops far earlier before school-year time. It has its start as soon as a child is learning to communicate through verbal language. Bond, et.al., (1994) further describe that firstly children learn to 'code' object within which only in a few years, they would be able to point on pictures on their books and name them. Of course, the pictures have to be familiar with the children so that the word-meaning association can be performed. Later in the school years, the pictures shift into alphabetical orders—words—and that is when children understand that the alphabets/words used in books are

representative to the author's ideas. at that point, reading ability is learned. So it is likely that when reading, the readers should also think; otherwise, the meaning-association process can never happen and this may lead to poor or incomplete comprehension. Normal reading undertakes several phases, i.e: prereading period, progress in reading readiness, introduction to reading, progress in the primary grades, progress in the basic reading abilities, and progress in the special reading abilities (Bond, et.al., 1994).

Most Indonesian readers, especially functional readers who refer to college students, still face numerous problems especially in employing special reading ability. This means that once the reading purpose is specified and elaborated in highly-complex written syntactic models, the readers get distracted from conveying the passage meanings. This process appears entirely different in spoken passages as there are idiosyncratic and formulaic speech in spoken discourse but not in written one. Collins & Haviland (1979) propose eight factors that lead to reading failure and they are as explained in the following.

Firstly, it is the modality cause which is different between spoken and written passages. Next, there is no interaction made between readers and writers during reading; then specificity of audience in where it is general in written passages. Later, it is progress in the basic reading abilities—where readers and the writers are not in the same place at the moment of passages being read. Another cause is temporal commonality which poses that readers and the writers are not together at the same time at the moment of reading. Extra-linguistics features also matters, for example gestures and facial

expressions; referents concreteness where in written passages readers cannot literally see the referents that the writers suggest; and finally, it is the issue of separability of characters. for example, when speaking, if the listener is not really sure about what the speaker is saying, she/he can align the speech context to the speaker, but this is utmost improbable in written texts.

Academic reading, which is more intricate than any other academic fulfilments, relies solely on cognitive ability. in other words, readers with good attention, working memory, auditory processing, and visual processing can perform much better while reading (Bryan, 2013). Attention is basic in reading. A person who is lacking attention would find it difficult to comprehend the passage. Furthermore, working memory refers to internal processes that take place whilst reading such as short and long term processing, speed processing, and logic and reasoning. Lastly, both auditory and visual processing are also essential in reading due to the decoding process which apparently promotes the fact that readers first see the alphabetical symbols and then certain phonemes pop out in mind. As soon as these two are understood, the meaning can be retrieved (Woodcock, 2011).

Denton (2010) proposes that the key to dissolve reading difficulties is the instructions. There are three kinds of instruction that she further explains. The initial one is quality-class reading. So teachers need to provide secure environment as well as give students instruction based on their ability level. Secondly, it is by having systematic and intensive instruction which can be done several times in a week. Finally, to run the instruction on the daily basis. This chain of instruction have raised students (Dyslexic

ones) gradually. It is implied that when working with non-Dyslexic adult students, the instructions would be even a lot easier.

A number of research has depicted numerous causes, effects and even solutions for students with reading difficulties. This article is particularly formulated to find answer(s) on reading difficulties frequently faced by university students—who have to deal with purposive academic readings on the regular basis—in Aceh, Indonesia. Theoretically, this study is seen to be capable of embedding new finding(s) about Acehnese-college students' (majoring in Economics) reading obstacles. Practically, reading instructors need to be informed about re-configure their teaching approaches used in reading classes, especially the ones for specific academic purposes.

Some previous studies were conducted by several researchers as narrated below. The first one is a study by Hartney (2011) which sought the factors that led to difficulties faced in reading by the third graders at a primary school in the Khomas Education Region, Namibia. The mix-method of research design was applied through reading test and interviews with teachers and parent during the data collection process. The results showed that one of the factor causing difficulties in reading is lacking of exposure and this becomes a blockade for writing—as reading and writing are seen in the same position in this study. The second problem was that the classes were too crowded. Then, the factor of books provision was also a problem. And the last factor is that most students did not attend kindergarten that caused their literary skill underdeveloped. Another similar study was

also conducted in a Namibian primary school by Mule (2014).

And similar results were also gained. Factors that caused students face reading difficulties are material insufficiency and ineffective teaching methods for reading. Lastly, a study by Smentin & Maniam (2015) which was investigating the strategies employed by Malaysian students in overcoming reading difficulties that they face. This mix-method study used questionnaires and interviews to gather data. It involved 90 students at SMK Kapit. The findings suggest that most respondents translated from L1 to target language as they read, and the application of metacognitive strategies in reading was only in medium level.

METHODOLOGY

This is a qualitative case study employed within three-weeks of data collection process. There were 84 university students who majored in Economics involved as the participants. They were supposed to answer 14 questions on the questionnaire set extrapolated into three elements in reading difficulty: decoding, comprehension, and retention. Besides, semi-structured interviews were also conducted to assure the data triangulation of the questionnaire responses.

Regarding the questions in the questionnaire set, they are provided in the table below. The premises were in Bahasa Indonesia when distributed to the respondents and they had to respond either yes or no.

	Premise
Decoding	I have difficulties in sounding the phoneme and the symbol of a certain word synchronically.
	I have difficulties in differentiating between the phoneme and the symbol of a certain word.
	I read word by word.
	I cannot read with the involvement of expressions.
	I despise punctuations when I read.
Comprehension	
	I have difficulties in complying with word-meaning in a sentence.
	I have difficulties in associating ideas in a passage.
	Suppose there is a detail information that I cannot connect with, I would likely to skip it.
	I have difficulties in differentiating main ideas and supporting ideas.
Retention	I frequently think of other things while reading.
	I have difficulties in recalling an amount of information that I just read, especially longer texts.
	I have difficulties in associating the information contained in the text with my background knowledge.
	I have difficulties in associating the information contained in the text with the information I perceive in real life.

Concerning data analysis, the three-steps analysis (Miles, Huberman, & Saldana, 2013) was used. In the first step, it is data reduction where the relevant data are sorted to fit in the research problem formulated earlier. Secondly, in data display step, the data are arranged into tables and graphs to clearly see and interpret what is conceived. Finally, it is data verification, which is the step where conclusion(s) are drawn over the findings.

RESULTS AND DISCUSSION

In attempt of questionnaire result data provision, below is the table presenting the percentage of difficulties that are frequently faced by students at Economics major Syiah Kuala University in Aceh, Indonesia in Decoding while reading

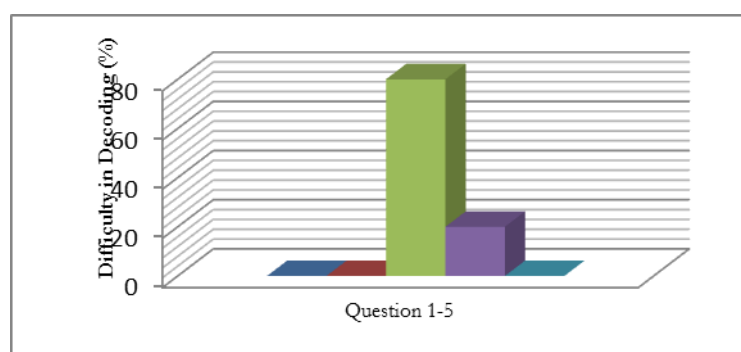


Figure 1. Percentage of Difficulties in Decoding

The graph above shows the percentage of those who have problem in decoding process. In decoding process, readers match a phoneme's sound with its grapheme. This ability requires knowledge about differentiating between phonemes and graphemes, for instance, grapheme "d"

produces phoneme /d/. Besides, patterns in English are not the easy ones to remember (Moats, 2005). Those who are suffered from Dyslexia cannot make any distinctive clear-cuts between these two linguistic elements. However, from the respondents

participated in this study, there are none of them who informed of such inability.

The problem they majorly in face in decoding process is, when reading, they tend to do word-by-word reading to assure they understand the meaning. Eight participants were having the difficulty in decoding as they read per word. The root problem leading to this kind of reading is lackness of vocabulary. When a reader is uninformed about a certain vocabulary, she/he will miss the meaning and this affects the whole comprehension. This is supported by Froese (1977) who states that word-by-word reading indicates the

lackness of both vocabulary and comprehension.

Furthermore, word-by-word reading shows that the readers are struggling meanings as stated by Rasinski, Homan, & Biggs (2008) because it is not every eloquent reader can catch the word meaning sharply and quickly all at once. In addition, other two participants have difficulty in involving expressions while reading, and the other have no problems at all in decoding process. Next, below is provided a graph showing percentage of difficulties faced in comprehension during reading.

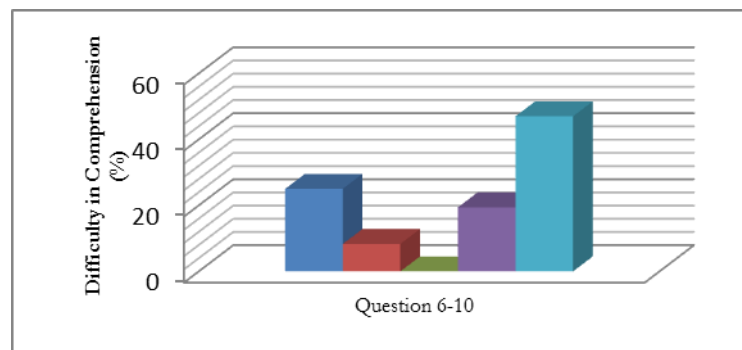


Figure 2. Percentage of Difficulties in Comprehension

The difficulties faced in Comprehension issues are drawn in the graph above. Most of the participant, 34 participants, deal with concentration problems as they mostly think about something else in the middle of their reading, or they get easily distracted. Eighteen of them have problem associating literal word meaning with sentential meaning. Then, 14 participants deal with the intricacy of sentential meaning to textual meaning. The least problems is when finding details that only 6 of them who skipped the detail left unfigured out; and none of them have problems in differentiating between main ideas and supporting ideas.

Dealing with problems in comprehension also indicates a reading disability as mentioned by Lundberg & Høien (2001) and by Mather & Goldstein (2001) in Wawryck-Epp, Harrison, & Prentice (2004). From the interview (transcribed in the following), a participant informed that if it is a text written in English, the ideal reading to make him moderately understand is five times. Even if it is in Bahasa Indonesia, when it is an academic topic, several re-readings are still needed.

Participant: *Gak langsung ngerti, Ms. Saya biasanya baca minimal lima kali kalau bahannya bahasa Inggris. Kalau bahasa Indonesia juga sama, Ms. Tapi dua atau tiga*

kali uda paham apa maksudnya [(I) don't understand (the text) immediately, Ms. I usually have to repeat at least five times if the material is in English. If it is in Bahasa Indonesia, it is the same actually, Ms. But (if it is in Bahasa Indonesia, I only read) twice or three times and I understand it].

Comprehension issue, in general, is in regard of cognitive problems which readers face during their engaged reading time. First, being resistant to disruptions is a big challenge for some readers. Bond *et.al* (1994) underpin that successful readers are those who can remain concentrated and can stand the noise while reading. Bond *et.al* (1994) further add, besides concentration problems, those with cognitive and intelligence issue can also have difficulty in acquiring, structuring, and applying knowledge. This explains why 14 participants find it difficult to structure word meanings into sentence meanings, as well as sentence meanings to textual meanings. Besides, for less-skilled readers, sequencing has also been identified as a problem, but they are better at spatial ability.

A reader has to read on their own willingness to understand the reading, especially academic readings which are considered hard and boring. So that, the failure in comprehension comes from the uninterestedness of the readers toward the reading materials. As one of the participant mentioned as in the following,

Participant: *bacaan yang dikasi dosen itu emang semuanya gak enak, Ms. Kami siap baca pun gak ngerti, yang ngerti judulnya aja (laughing). Yang bahasa Indonesia juga gitu, Ms. Agak lebih mudah, sih, dibanding yang bahasa Inggris. Tapi tetap aja kalau membaca bahan pelajaran tu gak enak. [the reading materials given by our lecturers are not interesting, Ms. We don't even understand after we read, we only understand the title (laughing). The one in Bahasa Indonesia (their L1) is also like that, Ms. Indeed it is easier compared to English materials. However, reading subject material (academic readings) is not interesting].*

From the transcription above, it is clear that most participants do not have any interest in reading academic materials. This is what leads them to failure when trying to comprehend the materials. Even when they are forced to do so, there is no guarantee they will understand what they read. As a suggestion, one way to improve their interest in reading, especially academic readings, is to let them pick the materials as they wish from various contexts. As the process continues, they can be assigned to more complex materials. Indeed, as inserted by Grajo & Candler (2014), reading is a skill where ample of practices are needed to justify cognitively and behaviorally. Finally, the following data display suggest the percentage of students who deal with retention problems in their readings.

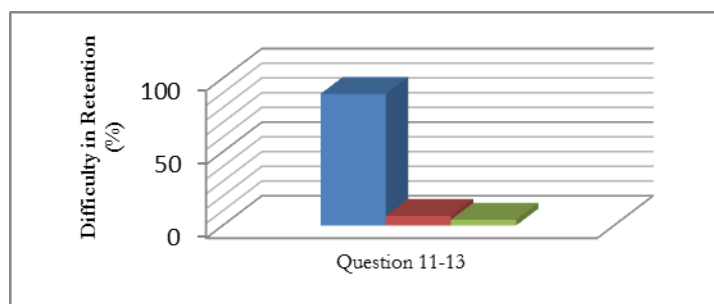


Figure 3. Percentage of Difficulties in Retention

Figure 3 above depicts the percentages of the participants encountering problems in Retention. Dominant difficulty is in the issue of Recalling. Sixty eight participants cannot recall all details in the text they just read. From the interview, it was informed that they can locate the details but cannot remember them. So they have to reread to make sure the answer of the questions that follow. This result implies the participants' inability to posit a big picture of the passages they have read. Organizing the highlights and the supporting details might really help them to retain information during reading. This strategies also needs practice since the participants do not have time to write the passage organizations during the test.

While 5 others find it difficult to relate their background knowledge with the facts on the text. And finally, the other three participants cannot associate the facts they find in the texts with the information they acknowledge in real life. From the interview, one of the participants informed as in the following,

Participant: *Saya pernah baca satu teks dalam tes TOEFL. Teksnya tentang Penumonia. Definisi yang dikasih disitu aneh, Ms. Lain dengan yang pernah saya baca sebelumnya. Jadi kalau kek gitu, kan makin susah saya jawab soal, Ms. Karena apa yang saya pahami*

gak sama dengan yang didalam teks. [I once read a text in the TOEFL test, Ms. The topic was about Pneumonia. The definition given in the text was unfamiliar, Ms. It was different from what I had read before. It makes the questions harder because what I understand is not the same with that of in the text].

From the transcription above, what might be presumed is that this student could not see the idea he read in the text has the identical purpose with the text he had read before about Penumonia. It is unlikely that the passage in TOEFL test give mistaken definition. The most likely is that this student to misunderstand the definition because he could not associate the facts he learned in real life with the facts he found in reading materials. However, since this student exemplified a text he found in a TOEFL test, there is another variable that comes intervening here, which is the feeling of frustration and anxiety. When readers feel a condition that is threatening for their well-being, they can neither concentrate nor acknowledge the facts in proper ways. And it obviously leads to reading difficulty (Hlaalethwa, 2013).

CONCLUSIONS

From the findings above, it is concluded that there are two most difficult problems the students struggle in reading.

The first one is retention for details, and the second one is comprehension. In retention, the students could hardly manage to remember all details they read; so when they finish their reading, they do not understand what to adjust about the materials. Then, in the part of comprehension, what seems to be the obstacle is concentrating and being resistant toward noise. This is most likely because of their rejection toward reading that leads to the predicate of less successful readers.

The implication of these findings shows that university students' interest in reading may keep declining as most students still do not get good strategies to develop their passion for reading. Students consider that reading the academic materials repeatedly is time-wasting, so that they would just browse the similar ideas from any online excerpts or articles they could find, which generates the habit of copy-pasting—especially when they have to write their own papers. One of several parties which seems to be in charge over this condition is language instructors who teach language skills—specifically speaking, reading. So, language instructors should develop more strategies in teaching reading, of course, complying with the students' learning styles and preferences.

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HOW A RESEARCH ARTICLE INTRODUCTION STRUCTURED? THE ANALYSIS OF SWALES MODEL (CARS) ON ENGLISH RESEARCH ARTICLE INTRODUCTIONS

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Abstract

Research article has been regarded as the most valuable tool in spreading and disseminating research findings around the globe. Knowledge and new information are easily obtained through research articles. However, writing a research article is not easy. Several requirements need to be fulfilled in order to be accepted by the publisher. The weakness of research articles that make those are rejected by the publisher is believed because the papers lack of establishing a territory of the topic discussed and showing the publisher that the paper proposed is worthy enough to be accepted. The essential part of the article is not announced clearly, the gaps that other articles or pervious researches fail to address are not filled. Thus, the article is merely announcing the description of the research but it is not worth to be published in a good journal. One of ways to solve the problem is by writing a good introduction. The most prominent part of a research article is the introduction where the author shows the core point of his research article deserves publishers' attention. The well known and accepted model of article introduction structure is Swales model know as CARS (Create a Research Space). This model has been believed as a typical way a research article introduction structured around the globe. Therefore, this study tried to portray the way how a research article introduction written based on the common convention of good article introduction. The procedure of how the article introduction structured based on Swales Model is pictured. And some English research article introductions written is analyzed to show the organization of Swales model research article introduction. It is hoped that this study can provide a solution for writers especially novice writers to write a good research article introduction.

Keywords: *Research Article Introduction, Swales Model, CARS*

INTRODUCTION

Written academic discourse is inevitably linked to spreading and exchanging knowledge and information among individuals, groups and members across institution and discourse community. Conclusively, the process of disseminating knowledge among those people in academic discipline is imposed by the differences of language and culture. That noteworthy condition definitely has gained many linguists, educators and researchers' attention across discipline to conduct

research in intercultural analysis on written academic discourse. To involve in a certain academic discourse community, the writers significantly need to understand and know the belief and value of that discourse community (Swales, 1990). Otherwise, they are not able to joint and participate in the process of exchanging and disseminating knowledge.

The effort of facilitating students in writing more academic and acceptable in English discourse community has challenged researchers in academic rhetoric

to create breakthrough of English rhetoric style. The highlight of the solution is started in genre analysis. Genre analysis investigates different types of genre, function or communicative purpose and the process of how texts are composed (Swales, 1990). The communication purpose of text is the key point how the writers presents their writing and communicate with readers. In addition, Bathia (as cited in Askehave and Swales, 2001) revealed that communication purpose is the main characteristic of a genre because the purpose will unravel the unsolved problem in a question.

Several decades ago, the intention of rhetoric analysis extensively focused on research article introduction. This focus is not without reasons and consideration. Firstly, research articles are considered as familiar academic written discourses that are practical in all field and discipline. Second, research article introductions are normally structured by purpose, method and result which are easy to compare between disciplines. Thirdly, introduction of research articles are always the most difficult part for writers in producing academic writing. Finally, introduction is always the first impression for publisher to consider a research article whether it is accepted or rejected (Jogthong, 2001).

Safnil (2013) further explains that research Article Introductions (RAIs) has become an important section of all sections in research article because of two significant reasons. First, since it comes first in the article where readers will read it first before reading other sections. Second, as it introduces the entire article, it will determine whether or not readers read other sections of article. He also asserts that the importance of introduction section in the

article is because of its position and function.

The introduction of research article also represent the connection between the readers and the authors' work, if it can bridge the gap between the knowledge of the intended readers and the research papers, thus it will show that the introduction is successful (Safnil, 2013).

The 1990s model of genre analysis on the three-moves introduction proposed in seminal work by Swales called CARS (Create a Research Space) has been regarded as a breakthrough in academic writing style of English, that is very helpful for NNS who will study in English discourse community. The CARS model has been used as a basic framework in analyzing research article introductions (RAIs) and has been employed in analyzing research article from different languages, for instances a research conducted by Ahmad in 1997 and also been applied in many different discipline (Samraj, 2002).

The basic application of CARS is connecting the communication purpose in the text through move. The 1990s version of CARS model is organized by three movements—move one (1) is called establishing centrality, move two (2) is establishing a niche and move three (3) is named occupying the niche. Every move has several steps which contain some points, for instances, there are some points that underscore move 1 namely: claiming centrality; making topic generalization(s) and; reviewing items of previous research. Move 2 moreover, is underlined by counter-claiming; indicating a gap; question-raising and; continuing a tradition. Finally move 3 is highlighted by outlining purposes; announcing present research; announcing principal findings and; indicating research article structure. Those important points are

not always stated in every move in research introduction, some might be overlooked and some research introductions are typically stressed by particular points. It depends on different discipline and different languages of research introductions. of this study. There are some points of each move are present in particular article and some points are ought to be stated in

Further, CARS model is revised in order to match all particular types of RAIs. Thus the updated version of CARS is known as CARS model 2004 (Briones, 2012), this version will be employed in the analysis part each article. Thus it make the latest version is more flexible to apply on distinctive feature of RAIs.

<p>Move 1 Establishing a territory Step 1 Claiming centrality (And/or) Step 2 Making topic generalization(s) (And/or) Step 3 Reviewing items of previous research</p> <p>Move 2 Establishing a niche Step 1A Counter-claiming (Or) Step 1B Indicating a gap (Or) Step 1 C Question-raising (Or) Step 1D Continuing a tradition</p> <p>Move 3 Occupying the niche Step 1A Outlining purposes (Or) Step 1B Announcing present research Step 2 Announcing principal findings Step 3 Indicating RA structure</p>	
<p>Move 1: Establishing a territory (citations required)***via Topic generalizations of increasing specificity</p> <p>Move 2: Establishing a niche (citations possible)*** via Step 1A: Indicating a gap or Step 1B: Adding to what is known Step 2: Presenting positive justification (optional)</p> <p>Move 3 Occupying the Niche Step 1 Outlining purposes or stating the nature of the present research (OBLIGATORY) Step 2 Listing research questions or hypothesis (PISF)* Step 3 Definitional clarifications (optional) Step 4 Summarizing methods (optional) Step 5 Announcing principal findings (PISF**) Step 6 Stating the value of the present research (PISF) Step 7 Indicating structure of the research paper (PISF) *Step 2-4 are not only optional but less fixed in their order of occurrence than the others *PISF – Present In Some Fields</p>	

A 2004 Swales' CARS Model

Based on the explanation above, the authors attempt to clearly provide the reader with the implementation of the Swales model in writing the 'introduction' section of an article. Some examples of

good English article introductions which represent the Swales model are presented and analyzed to see the organization of the model.

METHODOLOGY

This study is a type of qualitative research by applying a library research method, where data were compiled from secondary sources. This study presented the explanation, evidence, as well as conflicting arguments from other authors towards the reported issues (Mctaggart, 1996).

Data and source of data

The main source of data was taken from several books, and articles that are related to the research article organization and Swales' model application on Research Article Introductions (RAIs). Important databases such as ERIC (Educational Resource Information Center), Ebscohost and LBA (Linguistics behavior Abstract) were used to search research articles that apply Swales' model.

Instrument

The instrument used for analyzing the RAI sections was an updated version of Swales' (2004) Create A Research Space (CARS) model. This version is believed to be appropriate for illustrating a good article introduction.

RESEARCH FINDING

This section presents the procedure of how research article introduction is written. The analysis of some research article introductions is also shown.

The Procedure of CARS in Organizing Introduction Section

Swales model or widely known as CARS is applied for introduction section of research article. Three specific of rhetorical move that commonly appeared in introduction section of English articles have been stated by Swales as obligatory. Thus,

the following explanation is how CARS procedurally applied in writing introduction.

1. The first move is known as *establishing a territory*, where writers need to establish his/her area of study. In this move the writers should develop his/her specific area of studies where they have to claim this is the area of study and this is the concern by stating that this area of study is central, important, interesting and relevant to the current knowledge.
2. The second move is called *establishing a niche*. In this move, the writers should tell the readers/audiences that this is the background of the study that is worth to discuss. The statement that the current study is worth to discuss derives from the citation from the previous studies in M1. Thus, it goes from the territory he/she develop before into the specific part of its area. In this move, there are two steps that can be included to establish a specific area of the study. The first is step 1A *indicating a gap* or 1B *adding to what is known*, this is optional whether the writers intend to develop his/her specific area by stating the gap or limitation from the previous research in the same area, thus it will make the present research is different and improved from the previous one, or by adding more theoretical information or knowledge to the previous research in order to improved and recovered the research. This optional step is commonly enriched by more citations from the current studies. Another step is presenting positive justification, which is optional, whether the writers need to include justification or not. It is marked by personal comment from the writers

that this area is worthwhile and contributes to the improvement.

3. The last move is familiarly called *occupying the niche* in the 1999's model or *presenting the present work* in the 2004's. In this move, the writers should acclaim and explain the present research descriptively, including the purpose of it to the readers. This is an obligatory step in move 3, which ubiquitously appear in any disciplines of knowledge. Moreover, other steps are optional, and probable in some discipline.

Create a Research Space (CARS) Schema In Introduction

Regarding the organization of introduction section, this study employs the revised version of Swales' model or commonly called as 2004 model. It is to show the flexibility of Swales' model to be applied in any differences disciplines.

Move 1 Establishing Territory

Establishing territory or called move 1 is regarded as the ultimate phase in writing a research article introduction. The writers, in this move, focus themselves by claiming a point that will be discussed in the research and reviewing arguments of previous research. Swales (1990: 144) states that there are a few linguistic signals that are typically found in introduction, in move 1 for example, the statements that are commonly exist such as,

Recently, there has been wide interest in ...

The explication of the relationship between ... is a classic problem of ... Knowledge of ... has a great importance for ...

The study of ... has become an important aspect of ...

The effect of ... has been studied extensively in recent years.

Many investigators have recently turned to ...

The relationship between... has been studied by any authors

Those statements above include the centrality claims of the authors about the study proposed, whether the claims is interesting, central, important, etc.

Moreover, some claims of reviewing items of the previous research are also stated. However, in the updated version 2004, those claims however, are reduced to be move 1. Move 1 shows how authors perceive the research as important, central, interesting, problematic and relevant to discuss. Moreover, reviewing the previous researches is seen as an obligatory and important point to state in move 1 either in earlier or the latest version (Swales, 2004:230). Swales (1990, 148-153) claimed that citations determine what has been done and they point out to what has not been done, thus writers/researchers prepare a space for new research.

Move 2 Establishing a Niche

Move 2 however, is presumed to be linked with indicating a gap of the previous research and extending previous knowledge. In updated version, however, the step such as extending the previous research is categorized as continuing the tradition in the prior model. According to Swales (1990:144), in establishing a niche, a step *question raising* in the previous model of CARS is not considered contributes to establishing a niche but reviewing the previous research is counted to be worthwhile in establishing move 2. Move 2 primarily assists the developing of move 3 *occupying the niche which* generally links to present research. In this

part authors or writers fill the gap of the previous studies and expand the knowledge of those studies to establish the significant of idea that they want to discuss. Positively, move 2 becomes a path for the present research to be ensued but contrast the previous research (Golebiowski, 1999:235). In addition, Swales and Feak (1994) argue that most occurrences of Move 2 in research articles set up a space by indicating a gap, by showing that the research story so far is not yet complete, thus making Move 2 a particular kind of critique (p. 186).

As CARS model investigates the connection between the organizations of moves in text by also identifying linguistic feature of text, Swales (1990: 154) revealed some signals for move 2, those are as follows:

However, the previously mentioned methods suffer from some limitations ...

The first group ...cannot treat ... and is limited to ...

The second group ... is time consuming and therefore expensive, and its... is not sufficiently accurate.

Both suffer from the dependency on ...

Those statements above are mostly signaled by contrastive conjunctions which are signaling the step of indicating a gap between the present and the previous research.

Move 3 Occupying the Niche/Presenting the Present work

Furthermore, move 3 as the last move in CARS is initiated by outlining purpose and stating the nature of the present research which is indicated as step 1. This step of move 3 moreover, always

exists in every examined RAI (Golebioswki, 1999:235-236). In some disciplines of knowledge, some other points such as listing the research question and hypothesis, announcing the research findings, stating the value of present research and structuring the research paper might be presented. It depends on and optional for certain disciplines of knowledge.

Some typical signals of Move 3 in introduction of RA can be culled as follows:

This paper reports on the results obtained ...

The aim of the present paper is to give ...

In this paper we give preliminary results of ...

The main purpose of the experiment reported here was to ...

This study was designed to evaluate ...

The present work extends the use the last model...

We now report the interaction of ... (Swales, 1990: 160).

In updated version of CARS model, some extensions of move 3 are clearly seen in some optional steps that can be present in some disciplines of knowledge or fields. Step 2, 3, 4 and 6 of move 3 —*listing research question and hypothesis, definitional clarifications, summarizing methods, and stating the value of present research*—are those optional steps.

The following analysis is conducted toward some article introductions written in English, which are taken from international journal. The analysis was done by underlining each sentence differently to mark each move and step. Move 1 is underlined once, move 2 is underlined twice and move 3 is underlined bold.

Mobile apps for science learning: Review of research

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Introduction

Mobile devices are becoming increasingly popular and connected with our daily lives. Each new version of these devices brings innovative features that make them more convenient and affordable and new apps continually become available that make our lives easier. These advances have prompted educators and researchers to utilize these devices to promote teaching and learning. There is great potential in using mobile devices to transform how we learn by changing the traditional classroom to one that is more interactive and engaging (Shen, Wang, & Pan, 2008). It allows educators to teach without being restricted by time and place, enabling learning to continue after class is over or outside the classroom in places where learning occurs naturally (Huang, Lin, & Cheng, 2010). It also gives educators the ability to connect with learners on a more personal level with devices that they use on a regular basis (Ward, Finley, Keil, & Clay, 2013). Finally, sensing technologies enable learning to be personalized and customized to the individual learner (Chu, Hwang, Tsai, & Tseng, 2010).

Given the prevalence of mobile devices in education, research on mobile learning is rapidly increasing (Hung & Zhang, 2012; Hwang & Tsai, 2011; Wu et al., 2012) and thus has been reviewed in several studies (Cheung & Hew, 2009; Hung & Zhang, 2012; Hwang & Tsai, 2011; Hwang & Wu, 2014; Wu et al., 2012). Some reviews focused on specific aspects of mobile learning, such as mobile learning games (Avouris & Yiannoutsou, 2012; Schmitz, Klemke, & Specht, 2012), mobile computer supported collaborative learning (Hsu & Ching, 2013), or mobile apps (Jeng, Wu, Huang, Tan, & Yang, 2010). Trends in the literature have also been reported across multiple reviews. For example, reviews have shown that mobile learning is highly motivating for students (Hsu & Ching, 2013; Hwang & Wu, 2014; Schmitz et al., 2012). On the other hand, some of the findings from these past reviews have been contradictory. For example, reviews reported mixed findings on the effect of mobile environments on learning outcomes.

Hwang and Wu (2014) did a review on mobile learning studies spanning 2008e2012 from select journals and found that 83% of the studies that measured learning achievements reported positive outcomes. Similarly, Hsu and Ching (2013) reviewed studies on mobile computer-supported collaborative learning from 2004 to 2011 and reported that six of the nine studies found positive improvements in students' understanding and application of concepts. In contrast to these positive findings, Schmitz et al. (2012) reviewed studies on mobile games from 2001 to 2011 and found that there was not sufficient evidence on whether mobile games improved learning outcomes. Similarly, Cheung and Hew (2009) reviewed studies on mobile devices from 2000 to 2008 and found no significant differences in students' test scores for studies that compared mobile devices to equivalent paper-and-pencil treatments. They also reported that claims of enhanced learning were often not experimentally tested. (M1)

Although there have been several valuable syntheses of previous studies on mobile learning, there are areas that require further examination. For example, there is strong potential for using mobile learning in the area of science education due to a number of aspects that make it unique and well suited to the affordances of mobile technology. Much of science takes place outside of the classroom and is arguably better studied in its natural environment, while other science content is impossible to see with the naked eye and requires graphical visualizations for students to be able to fully understand it. In addition, scientific system models cannot be completely comprehended without an immersive experience that demonstrates how the variables interact. These distinct aspects of science learning are well aligned with the mobility of newer devices as well as their ability to display interactive, three-dimensional graphics and simulations. However, there have been no reviews of research conducted to date on mobile learning in science.

Furthermore, only a few studies reviewed the attributes or design patterns/features of mobile apps (Avouris & Yiannoutsou, 2012; Jeng et al., 2010; Schmitz et al., 2012), and two of these studies were focused specifically on games. Also, none of the studies on mobile learning thoroughly examined the specific theoretical foundations underlying the mobile learning research, although one review by Cheung and Hew (2009) noted that much of the research was not theoretically grounded. Given the mixed results on the effectiveness of mobile environments on learning outcomes, the potential of mobile learning in science education, and the absence of reviews focusing on design features and theoretical foundations of mobile applications, a review is needed to further examine the design and effectiveness of mobile applications being integrated into science education. (M2S1A)

Based on the areas that need further examination, the purpose of this review of research is to provide an

updated review of studies on mobile apps, specifically in the area of science learning. The analysis framework used to guide the review was the concept of grounded learning systems design, “a process that involves linking the practices of learning system design with related theory and research” (Hannafin, Hannafin, Land, & Oliver, 1997, p.101). This framework provided a lens through which to examine the literature for the connections made between the theoretical foundations, its corresponding design principles and features, and the validated research outcomes (Hannafin et al., 1997). (M3S1) To apply this framework, the review examined the literature for its alignment of the mobile app's design features, the underlying theoretical foundations, and the resulting outcomes related to science learning, as well as discussed their interrelationship with one another. ((M3S4) This framework formed the basis for the research questions for this review, which are as follows:

1. What is common to the mobile app design used in science mobile app studies including:

a) the general app characteristics?

b) the specific design features?

2. What are the theoretical foundations common to mobile app studies in science?

3. What are the measured outcomes related to science learning associated with mobile app studies in science?

(M3S2)

As seen from the above analysis, move 1 scattered from paragraphs one and two. Move 1 on this article is rich with quotes from other researchers. And this is in accordance with the format on the Swales model that move 1 must have citation. In the two paragraphs there is no insertion of move 2 or 3. Move 2 is contained in paragraphs three and four which is indicated by step indicating gap (Although there have been several)

The last paragraph is a move 3 consisting of several types of steps. The first is move 3 step 1 where the authors

announce the purpose of the research, then there are also move 3 and step 4 that is where the author summarizes the research method and the introduction of this article closed with move 3 step 2 that describes the research question which is the step of choice. In accordance with the Swales format, this article's introduction is systematically composed of M1-M2S1A-M3S1-M3S4-M3S2.

Errors in the written English of native users of sign language: An exploratory case study of Hong Kong deaf students

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Introduction

¹Instruction in many classrooms, particularly in contexts where traditional approaches predominate, tends to be based on an oral delivery by a teacher that is received and largely understood by an audience of students. However, students who are deaf do not have full access to instruction provided orally due to their hearing loss, and this, along with other influencing linguistic factors, can have a significant impact on their progress in school.² Studies show that a disproportionate number of deaf students struggle academically compared to their hearing counterparts (Fagan, Pisoni, Horn, & Dillon, 2007; Kyle & Harris, 2006; Paul, 2003; Traxler, 2000), especially in school subjects related to language development.³ In one study, Traxler (2000) found that deaf people remain around six grade levels behind their hearing peers in terms of reading comprehension.⁴ Deaf students in Hong Kong, the context for the present study, are no exception to this worldwide situation; a survey conducted by the Hong Kong Society for the Deaf revealed that deaf and hard of hearing elementary school students have a relatively low level of academic achievement (Hong Kong Society for the Deaf, 2009).⁵ Furthermore, government reports have shown that only 3.8% of deaf and hard of hearing people hold post-secondary degrees (Census and Statistics Department, 2014) compared to 22% of the general population (Census and Statistics Department, 2015).⁶ However, while deaf students in English-speaking

countries are typically only required to learn to read and write English, those in Hong Kong must learn both written Chinese and English in order to gain access to higher education.⁷ This poses an additional challenge for them.⁸(M1)Presently, relatively little is known about the linguistic challenges these students face in acquiring literacy in their second written language, English, which is essentially their third language after Hong Kong Sign Language (HKSL) and written Chinese.⁹ (M2S1A) In the present study, via an exploratory analysis of the written English of five deaf adults in Hong Kong, patterns of errors are investigated in an effort to build a better picture of what specific difficulties they face in learning to write a foreign language.¹⁰ (M3S1)

As can be seen in the introduction to this article, move 1 is in the first sentence to the eighth sentence. Citation is also present in move 1. Next move 2 that is marked by step indicating a gap, there is in the sentence to the Nine, and the last is

move 3 which consists only of step 1 contained in the last sentence; 10. Introduction This article is presented in a systematic manner preceded by M1-M2S1A-M3S1.

Developing reading comprehension: Combining visual and verbal cognitive processes

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Introduction

The *simple view of reading* (Gough & Tunmer, 1986) provides a model to conceptualise reading comprehension as the product of two dimensions: listening comprehension and word decoding processes (Kirby & Savage, 2008). The model makes it clear that children may differ in respect to the two dimensions and, therefore, require different teaching approaches to support their reading development. For example, a number of researchers have identified the existence of children with poor decoding but with good listening comprehension and children who have good decoding skills but poor listening comprehension (e.g. Catts, Hogan, & Fey, 2003; Snowling & Firth, 1997). Poor decoders have difficulty comprehending because they often spend time and conscious effort decoding individual letters and words, where the meaning is less evident, rather than clustering words into larger meaningful wholes (Idol, 1988; Kendeou, Savage, & Van den Broek, 2009; Robinson, 2001). (M1) Thus, word decoding is necessary but not sufficient for reading comprehension and should be complemented by the development of language comprehension skills (Fielding-Barnsley, Hay, & Ashman, 2005; Woolley, 2006). Conversely, children with good decoding skills and poor listening comprehension have language difficulties that inhibit reading comprehension and are often inappropriately placed in phonic instructional programs (Kendeou et al., 2009). (M21B)

This article focuses on children with good decoding skills but with poor listening comprehension. It will discuss how elaborated mental models of narrative text promote reader comprehension. It is proposed that the efficiency of mental modeling is largely determined by the architecture of working memory and how attentional resources are allocated. It is asserted that the allocation of cognitive resources within working memory can be improved with the incorporation of visual and verbal comprehension strategies. This enables the inferential linking of information and the formation of more elaborated and coherent mental models of story content leading to improved reading comprehension. Furthermore, the article will show how the routine incorporation of multiple comprehension strategies, using a metacognitive framework, can increase students' self-regulation and reading engagement. In doing so, it will address Pressley's (2002) concern that there is a need to develop more multiple-strategy intervention programs that are rich in individual instructional components without simply having them thrown into the mix and made overwhelmingly too complex for teachers to implement. (M3S1)

In the introduction to the following article, the Move1 move consists of Move1 accompanied by the citation used, followed by the present of move 2, but the authors do not expose the gap of the previous research to be answered in his research. The author only adds information to what has been

described in move 1, ie step 1B, and the last is where the author describes his current research and the purpose of the research is in Move 3.

DISCUSSION

Based on three article introductions analyzed, it is found that, those three article introduction follow the format of Swales CARS Model. Those article introductions are clearly seen to have three segmented parts. Where move 1 is clearly seen in the first part, the author builds the topic of the research. And the second part, which is move 2, where the author fills the gap of the previous studies conducted, is also clearly stated in the next part of the introduction. The last part of the instruction is move 3, where this part is stated in the last of the introduction, where it carries the author announcement of the present work and purpose of the current study.

From the analysis, all of articles demonstrate the typical of native speaker writing, where putting the significant of the current study should consume the attention of the publisher. It is because the western discourse community full of competition. Only the significant and worthwhile article is accepted.

Overall, CARS model has a very clear move which is easy to follow. In addition, the application of Swalesian style shows the framework of English native writing style which is worthwhile to be followed if an introduction of academic paper is needed to be presented as native writing style. Beside, this model is useful for EFL or ESL who study in English discourse community.

CONCLUSION AND SUGGESTION

This study was set out to explore the Swales model or CARS in writing the introduction of research article. It encompassed the format of the Swales model, the procedure of how that format applied in writing a research article

introduction, and the analysis of English research article introductions.

The study portrayed how a research article introduction is actually written. Thus, the procedure of how Swales model employed is describe clearly accompanied by the analysis of three English article introductions. Subsequently, after the analysis conducted, it was found that three English article introductions followed the order of Swales model moves.

It is suggested that this study could give solution for the writers especially university students who are starting writing article papers, and this study can also be a guideline for the academic writing class in learning academic writing in English.

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ANALYZING HOMOGRAPHS IN ACEHNESE AND ENGLISH LANGUAGES

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Abstract

The aims of this study were to figure out the number of homographs in Acehese and English languages and the examples of homographs. Qualitative approach was used to conduct the study. Both Acehese dictionary and Oxford dictionary were used to collect the data. The results of the study indicated that there were 157 words found between Acehese and English languages. In addition, those words were written in the same spelling but those are different from the meanings and pronunciation. It was clear that interlingual homograph can be found between Acehese and English words.

Keywords: *Language, Acehese, English, Homograph*

INTRODUCTION

Language cannot be separated from our lives because it is a device to communicate with others. In other words, a person can communicate with others if she or he uses the same language. Most people know at least one language such as his or her mother tongue or national language. Nowadays, many people try to master not only his or her mother tongue or national language but also other languages, for instance English as a foreign language in Indonesia.

Indonesia as a country which consists of 34 provinces in which each province has its own language like Javanese in Java, Batakese in North Sumatra, Acehese in Aceh, Minangkabaunese in West Sumatra, Rejangnese in South Sumatra, and others. Furthermore, diversity of languages also exists in every province in Indonesia. For example, Aceh which consists of several regencies has different languages used to communicate. Umar (2008) noted that "There are seven types of languages in Aceh, namely: Acehese, Gayonese,

Kluetnese, Tamiangnese, Alasnese, Simeulunese, and Jameenese" Among all types of languages, Acehese most used in Aceh to communicate. It is a unique language because there are some words that are written as same as English.

Curtiss et al (2000) explained that "Semantic is the study of linguistic aspect of the meaning of expressions." Knowledge of semantic is study the meaning of words relation. The meaning of relation usually talks about synonyms, antonyms, hyponymy, homonymy, homophone, polysemy, and homograph and this study focused on homograph.

Homograph is written identically, but sounds differently (Pateda, 2001). Also, Chaer (2012) defined that "Homograph is words same the spelling, but different its pronunciation and meaning." As stated by Sudaryat (2004) in his article with the title *struktur makna*, homograph is homonymy that same written form, but different its meaning and pronunciation. In brief, homographs are two words that have same writing, but they have different meaning and pronunciation.

Homographs

Puschmann (2009) revealed that “Homograph is when two terms are spelled similarly but the sound patterns differ”. In addition, Delahunty and Garvey (2010) added that “Homograph is a single spelling has two or more quite unrelated meanings”. Likewise, Algeo (2010) proposed that “Words that are written alike are called homographs”. Then, Rinawati (2014) termed that “Homograph is the form of the similarity is located on orthography identically.”

Based on the definition, the researcher concluded that homographs are two words that same written, but they have different meaning and pronunciation. The examples of homograph could be found in English are “can” /kən/ that mean “able” and “can” /kæn/ that mean “tin”. While the examples of homograph in Acehnese, “cot” /cot/ that means “straight” and “cot” /côt/ that means “pluck”. One example of homographs found in Acehnese and English is the word “let” in Acehnese means “chase” while in English means “allow”.

Interlingual Homographs

Jouravlev and Jared (2013) defined that “Interlingual homographs have the same orthographic word form in two languages but have different meanings (e.g., *let* refers to “allow” in English, but “chase” in Acehnese), and often have different pronunciations.” While, Dijkstra et al (2000), “Interlingual homographs were defined as words having the same orthography but different meanings across different languages. An example is the word “ate” which means “heart” in Acehnese.”

Then, Nakayama and Archibald (2005) mentioned that “Interlingual homographs are words from different languages that are spelled identically but are different in their pronunciation or meaning. For example, ‘awe’ is an interlingual homograph between English and Acehnese (pronounced awé, meaning rattan).” Indeed, interlingual homograph is the word from two languages that are written same but different its meaning and pronunciation.

Tabel 1 Interlingual Homographs

Interlingual homograph	Pronunciation		Meaning	
	English	Acehnese	English	Acehnese
Awe	ɔ:	Awé	Amazement	Rattan
Ate	Et	Ate	Eat	Heart
Base	Beis	Base	Foundation	Spoiled
Cot	Kɒt	Cot	Small bed	Straight
Go	Gəʊ	Go	Leave	Handle
Top	Tɒp	Top	Summit	Close
Data	ˈDeɪtə	Data	Fact	Flat
Gala	ˈGa:lə	Gala	Party	Pawn
Had	Həd	Had	Have	Border
Jab	Dʒæb	Jab	Stab	Close
Judo	ˈDʒu:dəʊ	Judô	Judo	Pair
Lino	ˈLaməʊ	Lino	Linoleum	Turn
Mate	Mert	Maté	Pair	Dead
Pet	Pet	Pét	Animal	Close eyes
Ripe	Raɪp	Ripe	Cooked	Gift

METHODOLOGY

Research Object

The objects of this research were all of words written in “Acehnese-Indonesian” dictionary and English written in Oxford dictionary.

Research Design

To collect the data, first, the researchers opened both Acehnese-Indonesian dictionary and Oxford dictionary. Next, the researchers looked for one by one word at Acehnese-Indonesian dictionary alphabetically and inspected the word in Oxford dictionary. Then, the researchers found Acehnese words written same as English words. Finally, the researchers coded the data. In brief, it spent nine days in 34 hours to analyze the data.

RESEARCH FINDING

The Total Number of Homographs in Acehnese and English Languages

157 written same words between Acehnese and English found in both dictionaries. First, there were 44 words started from letter A (8 data), letter B (13 data), letter C (12 data), letter D (11 data). Second, 27 words started from letter G (13 data), letter H (9 data), letter I (2 data), and letter J (3 data). Third, nine words started from letter K (1 datum) and letter L (8 data). Fourth, 33 words started from letter M (12 data), letter N (3 data), letter O (3 data), and letter P (15 data). Fifth, 28 words letter R (12 data) and letter S (16 data). Finally, 16 words started from letter T (10 data), letter U (1 datum), letter W (3 data), and letter Y (2 data). Surprisingly, the researchers did not find the words started from letter E, F, Q, V, and Z.

The Homographs found in Acehnese and English Languages

These were the words found in Acehnese-Indonesia and Oxford dictionaries: ale, am, an, are, at, ate, awe, aye, bade, bale, ban, bang, base, be, bee, bet, bike, bit, bland, bob, bra, cake, cane, cap, carat, cat, cob, con, cot, crab, cub, cue, cut, dab, dam, dame, dare, data, diet, doe, don, dub, due, duet, gap, gala, get, glib, glue, glum, go, gong, got, gram, grub, gum, guru, had, hale, he, hi, hindu, hit, hob, hue, hut, ie, in, jab, jihad, judo, king, lain, lame, lan, let, like, lob, long, lot, ma, mad, male, mama, man, mane, mat, mate, me, men, met, mom, nab, nit, not, oh, ok, on, pace, page, pat, pate, pet, pie, pike, pilot, pipe, po, pot, pram, prise, pun, puree, rabbi, ram, ran, rang, rat, re, rot, rim, ripe, rob, roe, rom, sae, saga, sale, salon, same, sang, sat, set, sire, sit, site, so, son, sue, suet, sure, tan, tang, tape, that, tire, toe, top, tot, tub, tuba, use, wap, wet, woe, yob, yum. For detail information, please see appendix.

Discussion

From the dictionaries, the researchers examined that interlingual homographs found between Acehnese and English languages but the words which begin with letter E was not found similar between Acehnese and English. It might happen because most Acehnese words used prefix “Eu-.”

The findings of the study were consistent with several previous studies. First, the result of Jouravlev and Jared (2013) indicated that the presence of a language specific writing system and sentence context do not constrain activation to target language representations. English letters that are the same as Russian letters appear to activate Russian words that contain those letters even in the presence of

strong local and global language cues. Therefore, their findings provided particularly compelling evidence that activation in bilingual word recognition was not selective for language. For example, “pot” was an interlingual homograph between Russian and English which means “mouth” and another word was “tot” that means “that” in Russian.

In addition, Nakayama and Archibald (2005) investigated the bilingual lexical processes in reading, especially with regards to the selective versus nonselective account of bilingual lexical activation. With the Dutch-English bilinguals, Experiment 1 observed that the bilingual’s fixation patterns on interlingual words were significantly different from those on monolingual English words, even when the participants were reading English text. With the English monolinguals, the null effects in Experiment 2 confirmed that the results from Experiment 1 were indeed caused by the bilingual’s knowledge of Dutch language. For examples, angel was an interlingual homograph between Dutch and English, refers to “hook” and another word was “rug” refers to “back” in Dutch. Finally, it can be assumed that interlingual homograph found from different languages such as Acehnese-English, Russian-English, and Dutch-English.

CONCLUSION

There were 157 homographs found in Acehnese-Indonesian and English dictionaries. The words were beginning of letter A (8 data), letter B (13 data), letter C (12 data), letter D (11 data), letter G (13 data), letter H (9 data), letter I (2 data), letter J (3 data), letter K (1 datum), letter L (8 data), letter M (12 data), letter N (3 data), letter O (3 data), letter P (15 data), letter R (12 data), letter S (16 data), letter T

(10 data), letter U (1 datum), letter W (3 data), and letter Y (2 data).

SUGGESTION

Concerning with the result of the analysis of the research, the researchers has two suggestions: First, the Acehnese are suggested to use Acehnese as mother tongue to their children, so that the language will not disappear in the future. Second, by having the limited sources, it will be better for the next researchers to use different kinds of sources to gain the data more completely.

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IMPROVING STUDENTS' ABILITY IN WRITING ENGLISH TEACHING BY USING PORTFOLIO ASSESSMENT (AN EXPERIMENTAL STUDY AT SMKN 1 BLANGPIDIE)

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Abstract

The objective of this study is to investigate whether the improving students' ability in writing English teaching by using portfolio assessment. The method is used in this research is pre-experimental with one-group pre-test and post-test design. The population of this research was all grade X SMKN 1 Blangpidie. However, the sample of this research consisted of 30 students of the grade using purposive sampling technique. The instruments used in this study were test. The data of the research were collected through tests (Pre-Test and Post-Test). The pre-test was given before treatment and post-test was given after treatment. The data collected from pre and post-tests were analyzed by using *t paired sample test* through SPSS 16.00 shown that sig ($0.000 < 0.05$). The results found implementation portfolio assessment improve students' writing skill. Therefore, the hypotheses of this study were accepted. There were significant improvement of students' writing skill by using portfolio assessment. It can be concluded that the used of portfolio assessment increase students' writing skill.

Keywords : *Writing and Portfolio Assessment.*

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being (Lester, 1978). In Indonesia, English is considered as a foreign language and taught formally from junior high school up to the university level. In elementary school, English is taught an additional subject. Based on the curriculum, the teaching of English at senior high school level focuses on the four skills namely reading, writing, listening, and speaking (Ministry of National Education Indonesia, 2013) All of those skills should be mastered by the students. Based the researcher's observation at the 1st grade of

SMKN 1 Blangpidie and interview with the English teachers and students, he found that the students' ability in writing English was low. It was caused by many factors such as the students' results of writing not given attention well, the students' low motivation, no feedback from the teacher and no portfolio assessment used by the teacher as required in the 2013 Curriculum.

Then, the writer gave a pre-test to the students in writing to find out their ability, and he found that they were confused about how to begin their ideas in writing. They had problems in elaborating the ideas, lack of vocabulary, and consistency. Moreover, when they wrote the sentences, most of them were confused about vocabulary. They used the dictionary to find words and then put them in their sentences. Therefore, the grammatical structure was often incorrect. It

was caused by the difficulty in differentiating the kind of grammar and the students did not know how to apply them appropriately. It could be concluded that their aspects of writing such as content, organization, elaboration, consistency, vocabulary, language use, and mechanics were low.

On the other hand, the teacher did not run his/her responsibilities well as a teacher to evaluate the students' writing ability in the classroom; she/he only gave scores on the students' writing and seldom gave feedback. In fact, teachers have responsibility to assess students' achievement in the school. Consequently, the students were unable to realize their mistakes and errors in writing, and therefore the teacher and the students could not see their progress in writing. In many disciplines, portfolios help learning by providing portraits of students, offering multidimensional perspectives, encouraging students to participate, and linking to teaching (O'Malley and Pierce, 1996).

In terms of foreign language learning and teaching, they are an alternative assessment tool used to offer opportunities for both absorbing language authentically and actively and evaluating student's progress. Furthermore, in the 2013 Curriculum, the teacher is expected to measure students' ability by using portfolio assessment, which means that the teacher had to apply authentic assessments to evaluate students' ability in writing. Based on the fact, the teacher is expected to assess students by using authentic assessment (Ministry of National Education of Indonesia, 2013). It can be done by implementing the portfolio assessment, by which the teacher is able to evaluate students comprehensively.

Finally, the writer concluded that the portfolio assessment is a method in gathering information of students' evidence to evaluate their writing abilities in English language teaching continuously. Then, the students can increase their motivation in writing English language after the application of portfolio assessment in the learning process of the English subject at SMKN 1 Blangpidie. Therefore, the writer conducted a study under the title "Improving students' ability in writing English teaching by using portfolio assessment. (ELT) (An Experimental Study at SMKN 1 Blangpidie).

LITERATURE REVIEW

Development of Assessment Process

Assessment of students' progress in school has been an important part of education which affects students, parents, teachers, administrators and even educational policy makers. Students are *administered* tests and other assessment tools to monitor their progress and provide feedback. At this point, it is important to point out how portfolios have become a tool of assessment in education. In addition, assessment is an essential component of the instructional process. Rather, they are two sides of the same coin (Fleurquin, 1998). Brindly (2001) referred to the term assessment as the different systematic ways of collecting data about a student's performance. It can also be defined as the process of finding out who the students are, what their abilities, talents, skills, and interests are, what they need to know, and how they perceive learning that will influence them.

Hancock (1994) argues that "assessment should be viewed as an

interactive process that engages both teacher and student in monitoring the student's performance".

No doubt, when teachers and learners are involved together in the assessment process, a good relationship is developed between them. Students should be involved and play an active role in the assessment process. They can do it through various practices. They can follow their work improvement over time, create assessment criteria for a product, discuss the strategies they should follow, work with peers to revise work, evaluate peers work, and identify difficulties they encounter during performing of a required task.

The Origin of Portfolio Concept

The concept of portfolio development is adopted from the field of fine arts where portfolios are used to display illustrative samples of an artist's work. The purpose of the artist's portfolio is to demonstrate the depth and breadth of the work as well as the artist's interests and abilities (Jongsma, 1989). Many educators perceive the intent of educational portfolios to be similar to that of portfolios used in fine arts, to demonstrate the depth and breadth of students' capabilities through biographies of students' work (Wolf, 1989); descriptions of students' reading and writing experiences, literacy folders, collections of pieces of writing (Jongsma, 1989).

Portfolios are not only used in developing fine arts to illustrate students' work but must also be expanded to accommodate informational needs and assessment requirements of the school in assessing the students' ability to achieve the

teaching and learning goal. A portfolio used for educational assessment must offer more than a showcase for students' products; it must be the product of a complete assessment procedure that has been systematically planned, implemented, and evaluated. A portfolio is a collection of a student's work, experiences, exhibitions, and self-ratings. While portfolio assessment is the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio. A portfolio based on a systematic assessment procedure can provide accurate information about students' capability in many domains of learning.

Actually, portfolios have been predominantly used in many areas such as mathematics, chemistry, physics, teaching training, and language learning to document individual students' progress and accomplishments. As for the assessment of language skills, the use of portfolios is a growing trend and has been of significant interest to teachers for the past few decades (Farr and Tone 1998; Douglas, 2000).

Types Of Portfolios

According to Columba and Dolgos (1995), there are basically three types of portfolios to be considered for classroom use.

1. Showcase Portfolios

This type of portfolio focuses on the student's best and most representative work. Therefore, in this portfolio the student selects what he or she thinks is representative work. This folder is most often seen at open houses and parent visitations (Columba and Dolgos, 1995).

2. Teacher-Student Portfolio

This type of portfolio is often called the “working portfolio or working folder”. This is an interactive teacher-student portfolio that helps in communication between teacher and student. The teacher and student were make agreement to add or delete within the content of the show-case portfolio (Columba and Dolgos, 1995).

3. Teacher Alternative Assessment Portfolio

All these items in this type of portfolio are scored, rated, ranked, or evaluated. Teachers could keep individual student’s portfolios that were solely for the teacher’s use as an assessment tool. This is a focused type of portfolio and a model of the holistic approach to assessment (Columba and Dolgos, 1995). Moreover, according to Epstein (2005), portfolios can be divided into two categories:

- *Process- Oriented Portfolio*: it tells the story of a students’ growth over time.
- *Product- Oriented Portfolio*, it is a collection of student’s best work.

In conclusion, both types of portfolios are used in all grade levels. It however proves that a process-oriented portfolio is more common at the elementary level as individual growth is the object of concern rather than determining specific levels of performances. A product-oriented portfolio, on the other hand, is more common at the secondary level as older students generally have higher thinking skills necessary to select their best work wisely as well as engage in self -reflection process deeply (Sweet, 1993; Epstein, 2005).

4. Portfolio Assessment

Popham (1994) explains that a portfolio assessment is a continuous assessment method of information gathering or systematic data on the results of the work of students in a period certain. In a portfolio assessment system, teachers create a file for each individual learner, which contains a systematic collection of the results of their learning achievements during the educational process. Portfolio assessment is currently a very popular alternative assessment method where instruction and assessment are integrated (Hamp-Lyons, 2007). The significant aspect of the portfolio assessment is student self-reflection. It can encourage students to become active, which enables students to understand where they are in their learning, by which means they have reached that position, and where to go from there (McKay, 2006).

Hebert, (1998) states that portfolio assessment gives teachers and students the opportunity to make decisions about what will be assessed and how assessment will occur. When students collaborate with teachers about portfolio criteria and contents, reflect and set learning goal, they are supported to develop a sense of responsibility for their own learning. Portfolios have the ability to build ownership, pride, and students’ confidence in their ability as learners

5. Models For Developing And Implementing Portfolio Assessment

In using portfolios as a tool for assessing students’ learning development, there are several steps that have to be done by the teacher. Birgin and Baki (2007)

propose three steps in developing portfolio assessment. These include determining (1) the purpose of the portfolio, (2) the evidence including in portfolio, and (3) the assessment criteria.

Based on the three steps in developing portfolio assessment above, Brown (2004) proposes more steps in developing portfolio assessment. The steps are such as : deciding the purpose of the portfolio, considering the evidence included in the portfolio, communicating the assessment criteria determining the time for portfolio development, determining regular schedules to review and conferencing, deciding a place to keep the portfolio, and giving positive washback and final assessment

6. Portfolio Conferences

Conferencing is an important step in the portfolio assessment strategy development and guidance as it is an effective strategy of the portfolio philosophy of shared and active assessment. Conferencing commonly takes the form of a conversation or discussion between teacher and students about their work to collaboratively discuss progress and set goals for the future. Farr and Tone (1998, p.27) state that “the portfolio conference is a regular time for student and teacher to sit down one-to-one and discuss what they believe the collection shows”. Questions are asked about the collection and about the learning process.

Again, Farr and Tone (1998) emphasize the importance of portfolio conferences as teaching and assessment strategies. As the main focus of conferences is process, they communicate not only how students are doing but also what students

have to say about how they are doing and why. Such organized conferences help the teacher to learn more about his/her students.

7. Portfolio Assessment and Writing Instruction

Writing is the process of documenting thoughts and experiences. It is viewed as a communicative social activity through which one can communicate a variety of messages to a close or distant, known or unknown readers (Olshtain, 2001; Reid, 2002). Rather being merely one of language skills, writing is one of the major skills in language acquisition (Sebranek, Meyer, and Kemper, 1992). Portfolio assessment as an alternative innovative strategy of assessment provides a means of assessing not only the writing products but also the processes of writing that occur to create such products. Unlike traditional tests, portfolios can showcase the processes of producing pieces of writing as “students include not only their final polished pieces but also their planning as well-brainstorming notes, mapping, webs, chats, and drafts showing revisions and rewriting”. (Clemmons, 1993, p. 63). Thus, portfolios show the stages of the writing process a text has gone through and the stages of students’ growth (Coombe and Barlow, 2004).

In brief, the most important point concerning portfolio assessment strategy is the assessment. It is not just based on the quality of the writing products; rather the portfolio creation process allows students to experience the different stages of the writing process necessary to create the product and thus portfolio assessment, as

Weiser (1992) ascertained, it supports the notion that writing is a process which involves development, growth, and learning as well as a product.

8. Previous Studies on Implementation Portfolio in Teaching English Writing

With regard to the implementation of portfolio assessment to improve students' writing skills, there are many researchers conducting studies on portfolios. They found that the portfolios were an effective authentic assessment in language teaching and learning as well as an effective way to improve writing skills. Khodadady and Khodabakhshzade (2012) conducted a study at Tabaran University with 59 TEFL students as the participants. The study investigated the effect of portfolio and self-assessment on the students' writing autonomy as well as their writing ability.

Furthermore, Sabrina (2012) conducted action research with the purpose of improving the students' writing skills by using portfolio assessment. The research was conducted for two months with 31 students of grade VIII of SMP N 14 Yogyakarta as the sample. The result was that the portfolio assessment can improve the five writing aspects of the students such as content, organisation, vocabulary, language use, and mechanics.

Finally, the researcher concluded that the implementation of portfolio assessment in teaching English writing to the students of SMKN 1 Blangpidie could improve students' abilities in writing recount text; the students' motivation also increased or developed after the implementation of portfolio assessment in

the teaching and learning by giving students' response toward the implementation of portfolio assessment in English language teaching.

METHODOLOGY

This study was pre experimental design since it aimed to improve the writing skills of grade X 1 accounting students of SMKN 1 Blangpidie through the use of portfolio assessment. The samples of this study were 30 students at SMKN 1 Blangpidie which consists of 7 male and 23 female students.

Data Analysis

To analyze the data collected, the researcher employed the quantitative analysis. The data analysis was conducted by organizing the data gained from the pre test and post test. It means that after the researcher collected all the data, he processed it through statistic formula to calculate the mean, variance, standard deviation, normality test, and t-test.

Students' Writing Products

After the data was collected, it was analyzed in order to answer two research questions. In assessing the students' writing of recount text, the researcher employed three categories of analytical scoring rubric as suggested in writing assessment and evaluation rubrics grade 6 by Glencoe McGraw-Hill (2000:14). Those are focus/organization, elaboration/support/style, and grammar usage/mechanics. It can be seen in Table 3.4.1. After that all the students' papers were assessed by using SPSS 16.0.

Students' Ability in Writing Recount Text

To increase the students' ability skill in recount text after the implementation of portfolio assessment was based on the *N-gain*

$$N - gain = \frac{S_{posttest} - S_{pretest}}{S_{mak} - S_{pretest}}$$

In which:

$S_{posttest}$ = Posttest Score

$S_{pretest}$ = Pretest Score

S_{maks} = Maximum Score

score normalization. It meant to avoid a mistake in interpretation of G-gain for each student. The formula used for the *gain* score normalization is as suggested by Hake (1999)

Criteria N-gain Score

Limited	Criteria
(N-gain) > 0.7	High
$0.3 \leq (N-gain) \leq 0.7$	Average
(N-gain) < 0.3	Low

Description of Pre-Test and Post-test Result

To know the students' writing ability by the using of the portfolio assessment, the researcher asked the students to write a recount text with the title "Unforgettable Holiday". The pre-test was given to know students' ability before the giving of treatment in the teaching and learning process. The result of the students' pre-rest showed that most of them made mistakes in writing the recount text, which consisted of mistyping, using present participle, capitalization and translating from Indonesian.

Furthermore, during the pre-test activities, the students were active in writing the recount text by questioning the researcher about how to change the word into the past participle, start writing and correlate the ideas with the other sentences. Furthermore, the scores presented here were the results of pre-test and post-test in the experimental class with pre-experimental design through the of portfolio assessment in writing, in this case writing recount text. The first result is the pre-test which was conducted at the beginning of the research before the treatment was given. The second result is the post-test which was given after the treatment.

Table The Result of Pre-Test and Post-Test of the Students at SMKN 1 Blangpidie 2017

No	Gender	Result		N-Gain	Interpretation
		Pre T	Post T		
1	F	60	87	0.68	Average
2	M	50	78	0.56	Average
3	F	75	88	0.52	Average
4	F	70	90	0.67	Average
5	F	50	80	0.60	Average
6	F	60	87	0.68	Average
7	F	55	94	0.87	High
8	F	60	80	0.50	Average
9	M	50	88	0.76	High
10	F	60	90	0.75	High
11	F	55	70	0.33	Average
12	F	50	80	0.60	Average
13	M	45	65	0.36	Average

14	F	76	87	0.46	Average
15	M	50	75	0.50	Average
16	F	60	87	0.68	Average
17	F	60	85	0.63	Average
18	F	66	91	0.74	High
19	F	54	86	0.70	Average
20	F	55	78	0.51	Average
21	F	67	87	0.61	Average
22	F	65	90	0.71	High
23	M	35	65	0.46	Average
24	M	56	75	0.43	Average
25	F	58	78	0.48	Average
26	F	56	85	0.66	Average
27	F	65	80	0.43	Average
28	F	55	75	0.44	Average
29	M	55	75	0.44	Average
30	F	70	90	0.67	Average
Average		58.10	82.20	0.58	Average

Paired Sample T-test

Paired *t-test* was used to analyze the significance level of both pre-test and post-test; it was also used to describe the improvement in one group with the same variable. The analysis of paired t-test was carried out by using SPSS 16.

Table 4.1 shows the result of paired t-test sample. It compares the average score between the pre-test and the post-test. After the students had a lesson of recount text, the researcher concluded that he analyzed by means of descriptive statistics to both variables as shown in the table below.

Table Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre test	58.100	30	8.82	1.61
Post test	82.200	30	7.64	1.39

From the table above, it can be seen that the mean score of post-test is higher than pre-test score, which means there is an improvement of the students' writing of recount text after

the implementation of portfolio assessment in English language teaching with the scientific approach method.

Table Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre test and Post test	30	0.67	0.00

The correlation shows that 0.67 probabilities 0.00 were interpreted in the correlation between the improvements of the students' writing ability with the using of portfolio assessment in writing recount text

increased after the treatment was given in the teaching learning process and the students' skill improved step by step during the teaching and learning process.

Table Paired Samples T-Test from Pre-test and Post-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-2.410E1	6.71	1.22	-26.61	-21.59	-19.66	29	0.000

Based on the table above we can see that t-score was 19.665 with 29 levels showing the significance 0.000. If the score included to ($\text{sig } 0.000 < 0.05$), it means that H_0 is rejected and H_a is accepted. Hence, the researcher concluded that the implementation of portfolio assessment in the teaching of writing of recount text increased.

RESEARCH FINDING

After the research was conducted by improving students' ability in writing English teaching by using portfolio assessment at SMKN 1 Blangpidie, the effort of providing writing tasks to practice writing in the classroom and assessing them by using portfolio assessment successfully improved the students' writing skills. Portfolio assessment can improve students' ability in writing English in the learning process. It made the students practice writing more in the classroom. They also had opportunities to revise their writing. It challenged the students to correct the errors. Gallagher (2001) said that reflection is a major component of portfolio as it helps students to learn from experience and practice error. He said through the reflection process students are able to identify their error in writing skills. Moreover, they could review their

writing over time so they could see their progress in writing and have better understanding. The using of portfolio assessment gave positive results toward the students' attitudes. It could be proven by the result that the students became more interested and motivated in writing. It also aroused their self-confidence in writing. Moreover, the reflection activities in portfolio assessment could show the students' achievement progress.

The discussion in this study is concerned with the students' ability in writing after the giving of treatment by using portfolio assessment in teaching and learning. Based on the analysis of the students' ability, it was found that after getting the treatment, the students' ability in writing recount text improved, although there were some mistakes that the students made in producing grammar or elaborating their ideas. Furthermore, after the treatment, some findings were found related to the using portfolio assessment in teaching writing of recount text. From the hypothesis, it is known that there is an improvement and significant difference of the students' ability in writing recount text after the treatment ($p < 0.05$, $p = 0.000$). It means that the hypothesis which was proposed was accepted. In other words, the using of

portfolio assessment in teaching writing can be used to increase students' ability in writing, in this case writing recount text. The improvement can be seen from the mean of the pre-test and post-test scores. The mean of the pre-test score is 58.10 and the mean of the post-test score is 82.20. The gain score of pre-test and post-test is 0.58. Thus, the using of portfolio assessment can help the students increase their ability in writing recount text.

CONCLUSION

Based on the results of the research on the improving students' ability in writing English teaching by using portfolio assessment in SMKN 1 Blangpidie, the researcher concluded some points. First, students can improve their ability in ability in writing and they were interested to learn writing recount text by means of portfolio assessment because it could improve their writing step by step. Second, Portfolio assessment could improve the students' motivation in teaching and learning because the teacher corrected their mistake directly so that they were glad. Last, Motivation is very important in achieving the goal; the researcher found that the students were motivated in their study while the portfolio assessments were applied in teaching English writing.

SUGGESTION

Here are some suggestion that are constructed for English teacher concerning with the improvement of students' English ability in writing, especially in writing recount text. First, when the teacher using portfolio assessment in the teaching and learning process, the teacher pays more attention to students' writing process inside or outside class. Second, when the teacher using portfolio assessment in the teaching and learning process, the teacher pays more attention to students' writing process inside or outside class and motivated them in

learning English, such as immediate correction of students' mistakes and more attention given during the writing process. Last, the teacher not only teaches English but he/she also has to motivate students in the learning process because students' motivation is very important in reaching the goal or target.

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IMPLEMENTING AUTHENTIC ASSESSMENT OF CURRICULUM 2013: TEACHER'S PROBLEMS AND SOLUTIONS

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Abstract

Curriculum 2013 requires English teachers to apply authentic assessment as a method of educational measurement. Authentic assessment is an evaluation process involving multiple forms of student's performance on instructionally-classroom activities. This assessment contributes to the development of the effective classroom measurement. It encourages students to be more active and helps teacher reflect on their teaching and improve the instruction. Conversely, applying this method effectively is quite challenging. This study was conducted at one of Senior High School in Aceh Barat Daya and aimed at finding the teachers' problems in implementing authentic assessment based on curriculum 2013 and what efforts she used to overcome the problems. The English teacher and the curriculum coordinator were interviewed and the classroom instruction was observed to gather the data. The result indicated the teachers difficulties included the excessive marking loads, managing valid assessment, monitoring academic dishonesty, and maintaining quality and consistency of marking. in other words, teacher has been implementing authentic assesment as directed in curriculum 2013. However, the English teacher still experienced some constraints during instructional activities so that the assessment process did not run effectively. Therefore, the teacher is expected to extent her insight and creativity to improve the quality of the assessment.

Keywords: *Authentic Assessment, Implementation, Curriculum 2013*

INTRODUCTION

Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. In 2013, the Ministry of Education and Culture published the curriculum 2013 to refine the implementation of KTSP. The Curriculum 2013 used to improved religious tolerance as education should not only make people smart but also to train Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race and tribes. One of the significant alteration in curriculum 2013 is the use of new method in assessment.

Based on *Permendikbud No. 81a 2013*, teachers are demanded to implement authentic assessment as the method of assessing the students' competence. The implementation of authentic assessment is expectid to be able to improve the quality of formative assessment during the process of learning English. However, implementing authentic assessment requires the English teacher to be skillfull since there will be many problems that are probably will be faced by them.

Authentic Assessment

According to O'malley & Pierce (1996) authentic assessment is the multiple forms of assessment, that reflects students' learning motivation and attitudes on instructionally-relevant classroom active-

ties. Particularly, in implementing the authentic assesment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student's achievement outside the school. This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of students performance such as in observing, reasoning, trying and net-working. The tendency of authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

Types of Authentic Assessment

According to Feuer & Fulton, there are numeruos types of authentic assessment used in classroom today (1993). Teacher can select from a number of option to meet specific purposes or adapt approaches to meet instructional and students needs. However, Curriculum 2013 demand teachers to apply four kinds of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

1) Performance Assessment

Performance assessment is assessment tasks that require students to construct a response, create a product or demonstrate application of knowledge. A performance assessment (a) requires students to create a product or demonstrate a process, or both and (b) uses clearly define criteria to evaluate the quality of student's work. It demand students to do something with their knowlege, such as make something, produce a report or demonstrate a process.

2) Portfolio Assessment

Portfolio assessment is a purposefull collection of students work that is intended to show progress over time (O'malley & Pierce, 1996). The portfolio may includes samples of students works, usually selected by the students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defines as a continuous assessment process based on a set of information that show the development of students competence in a certain period of time (*Permendikbud No. 81a Tahun 2013*). Basically, portfolio assessment assess students works individually in a certain time toward certain subject. At the end of the period, the students submit the work which will be scored by the teacher. Based on the information of the students progress, teacher and student themselves do some improvement. As the result, portfolio can indicate the students progress through their work such as writing letter, composing poem or designing an advertisement.

3) Project Assessment

Project assessment is activities of assessing students tasks which have to be finished within a period of time. The tasks is in the form of investigation starting from the planning, data gathering, organizing, data analysis and data presenting. Project assessmnet can be used to know the students understanding, thir ability in applying, and their ability in informing toward a certain subjects.

Students may complete a project on specific topic and or exhibit their work. A project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment,

charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams or realia.

METHODOLOGY

This thesis is a case study which was conducted at one of Senior High School in Aceh Barat Daya. It attempts to find teacher's difficulty in implementing authentic assessment to assess students' English competence based on curriculum 2013. Creswell (2003) defines a case study as "a study which explore processess, activities and events". Furthermore, Nunan and Bailay (2009) state that "a case study explores and describes the context as an esential part of understanding the phenomenon under investigation". Based on those definition, a case study is a research method which include in-depth investigation about a phenomenon or issue by describing the processes and activities happen in the current issues.

Gathering data is an essential part in conducting research. In this research, interview, classroom observation and document check were applied to obtain the data. The researcher interviewed the English teacher as the practioner in the assessment process, capture the situation in the classroom by using classroom observation and explore the written

regulation of the school assessment by applying document check technique.

Data analysis is the process of analyzing and arranging the data that has been collected in order to enable the researcher to come up with findings. The data analysis was interactive model proposed by Miles and Hubberman (in Sugiyono, 2013) which is considered as the most appropriate to the topic of the study. Accordingly, there are three activities done by the researcher in analyzing the data. They are data reduction, data representation and drawing conclusion and verivication.

RESEARCH FINDING

Teachers' Difficulties in Implementing Authentic Assessment

Implementing authentic assessment (portfolio, performance, and project assessment) in assessing students' English skills competence is quite challenging for the English teacher. She is strongly demanded not only to comprehend the curriculum 2013 evaluation system but also to enhance their insight about the authentic assessment theories at the time. Additionally, curriculum 2013 which brings the English syllabus in an integrative package insists teacher to design each of the English-speaking, listening, reading, and writing assessment effectively. Above all, managing the classroom assessment activities and scoring the result of the students' task are the two most complicated duties to administer since English subject should be assessed in three domains of competencies during a semester.

She also specifically mentioned that each type of the authentic assessment compensated different problems in three process of its enactment. The detail report is presented as follows:

Difficulties in Applying Performance Assessment

Evaluating students' achievement through performance assessment is not a new strategy in the school. The English teacher N has been using this type of assessment even during the previous curriculum. The problem then arises since curriculum 2013 demanded teacher to use this assessment annually at every end session of completing one basic competence. On other words, based on the syllabus, teacher should be able to design and organize 11 performance assessments in a semester.

The English teacher stated that it was hard to manage the class activities proportionally. In approximately 95 minutes per week, she had to be able to deliver the materials while at the same time conducting the assessment. She added that if one student spent 5 minutes to individually perform a task, teacher should allocate 150 minutes to give equal opportunities to the whole class of 30 students. It meant that she spent 55 minutes longer than the allocated time in the syllabus without teaching the materials. Moreover, it was also possible to have them work in group but the scoring process would be absolutely complicated. She had to carefully concentrate on one by one to give objective score for it.

Another problem was the class organization. The English teacher said that at the afternoon class, students have been tired enough and was not in such a good mood to perform a good task. In addition, there were some low achieving students who needed more attention to motivate and assistance too. The class would get worst when one student performed, the other would impatiently wait their turn and started to produce some noise. Above all,

scoring procedure was the hardest part in conducting this assessment. She should directly score 30 students by using rubrics at the same time they perform the task in very limited time. Despite the availability of a scoring standard, maintaining consistence score was difficult to conduct. Besides she should avoid bias in scoring the students task to give objective judgment. She added that sometimes teacher tend to give high score to high achieving students and low score to low achieving students without looking at their performance carefully.

Difficulties in Applying Portfolio Assessment

Unlike implementing performance assessment, portfolio demanded the teacher to seriously manage students' tasks. The first difficulty to deal with portfolio was monitoring students' work originality. It almost impossible for teacher to check her students one by one just to prove that they did it by themselves. Sometimes teacher got more confuse when students submitted closely similar tasks since it exacerbates the scoring validity. Another case was that the English teacher could not maximally help students when they experience problems in doing the task at home. For high achieving students it's no matter to rely on their independency but the low achiever might probably need more intensive assistant.

Additionally, scoring students task might also caused new problem. Although she has applied the scoring rubric available in the teacher book, she had to be very carefully checked the students work up to the smallest part of the task. She realize that the scoring procedure is not only giving score to students but also diagnosing how each students performed on their task from which teacher decides the reflective

teaching and the follow up actions whether to give remedy or material enrichment.

However, organizing students' portfolio binders was the most difficult to handle. In other words, the teacher considered that binder management was very complicated. Every student had one binder for one subject and should regularly insert the task into the binder. Students frequently complained about too many duties they should do at school which might made them miss-inserting or forget to archive the task. Besides, buying many binders was sometime unaffordable for students' parents. As these complex activities took both teacher and students much time and energy, teacher had a very limited time to do a reflective teaching a feedback toward the students assessment result.

Difficulties in Applying Project Assessment

Project assessment ideally enables students to demonstrate all aspects of their English skills. Unfortunately, it also caused problems in many ways.

English teacher mentioned that it was hard to rely on students responsibility for their job and even and even almost impossible to ensure that every students took the same part on doing the tasks. Nevertheless, the low achieving students tend to be more active compared to low achievers who frequently neglected their task which afterward might turn to group conflict. Conversely, the high achievers might dominate the work without assisting the others. In other words, the group failed to increase the works.

Secondly, take-home project task encouraged students to plagiarize materials. The trend of using internet among students provides them many sources that can be

copied from. Badly, as too many assignments, students might have the task done by others. In addition, grading group work could not be done purely objective and reliable. It was difficult to diagnose students who had worked best on the project. The low achieving students might get good score by chance or decreased significantly the group score as their poor commitment.

Techniques to Overcome Problems in Implementing Authentic Assessments

The English teacher of the school fully understands that implementing authentic assessments to assess students' English skills would be challenging and needs much effort to accomplish. However, as a professional teacher, she was responsible and committed to conduct the effective assessments process. Despite the complicated procedure, the English teacher n kept on working hard to find out the appropriate techniques or tricks to minimize the difficulties and to overcome the problems. She stated that "each type of assessments result different problems". Therefore, she always tried to prepare, administered and scored students well.

The teacher n started the semester by maintaining good communication with her studennts to avoid misunderstanding as well as to motivate students to learn. She always tried to prepare the authenticassessments organizedly and implemented the lesson plans as scheduled. Generally she preferred to conduct holistic scoring which considered to be the simplest and the most applicative for both the authentic tasks and the scoring rubrics. The teacher has even prepared the scorings instruments of every basic competence (KD) within a semester.

Particularly, to control the performance assessments, she managed such a way so that all students could have the reasonable opportunity to demonstrate their ability. If it was possible, she divided the class into two sessions. Further, she placed the portfolio binders in a particular space to avoid overloading or overcapacity. She always checked the portfolio task one by one to detect the task originality. To handle the project, then, she divided students into group which they will work together within a semester. Having the same group eased teacher to monitor students' learning progress.

Technically, scoring was the most crucial part of applying the classroom assessments. The score judged students' proficiency and determined the teacher follow up action toward the class. Therefore, teacher n had done some steps to conduct more effective scoring. She prepared the scoring instruments to be used within a semester. The students' tasks were scored just after students submitted the assignments. Moreover, the score was regularly documented in final score forms. Teacher n believed that the techniques really helped her to control the assessments.

DISCUSSION

The process of implementing authentic assessment in English instruction based on curriculum 2013 in SMA still did not run effectively. The English teacher seemed to experience some constraints in applying performance, portfolio and project assessment.

Based on the findings, the English Teacher has generally understood both the concept of assessment system of curriculum 2013 and the idea of authentic assessment but they have not yet in depth insight about this type of assessment.

Similarly, the assessment method was quite complex and time consuming so that teacher confused and shifted her focus on teaching to mostly assessing. Above all, managing the classroom assessment activities and scoring the result of the student's task were the two most complicated duties to conduct since English subject should be assessed in three domains of competency during a semester.

Additionally, not all problems with fairness and in using multiple choice tests with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that:

The performance called for in authentic assessment is often highly language dependent, either oral or written. English students might be at disadvantages in responding to this type of questions, depending on their level of proficiency in English; a second problem is that the response involves complex thinking skill. (Newman, 2007)

Many students have not had the opportunity to learn how to express thinking skills in the English because they are continually exposed to curricula that focuses on basic skills in the English language. Third, authentic assessment is often used to measure students' knowledge in depth in a particular area. English students who have limited opportunities for exposure to the full of curriculum might easily find the knowledge and skills that they do poses missed altogether.

Particularly, it was found that every type of authentic assessment compensated different problems in the process of its enactments. Performance assessment was hard to manage proportionally, and took much time of scoring. Portfolio assessment was much dealing with complicated binder

management. Similarly, project assessment promoted students plagiarism and resulted questioning assessment score.

On the other hand, the English teacher realizes that she was fully responsible to implement authentic assessment in curriculum 2013 effectively. Nevertheless, she still faced many difficulties in administering the assessment system whatever efforts she did during the teaching process. Consequently, the teacher conducted some teaching tricks to overcome the problems.

The findings showed that she annually maintained good communication with the students during the learning process. This help students to understand the assessment concept and prepare about what to deal with the assignment during semester.

Specifically, to control the performance assessment, she managed such a way so that all students could have the reasonable opportunity to demonstrate their ability. If it was possible, she divided the class into two sessions. Further, she placed the portfolio binders in a particular space to avoid overloading or over capacity. She always check the portfolio task one by one to detect the task originality. To handle the project then, she divided the students into the group which they will work together within a semester. Having the same group eases teacher to monitor students' learning progress.

Indeed, the English teacher has not yet discovered many efficacious solutions toward all problems she had during the assessment process, yet the initiative to conduct effective evaluation was promoted better instructional activities as well as the assessment process.

CONCLUSION

The findings indicated that the English teacher was still experiencing many difficulties in administering the assessments. Organizing student's portfolio binder was full of meticulous details which frequently caused students miss-inserting tasks. Performance assessments, on the other hand, were very hard to manage due to the limited time and the complicated scoring procedure. While the validity of the project assessments was relatively poor as, within a semester, student's works in the same group where the high-achieving students tend to dominate the assignments.

However, the English teacher seriously did some efforts to conduct the assessments as effective as possible. The authentic assessments were always prepared well. She conducted the performance assessments in such a way that all students could demonstrate their expertise equally. She also considered managing the portfolio binders to avoid over capacity. Besides, she monitored the students' project tasks intensively. Nevertheless, as with all assessments the major challenges are to ensure that assessments help improve classroom instruction.

SUGGESTION

Curriculum coordinator is definitely responsible for coordinating effective school program particularly in the implementation of authentic assessments in curriculum 2013. To conduct successful assessments, curriculum coordinator is recommended to intensify the coordination among teacher in the process of preparing, administering and scoring the assessments. He should actively assist teacher to avoid problems as well as minimize the possible obstacles during the teaching process. It

would also be beneficial to ask parents to be positively critical toward their students' achievement since they spend much more time at home doing the authentic task. Once the synergy of the school, teacher, students and parents maintained, the better assessment is in positive progress.

Teacher as the frontlines and the most responsible parties in implementation the authentic assessments in curriculum 2013 should realize their crucial role in the assessment method which then determined the succeed of the students' learning. Particularly, the English teacher should well committed to improve the whole process of classroom assessment. Despite the complicated procedure, teacher is highly endorsed to acquire in-depth knowledge about the authentic assessment; how it should professionally be developed, appropriately be administered and objectively be scored. She should be more pro-active to vary the classroom instructional activities and the assessment tasks to encourage students in learning and to motivate them to produce good tasks. Furthermore, to be less dependent on the available scoring rubrics, she could start to design her own more applicative scoring instruments which have been adjusted to meet the curriculum content and the level of students' English proficiency. It is absolutely essential as valid judgment can only be derived from reliable scoring instruments.

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THE ESSENTIAL OF REALIA: ESTABLISHING STUDENTS' WRITING ABILITY TO THE REAL WORLD

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Abstract

Realia is a term for real things or concrete objects that are used in the classroom to build background knowledge and vocabulary. The purpose of this study is to describe: (1) students achievement in writing a descriptive paragraph using realia media for the second grade students of English department of STKIP BBG., (2) students' ability in learning to write a descriptive paragraph with realia media. The design used in this research is descriptive qualitative research. The subject of this research is English department students of STKIP BBG consist of 25 students. The method used in collecting data is through observation and test. The data analysis used in this study is qualitative and quantitative descriptive. The results show that (1) Learning to write paragraph description with mind mapping model by teacher is in accordance with existing theory. (2) The ability of second grade students of English department in writing the descriptive paragraph is quite good. The scores obtained are 78.13. Although the scores obtained have reached the good category, it seems that teacher performance needs to be improved again by providing more intensive exercises, both in making mind mapping and development into paragraphs, to achieve maximum results.

Keywords: *Writing, Realia, Descriptive Paragraph*

INTRODUCTION

Writing is necessary skill that needs to be taught to improve the students' intellectual aspect, especially their critical thinking skill. Writing skills is a skill express ideas, opinions, and feelings to others through written language. With these characteristics, the students are required to have the ability to write with attention to various aspects that are quite complex, for example word choice, sentence mastery, and paragraph development. Keith, (2010:135) classifies the form of writing into five, namely: narrative, description, exposition, argument, and persuasion.

The description paragraph is a paragraph describing an object, place, atmosphere, circumstances with words. The

skill of writing a description paragraph is one of the important writing skills to master, because through the description paragraph a person can give an idea of an event or event. The purpose of writing a description paragraph is to attempt to describe an object, place, atmosphere, or state. A descriptive paragraph writer expects his readers, through his writings to see what he sees, and can hear what he hears. Writing a description paragraph requires a keen observation with all the means of his senses, then write them down with the right words or by using the right comparison.

This means the development of writing junior high school students still need to be considered. Given the importance of writing activities, writing skills that need to

be improved so that students become skilled at writing. Improving students' writing skills is believed to lead students to reach curricular goals and ultimately achieve established national education goals. Skills measurements can be performed during a learning process that is deliberately done for that purpose. One of the measurement of writing skill that is carried out during the teaching and learning process is concocted. Gie (2003) says that composing is a whole series of activities one expresses the idea and passes it through written language to the reader community to be understood.

Based on the observation in English department of STKIP BBG, it is found that students are still having trouble writing paragraph descriptions. The obstacles faced by students in writing the description paragraph is the inability of students to find what they want to write, what the topic and how to start writing. In addition, students are less able to generate their ideas to put it logically and systematically. Likewise, the students are less precise to use words and sentences in their writing and are less precise in applying the spelling rules in writing

In fact, the success of students in the learning activities of teaching in the college is also determined by the skill in writing. As it is known that most knowledge is presented in the form of written language that requires students to write activities to gain knowledge. In general, it is found in writing class that when teachers provide learning materials most students pay less attention due to learning strategies that are not compatible and the use of media that are not optimal. Learning media is one learning resource that

the teacher can channel the message so that it helps to overcome students' problem.

In this case, realia is often regarded as the most essential media to disk an interesting information. As an information medium, realia is able to explain abstract things with little or no verbal information. By interacting directly with realia, it is expected that things that are less clear, if explained verbally will become clear. Realia has the ability to stimulate the students's imagination by bringing life in the real world or into the classroom.

Realia will be very helpful when used in a process of obtaining information with the aim to gain knowledge through experience alone or often referred to as cognitive goals. In this process, realia is involved as a real object and students will learn to know it. Realia can provide students with real-time experience; experience of beauty that cannot be obtained through other media. As a learning medium, realia has the potential to be used in a variety of subject topics. Realia is able to provide a hands-on learning experience for students. By using real objects as media, students can use different senses to study an object. Students can see, feel, smell, and even feel the object being studied. In using realia, the user is expected to be able to interpret the relationships about the real thing. Therefore, this research is intended to envisaged the following research problem:

- 1). How is the students' ability in composing description paragraph using realia media on the second grade students of English department of STKIP BBG?

METHODOLOGY

The method used in this research is quantitative descriptive method. Technique of collecting data is done by test. The test used by researchers to measure students' ability in writing descriptive material is a written test in the form of a description. The steps for the implementation of the test are (1) The researcher gives the description material (2) The researcher gives an example of the description (3) The researcher explains

how to use media realia. This research was conducted at English Department of STKIP BBG on the second grade students and the time of this research is conducted for 3 months. From April to June 2017. Researchers used rubric assessments to measure students' writing proficiency in composing a paragraph using realia media, then looking for the percentage of student achievement.

Table Descriptive Paragraph Rubric

Points	Ideas	Organization	Word Choice	Sentence Structure
21-25	Strong/forceful topic sentence establishes tone and impression; all ideas directly support the topic sentence; intriguing closing sentence	Logical sequence clear to the reader; varied use of connectives maintain the flow of ideas	Variety of strong verbs and vivid adjectives; strong vocabulary; words enhance ideas	Clear, correct, flowing sentences
16-20	Good topic sentence establishes tone and impression; most ideas directly support topic sentence; strong closing sentence	Logical sequence clear to reader; connectives lack variety	Strong verbs and good adjectives, some variety in vocabulary	Generally clear, correct sentences with minor errors
9-15	Adequate topic sentence; some ideas support topic sentence; adequate closing sentence	Sequence not clear to the reader; disjointed use of connectives	Limited word choice; some attempt to use descriptive words	Sentence structure errors occasionally making writing unclear
5-8	Weak topic sentence; few ideas support topic sentence; weak concluding sentence	Disjointed sequence; disjointed use of connectives	Limited and inappropriate word choice; little attempt at using descriptive words	Several sentence errors
1-4	No topic sentence	No apparent organization	Serious vocabulary deficiency; no attempt at using descriptive words	Many serious errors

Table Students' Writing Score Categories

No	Score	Categories
1	85-100	Excellent
2	70-84	Very Good
3	55-69	Good
4	40-54	Poor

DISCUSSION

This descriptive research was conducted at English department of STKIP BBG on the second grade students. Prior to

learning writing the students were asked to write descriptive paragraphs. The ability of students in writing description paragraphs with realia can be seen in the following table.

Tabel Student Ability Score in Writing Paragraph Description

No	Students' Initial	Score	Categories
1		70	Very Good
2		74	Very Good
3		75	Very Good
4		80	Very Good
5		78	Very Good
6		80	Very Good
7		78	Very Good
8		85	Excellent
9		80	Very Good
10		87	Excellent
11		90	Excellent
12		85	Excellent
13		75	Very Good
14		80	Very Good
15		78	Very Good
16		75	Very Good
17		80	Very Good
18		75	Very Good
19		80	Very Good
20		78	Very Good
21		80	Very Good
22		75	Very Good
23		76	Very Good
24		80	Very Good
25		75	Very Good
Jumlah		1969	
Rerata		78,91667	

Based on Table 3 above, it can be expressed that the ability of students in writing paragraph description with mind mapping in general can be assumed quite good with an average score of 78.13. If

specified again the general exposure of the acquisition of the ability to write paragraph descriptions STKIP BBG English students then look at the table below:

Table Obtaining Score Percentage of Student Result

Categories	Number of Students	Percentage (%)
Excellent	4	16
Very Good	21	84
Good	0	0
Poor	0	0
Jumlah	25	100

Based on Table 4 above, it can be explained that from 25 of English students who followed the learning of writing a description paragraph with realia learning model, it is found that 4 students (16%) got very good score; 21 students (84%) got good grades. None of students (0%) get poor score. Based on that percentage, classical learning to write paragraph description through realia learning model can be said succeed because 50% of students attain score 70 or above or with good and very good value. It indicates that there are changes or improvements the ability to write paragraphs description of English students before and after realia learning model applied.

The average score before realia media implemented, the students' writing paragraph score is 63.96 and after it is implemented the students average score up to 78.91. This means that the increasing score is 14.95. In general, students have been careful enough to make a descriptive paragraph because the ideas that put in the realia represents what exactly is meant. Students have focused on the topics developed in realia model so that in the development of the idea also directed. This happens because students have been trained in using realia media as a way of developing their ideas.

In the fact, realia is a interesting media for the students in learning activities. Realia can give students' motivation, stimulate their imagination, and reduce the

students' stress in writing activities. Besides that, realia media also help the students to create their writing of descriptive texts because they can look at and touch the real objects that they want to describe. Teachers who want to conduct realia media in the writing process be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive.

This is in accordance with what was conveyed by Silberman (1996) who said that the model of learning realia for writing learning should use a colored image. Furthermore, Silberman (1996) says that paper should be provided, markers, and other source material that we think will help the learner create a bright and vibrant mind map. In general, the sentences contained in the paragraphs of the student description paragraph are complete, in which the elements contained in the descriptive paragraph have been fulfilled. This is in accordance with the opinion Putrayasa (2012) which reveals that in a sentence, the minimum element that must exist is the core element of the sentence, the subject and predicate. These elements provide a complete understanding in the sentence. These elements also can be developed with objects, appendages, or information (adverbial).

CONCLUSION

Based on the findings and discussion of the results of the research described previously, it can be concluded that learning to write a description paragraph with realia media by the teacher follows the learning steps that have been designed. Learning to write a descriptive paragraph using realia media which the teacher has done according to theory. The students' scores obtained are 78.13.

Although the score obtained already achieve good category, it seems teacher performance needs to be improved again by providing more intensive exercises, be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive. Realia has been implemented by the teacher to provide experiences on which to build and provide students with opportunities to use all the senses in learning.

While using Realia in the the classroom is not always possible, it is usually the best choice if the student is to learn all they can about a topic. Realia allows the students to see, feel, hear, and even smell the object being explored. If real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as a model, to a semiconcrete object such as a photograph or illustration. However, each move down the continuum causes the loss of some sensory information that could be helpful in comprehension.

Nevertheless, there are still some students who experience obstacles in composing a descriptive paragraph. This needs to be the attention of teachers in making realia as a foundation for developing

ideas into coherent and cohesive writing. Teachers need to provide enough training in using realia and train students in developing ideas into coherence writing.

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TEACHING AND LEARNING PROCESS OF SPEAKING

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Abstract

This study was investigated the process of language teaching and learning of speaking in terms of teaching materials, teaching methods and learning assessments to the students' at MTsN Blangpidie in the Academic years of 2016/2017. This study was a descriptive research. Two English teachers who taught at MTsN Blangpidie were participated in this study. An Interview was used to collect the data. The data were recorded, transcribed and coded based on the the problems. The finding of the study showed that the teachers at MTsN Blangpidie of South West Aceh used various teaching materials, teaching strategies and also learning assessments.

Keywords: *Speaking, Teaching Materials, Teaching Methods and Learning Assessments*

INTRODUCTION

Teaching English includes four skills: listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking, ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating. Dealing with this complexity, speaking skill must be practiced since elementary level because it is the golden age to acquire new things more easily.

According to Gert and Hans (2008) stated that "Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions." In addition, Rebecca (2006) stated that "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of

language change". Speaking is very important in learning a language, if someone wants to master a language, she or he must learn how to say something in English, (Thornbury, 2015). In conclusion, speaking is a skill that can be used to express what the student is going to say.

There are four factors that provide for good or effectiveness teaching, they are institutional factors, teacher factors, teaching factors and learner factors, (Richards, 2001). In this study, the writers focused on the teaching factors because it concerns about teaching materials, teaching strategy and learning assessments in teaching and learning process of speaking in the classroom.

MTsN Blangpidie is an islamic Junior High School. There, English is used everyday since all the students and the teachers start teaching and learning process in class by praying in bilingual; English and Indonesian. It has a mission to make their students are able to communicate by using official and foreign languages. To make teaching and learning process more

successful, the material can be selected appropriately. The form of teaching materials is anything which present or informs about the language to be learned. In teaching and learning process teaching materials is very important in the teaching of the classroom.

In addition, teaching materials in speaking must be fun and interesting so that the students can learn with happy and do not feel bored. According to Jean, Brewster, Ellis, and Girard (2003) revealed that some teaching materials that can be used in speaking such as storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs and the internet.

The next aspect that must be provided was method. Nunan (1991) stated that "Method is the practical realization of an approach. There are methods or technique which offer students much time to practice their speaking ability not only in classroom but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them.". These methods are The Grammar Translation Method, Direct Method, Audiolingual Method, Presentation, Practice, and Production, The Communicative Language Teaching (CLT), Task Based Learning, Silent Way, Suggestopedia, and Total Physical Response. Besides, there are some popular strategy in English language teaching learning of speaking such as role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing.

The last aspect that must be considered was assesment. According to Jean, Ellis, Dennis (2001) mentioned that

"Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning." There are some purposes of assessment. First, assessment is to increase the continuous learning process (formative). Second, it is used to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is used to identify students' need to be supported (diagnostic). And fourth, it is also used to check the effectiveness of teaching method and learning material (evaluative). Therefore, to find out whether all aspects in teaching and learning process of speaking were acceptable, the writers had a research problem; *How is process of English language teaching and learning of speaking class in terms of teaching materials, teaching strategy, and learning assessments to the eighth grade student's in MTsN Blangpidie ?*

METHODOLOGY

Participants

Two English teachers who taught at MTsN Blangpidie, South West Aceh. The first teacher was Ms. Sry Muliaty, S.Ag., who taught at seventh and nineth grade and the second one was Mr. Saiful Azhari. S.Ag who taught at eight grade.

Research Design

To gain the data needed, the writer used interview. Interview was used to get further instructional information about teaching and learning process of speaking skill at MTsN Blangpidie. The writer asked eight questions, for questions number 1 until number 3 refer to teaching materials, for questions number 4 until number 6 refer to teaching strategies, and for questions number 7 until number 8 refer

to learning assessments. For detail information see appendix 1. All the answers were recorded to make the writer easier to analyze the data. In addition, each teacher was interviewed within seven to nine minutes.

In analyzing the data, first, the writer transcribed all of the teachers' answers. Second, the writer interpreted all of the information that the writer got from the data. Third, the writer described and took conclusion about the teaching speaking in terms of teaching materials, teaching strategy and learning assessments.

Findings

1. What kinds of material that you used in teaching speaking in the classroom ?

The answer indicated that both of them used various teaching materials.

"I used storybook, a songs and sometimes a game. By using a game I could make one materials of speaking."(SM)

"I used the *English On The Sky* textbook and this year he uses another textbook *Bright*. Sometime, I use storybook, a game and worksheet."(SA)

2. Do you have another material that you used in teaching speaking ? if yes, what are they ?

The answer indicated that both of them used another material in teaching speaking.

"Last semester, I used stories from the newspaper and magazines. Then, in this semester I used *English On The Sky* book. From the book, I took some dialogues and made some anecdotes from the magazine."(SM)

"Sometimes, I use real object and I construct it as conversation."(SA)

3. Do you have any obstacles in teaching speaking ?

The answer indicated both of them said that they have same obstacles in teaching speaking like misunderstanding of vocabulary.

"The problem that mostly I faced in teaching speaking was the students lack of vocabularies. Because of it, the students were not able to response my questions."(SM)

"Of course, they could not memorize well the vocabularies that they have learnt. Besides, most of them are from the different villages and they have different mother languages so it influenced their abilities."(SA)

4. What kinds of strategy or methods that you use in teaching speaking in the classroom ?

The answer indicated that both of them used various in teaching methods.

"I ever to used role-play, interviews, then story completion and also discussion. The students made a group, one of groups discussed about some materials. Implying discussion made them more active and asked them to share the information to other groups in front of class. With these strategies classroom was more lively. Then, I always ask the students to memorize a dialogue and asked them to do a role-play."(SM)

"First, I use brainstorming, role-play and then storytelling."(SA)

5. Do you have another method that you use in teaching speaking in the classroom ? if yes, what are they ?

The answer indicated both of them had another method/strategy used in teaching speaking in the classroom.

“ I also used picture describing, I gave the picture then I asked the students to describe it. The students described about the pictures, what, what they have to do. Then, from the picture they could make a story “. (SM)

“ As I mentioned it before, yes I have.”(SA)

6. Why do you apply the strategies or methods in the class ?

Both of the teachers said that they applied the strategies or methods in the class to motivate the students, attract the students' attention and make the students like to study English especially in speaking.

“Well, I used the various methods in teaching speaking to alleviate the bored and to motivate the students to learn speaking in the classroom. So, if we only just imply one strategy or method, for example memorize, the students feel bored. If we use some methods or strategy they help the students more creative to think. Although the results are not as I expected, I saw my students are willing to work and do what ever that I ask them to do. ” (SM)

“ We adjust to the students circumstances.” (SA)

7. Do you have rubric for the students' achievement ?

The answer indicated that both of them had scoring rubric, but they were not able to show the data.

“ Actually there is, but I don't know where I put them exactly, because of moving to another room and the papers scattered.” (SM)

“ hmmm...there is no more ” (SA)

8. What kinds of assessment that you use in assessing to the students in the class ?

The answer indicated that both of them used various assessments, such as informal assessment, formative assessment and summative assessment.

“I always use summative and formative.” (SM)

“I use both of informal and sometimes formative assessments.” (SA)

RESEARCH FINDING

In order to reach the goals of teaching and learning process, all the stakeholders of MTsN Blangpidie have to concern with the objective, the materials, textbook, and the medium of instruction. The purpose of teaching English in MTsN Blangpidie was to develop communication competence orally during action (language accompanying action) in school context, and to have awareness about the essence and importance of English to enhance competing competence in the global.

A textbook is supposed to stimulate the students for being active, with the clear instruction, meaningful, and clear objectives. The textbooks used by MTsN Blangpidie are *English On the Sky II*, *Practice Your English Competence and also Bright*.

In addition, teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom atmosphere which promotes openness, respect, and motivation. Students should feel some ownership in the classroom voice. Language use is a natural part of this

learning environment where purposeful talk is seen as an important mean to language learning. Most teachers of English face the problem of having passive students who show no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves.

For this reason, teachers should introduce various activities that involve all students and give them something to speak about since the topics are directly related to their daily life. In that sense, the class should offer speaking activities which require the students to share their personal experiences as they participate in like creating dialogues, telling stories, and having a debate.

Storytelling, discussion, role play, interview, story completion and also picture describing were the strategies that used in MTsN Blangpidie. First, storytelling students can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates. Second, in discussion the students may aim to arrive at a conclusion, shares ideas about an event. Here, the teacher make groups of students and each group works on their topic a given time period, and present their opinions to the class. Third, an interviews the student can to interview some friend about everything and the students have prepared their own questions and conducted on interviews. Fourth, in roleplay the students can bring items to the class to created a realistic environment. Fifth, in story completion the students had enjoyable, whole-class, free-speaking activity. The teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Finally, in picture describing

the students describe about some picture and the student give some opinions about the picture.

Furthermore, assessment is an important component of instruction. Assessment refers to collecting information to evaluate a students' knowledge. It cannot be separated from the process of teaching learning. The assessment is an integrated teaching and learning process, by assessment the teacher can assess how far the successfulness of teaching learning process, and the students' improvement. By assessment we know, whether the aim of instructional studies reached or not, if it is not reached, the teacher ought to fix their teaching learning including the instruction, the aim, the media which is employed and the method which is applied so that the aim of study is reached and the students' English speaking skill also improved.

CONCLUSION AND SUGGESTION

The result of the process of teaching speaking at MTsN Blangpidie in terms of teaching materials, teaching methods and learning assessments. In this school, both of teachers used various teaching materials such as story book, songs, game, flashcard and poster. Besides, they were also used various teaching strategies like role play, discussion, interviews, story completion, and picture describing. Finally, both of the teachers in assessing students used informal, summative and formative assessments, such as : quiz, midterm exam and final exam.

In addition, a teacher needs to keep all of the students' scores so that it will be easy for a researcher to record the data needed. Besides, the writer just focuses on interviewing data without observing the teaching process. Therefore, it will be better for the next researcher to do an

observation to gain the finding more acceptable.

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USING ENGLISH SONGS TO INCREASE EARLY STUDENTS' VOCABULARY

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Abstract

Early childhood is a child in the age of 0-6 years. In this age, the development and growth of physical and mental of children develop rapidly. Meanwhile, the aspects developed in early childhood education are: religious and moral values, physical (consisting of gross motor, fine motor and physical health), cognitive (consisting of general knowledge and science, concepts, shapes, colors, sizes and patterns, number concepts, symbols of numbers and letters), language (consisting of accepting language, expressing language and script) and emotional social. Language skills are one of the aspects which are developed at this age. Therefore, researchers intend to examine the level of mastery of the language of children through the song. This study aims to improve the vocabulary of early childhood, where this result affects the children's ability to speak a foreign language in the future. This study is a Classroom Action Research, which aims to improve the ability of children English by using songs on the student group B TK Takrimah Tungkob Aceh Besar. This classroom action research is conducted in three cycles; each cycle consists of four stages: planning, action, observation, and reflection. Moreover, in analyzing the data, the researcher used descriptive method, that is analyzed data implemented since learning and developed during the process of reflection until process of report preparation. Data collection techniques used in this study include: interview, and observation of teaching and learning activities. Data analysis techniques consisted of three activities, namely data reduction, data presentation and conclusion drawing. The results showed that 64% of students can mentioned correctly alphabet in English in the first cycle. Furthermore, 80% of students have known and can properly name a few nouns in English in the second cycle. Furthermore, in the third cycle, 88% of students have been able to use the noun in the form of a simple sentence. Based on the results of this study, it is very important for Kindergarten teachers to create an atmosphere of learning that makes students motivated and eager in learning such as the use of video media in learning so that automatically can improve students' abilities and achievement.

Keywords: *Early Childhood, English Vocabulary*

INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth up to the age of six that is done through the provision of educational stimuli to help growth and physical and spiritual development so that children are ready in entering further education. Kindergarten is one form of early childhood education unit in the formal education that organizes

educational programs for children aged four years to six years.

The National Education System Act in article 1, paragraph 14, states that, early childhood education is a coaching effort aimed to children from birth up to the age of six that is done through the provision of educational stimuli to help the growth and development of physical and spiritual so that children have readiness to enter further education.

Meanwhile, the aspects developed in Early Childhood Education are: religious and moral values, physical (consisting of gross motor, fine motor and physical health), cognitive (consisting of general knowledge and science, concepts, shapes, colors, sizes and patterns, the concept of numbers, the symbols of numbers and letters), language (consisting of accepting language, expressing language and script) and emotional social. Concerning to the development of early childhood, the need for an educational program was designed in accordance with the level of child development. Early childhood is a person who is undergoing a process of rapid development and this age is very fundamental to the next life.

One aspect that needs to be developed in early age is language. Early childhood is the golden period or the most ideal age for learning a language beside the mother tongue (first language). The child's brain is still flexible, so the process of language absorption runs more smoothly. Moreover, the language absorption power in children works automatically. According Hurlock (1990) age 1-5 years is a time of rapid development of children's ability to speak such as adding vocabulary, mastering the pronunciation of words and combining in sentences. Children's ability in mastering vocabulary will increase rapidly as he learns new words and new meanings in everyday life.

Pulukadang, Wiwy Triyanty & Abdul Rahmat (2011: 1) argues that, language has a central role in the intellectual, social, and emotional development of learners and language is a tool in studying all areas of study. Language learning is expected to help

children recognize themselves, their culture, and the culture of others. Language skills are learned and earned early childhood naturally to adapt to their environment. Experts say that children learn language faster than adults. Therefore for early childhood, it is very important to be taught a variety of languages in order to enrich their insight in the language.

In addition DEPDIKNAS (2000) describes the function of developing language skills for early childhood, among others: 1. Language is as a tool to communicate with the environment 2. Language is as a tool to develop the intellectual ability of children 3. Language is as a tool to develop the child's expression 4. Language is as a tool for expressing feelings and thoughts to others.

English in early childhood can be taught in several ways such as using games, singing, and storytelling. However, in its application, there are still found many obstacles in teaching English in early childhood, for example in term of: teacher competence, methods used, and media available so that the learning objectives are not achieved properly. English teachers lack using media during learning process. Teachers convey the materials or draw the object on the blackboard. The use of song media in English teaching is considered as a problem solving in helping to increase students' vocabulary.

Murphey (1992) describes singing can improve the ability of hearing and pronunciation; therefore this can improve students' speaking ability. He further added that song media in learning can be used to teach vocabulary, sentence structure and

sentence patterns (Murphey, 1992). There are some advantages of using media in teaching, 1. Using of song will motivate children to eager in learning English. 2. By singing, the children become happy and it makes them easier in understanding the material presented. 3. Through varied songs and learning activities, educators can cultivate children's interests to be happier and more active in learning; even the using of song can facilitate children in understanding the teaching materials that are delivered. 4. The use of songs makes the children happy, not bored, and interested in following the learning process.

Based on the results of pre-observations in kindergarten RA Takrimah Tungkob, researcher found that teaching English in kindergarten is still using traditional methods. The teachers say English words and students repeat it. Furthermore, teachers at TK Takrimah Tungkob kindergarten did not use the media as a teaching aid, so the students seemed bored and late in receiving the subject matter. This certainly has a negative impact on the development of children language in the future, especially foreign languages. Therefore, researcher is interested to conduct research in improving English vocabulary of students by using the song.

LITERATURE REVIEW

The meaning of early childhood according to experts is a group of children who are in the unique process of growth and development, in other words, the children in the sense of having a pattern of growth and motor development, intelligence (thinking power, creativity, emotional intelligence,

spiritual intelligence), social emotional (attitudes and behaviors and religion), language and communication specific to the child's growth and development (Mansur, 2005). This period is a golden age for a child, where growth and development occur so quickly both physically and mentally. Therefore it is necessary for children to get education and proper coaching.

According to Wahyuti (2012: 2), early childhood has characteristics: a) has a great curiosity, b) is a unique person, c) likes to fantasize and imagine, d) the most potential age for learning, e) shows egocentric attitudes, f) has a short concentration, g) as part of a social being.

Ministry of National Education (2000: 8), explains the function of developing language skills for early childhood, among others: (a) as a means of communicating with the environment, (b) as a tool for developing children's intellectual ability, (c) child expression, (d) as a means of expressing feelings and thoughts to others.

Songs is appropriate medium used in teaching English. In addition, the use of songs can motivate students to be more eager to follow the learning process because the sound of songs and energetic music can evoke students' spirit. When children like the songs that teachers teach, they will be happy and enthusiastic to follow, so unconsciously children are doing learning activities while singing at the same time. This is one activity that can make children not feel bored and depressed while learning.

The advantage of teaching English using songs in Early Childhood as a learning resource has many benefits, according to Brewster et al (2002: 162) among the

benefits are: first, the song is a linguistic resource. In this case the song became a medium of introduction of new languages, as well as media for the reinforcement of grammar and vocabulary. The song also presents the recognizable language of the student in a new and fun form. The song also allows the occurrence of language repetition naturally and fun. Songs can be used to develop all integrative language skills, including improving students' pronunciation skills. Second, the song is an affective / psychological resource. Besides to have fun, the song is also able to motivate students as well as foster positive attitude towards the English language. Songs are not a scary or threatening thing for students. Even songs can help improve students' self-confidence. Third, the song is a cognitive resource. Songs help to create memory, concentration and coordination. Students become more sensitive to rhyme as a tool to interpret meaning.

One component of language learning is the understanding of English vocabulary itself, besides the other components. Vocabulary is a set of words known to a person or another entity, or is part of a particular language. A person's vocabulary is defined as the set of all words the person understands or any words that the person might use to construct a new sentence. The wealth of a person's vocabulary is generally considered to be a picture of his intelligence or level of education. The vocabulary function for students who are just beginning to learn English is very important because students will be able to understand the meaning of English if they have sufficient and adequate vocabulary. Kridalaksana

Harimurti (1984) states that vocabulary is a wealthy possessed by a person. The richness of the vocabulary is in children's memory, which will promptly react when they heard or read.

METHODOLOGY

The type of research used in this study is Classroom Action Research (CAR) with descriptive method. Classroom action research is a study in which a group of teachers can organize the conditions of their learning practices such as the methods, materials and media used, and learn from their own experiences through the learning process that has been implemented. Then they can try out an idea of improvement in their learning practices, and see the real effect of that effort (Wiriaatmadja, 2012: 13). While descriptive method is research including activities such as describing, recording, analyzing and interpreting current conditions, so that the researcher found relation which may occur among variables.

The research setting of this research is Kindergarten RA Takrimah Tungkob in Aceh Besar district. This kindergarten is one of the best kindergartens in Aceh Besar. It has many achievements and successes that have been achieved by this kindergarten either the achievements obtained by students or by the kindergarten teacher itself.

Moreover, the researcher took 25 students and 2 teachers as the subject of research. The use of this media will involve kindergarten teachers in applying the song media in learning. Data collections which are used in this research consisted of observation sheet, interview guide and documentation. While techniques in analysis data used by

researcher are: data reduction, data display and conclusion.

In analyzing the students learning result, the researcher used success indicators as follow:

1. Children are able to mimic some of the English vocabulary spoken by the teacher
2. Children are able to name objects and verbs in English
3. Children are able to name the objects in English along with the meaning of the Indonesian language
4. Children are able to sing songs in English as a whole and true
5. Children are able to use English vocabulary into simple sentences

RESEARCH FINDINGS

Data from first cycle

The first cycle was conducted on 10, 12 and 14 May 2016, and was conducted in three meetings. The data of research results include: planning, action, observation and reflection. Data in planning stage is the programs or steps in solving the problem during the teaching progress, while the data of action stage consists of activities undertaken by teachers and students in the classroom. Stages of action and observation are done simultaneously in the teaching process. Thus, there will be valid data on the advantages and disadvantages of each cycle. In addition, data derived from the action stage is used to reflect and analyze whether actions taken during the teaching process have been successful or not.

At the first meeting, the teacher introduced an English alphabet song using video. The image on the video is reflected to the board by using the projector.

Furthermore, the teacher also uses the loudspeaker to make the spoken letters clearly audible. After all the gear and preparation is enough, then the teacher plays an alphabetical video song over and over again. At the beginning of using video playback in teaching, students cannot remember and pronounce the letters of the alphabet as a whole. They can only remember some of them. The teacher helps by repeating the letter per letter with the students. When the learning process takes place, students look very excited, enthusiastic and play an active role in following the learning process. They follow the rhythm of the song played and follow repeated letters spoken in the video.

At the second meeting, the teacher returned to play the alphabet song using the video. Teacher repeats the first 10 letters of the alphabet in order to be memorized easily by the students. Based on the observations, students sometimes say alphabet letters in Indonesian spelling. Therefore, the teacher then distinguishes the sound of alphabet in English and Indonesian letter by letter with the aim that students can distinguish and pronounce the English alphabet and the sound of alphabet in the Indonesian.

Subsequently, at the third meeting, the teacher replays the entire alphabetical song video, students begun to enjoy and pronounce each letter correctly. At this meeting, teachers assess students' ability one by one by asking the sound of the letters in English. Many of the students can answer every question asked correctly.

During the alphabet learning process using the media songs and video, students look very enthusiastic and eager to follow the

learning stages presented by teachers at the first, second and third meeting. In addition, students are able to hear directly English pronunciation said by native speakers, students can also see the images of alphabet letters that move to the rhythm of music. For young children, this is certainly very fun and can draw their attention to learn. In addition, students can easily learn a foreign language without feeling overwhelmed as they enjoy learning by using the songs.

The minimum score criteria used in this assessment is 70. If the student has reached a score of 70, then it is meant that he or she has achieved a minimum of mastery criteria. Based on observation and test conducted during teaching learning process, the data shows that 16 students in the first cycle have reached a minimum score of 70. In other words, 64% of students have attained KKM. This shows that the first cycle has not been successful because students who achieve KKM scores are less than 70%.

Data from Second Cycle

The second cycle is held in three meetings on 23, 25 and 27 May 2016. The material presented in this second cycle is development materials in the first cycle. If in the first cycle students only learn the sounds of alphabet letters, then in this second cycle students are taught of alphabet letter and the objects used the letters that are around them. So they can know the letters and the object at the same time.

The second cycle is conducted in three meetings. Since the alphabet letters are 26 letters, the teacher taught 13 letters and objects in the first meeting and 13 letters and the next in the second meeting. The teacher

then repeats all the letters and objects in the third meeting.

At the first meeting, the teacher explained the activities to be undertaken during the learning process to all students. Then the teacher prepares the equipment such as laptops, projectors, and loudspeakers to display songs by using video. After all the equipment is finished, the teacher divided the students into groups, where each group consists of 5 students. Furthermore, the teacher began to play the English song video in which the material at this meeting is to study the alphabet letter along with the objects that follow it. At the beginning of stages, the teacher played the song three times. Then, the teacher plays a half-track so that students can remember the letters along with the objects that follow, starting from the letter A to the letter M. every single letter was sung, the teacher stops the video to be repeated together. Such activities were repeated until the letter M.

Then after the 13 letters were studied together, the teacher began to ask each group about the meaning of the noun they had learned randomly. Students are asked to remember the meaning of every object that has been learned. There are some students who can answer the questions correctly and there are also some students who cannot remember correctly the objects that have been studied. After the teacher asked questions in the group, the teacher then asked the students to listen back to the song that was played before. So, they can better understand the subject matter given. At the end of the meeting, the teacher again repeated letters along with objects that have been studied together.

Furthermore, at the second meeting, the teacher continued the unfinished material at the first meeting. The teacher continued playing the song from the letter N to the letter Z. But before doing that, the teacher made apperception by repeating 13 letters and their objects learned in the previous meeting. When finished repeating together the first 13 letters, the teacher continued with the next 13 letters. The teaching method used is the same as the teaching method used at the first meeting, the teacher plays the video and stops it on every new letter learned.

At the third meeting, the teacher first plays the alphabetical song and the items that follow from beginning to end. Then, the teacher asked the students to sit in pairs, after that the teacher gives instructions about the activities that would be performed. After sitting in pairs and facing each other, the teacher asked student A to mention the letters he liked and student B mentioned the name of the object started by that letter and its meaning. After student A was given opportunity to mention letters, then turn student B was asked to mention letters and students A answered it by mentioning the name of the object and its meaning according to the alphabet mentioned. At this meeting there were three students who are absent, so students could learn in pairs.

In this cycle, students are more eager to learn the letters of the alphabet and the objects that follow. This is because students could see things directly like balls, animals, sun and other objects directly and followed by the sound of these objects that can be sung directly by students and the teachers together.

In addition, in this cycle, teachers gave students more time to repeat words they

have learned either in groups or in pairs. So students who are slow in remembering materials have more time to repeat a noun that they have not remembered. Teachers also stated that teaching English vocabulary for early childhood with song and video makes it easy for teachers to transfer subject matter and also to inspire children's learning motivation.

in the second cycle there are 5 items analyzed, namely (1) the student is able to pronounce the name of the object in English correctly, (2) the student is able to remember the object based on each letter of the alphabet, (3) the student can remember the name of the object and its meaning, 4) students can sing the whole song, (5) students are able to mention objects according to alphabet letter. Based on the observation and test result, the data showed that there are 20 students have successfully reached KKM. In other words, 80% of students have succeeded in achieving a minimum score of standard competence, so that learning in this second cycle is considered successful.

Data from the third cycle

The third cycle is the last cycle in the study of improving English vocabulary in early childhood by using the media song and video. This study was conducted on June 6 and 9, 2017. The material to be presented in this cycle is the development of the material in the previous second cycle. If in the second cycle students study the alphabet and objects that use the alphabet, in this cycle, students learn to use these words in simple English sentences. At the first meeting, the teacher performs a material apperception in

the form of repetition of alphabet letters and objects preceded by alphabet letters. Then the teacher starts to play the alphabet song along with the object that follows it. Each new item is displayed, the teacher stopped the video and utters a simple sentence, for example: on the video is pronounced, "A is for Apple," then the teacher says. "I like Apple." repeatedly. Then the teacher asked the students to repeat it together. The teacher did not forget to translate every simple sentence she introduced.

At first the students feel awkward with the new sentence that is spoken, but after they repeated several times the new sentences, the sentences are spoken more fluent and fluent. The teacher then asked the students to remember each new word they have learned so that it can be used on other objects. The teacher applied this method to every object studied.

In the next activity, the teacher asked the students to combine the new noun with a new verb that has been memorized. Students can use new verbs alternately. For example, teachers teach nouns (like) and (eat). Then students can use the word interchangeably, like I like apple or I eat apple.

In the second meeting, the teacher continued unfinished lessons at previous meetings with the same materials and methods, and played video of other English songs that added to the cheerfulness and enthusiasm of the students in learning English.

In this third cycle, there are 5 items of analysis used to determine the success of students in learning English, the items of analysis includes: (1) The child is able to simulate some English vocabulary spoken by

the teacher (2) The child is able to name the objects and verbs in English (3) Child is able to name the objects in English along with the meaning of Indonesia (4) The child is able to sing the whole songs in English (5) The child is able to use English vocabulary into simple sentences. Based on the observation and test result, the data showed that students who achieved KKM score is 22 students. In other words, students who achieved KKM scores is 88%. Of course this result was increase significantly in the third cycle.

The interview was conducted at the end of the third cycle, the researchers asked some questions to the teachers of RA Takrimah related to the learning that has been done. According to the teacher of B4 class, this is the first time they used the media songs and videos in learning, especially in language teaching. In teaching English before, teachers only use mobile phone so that children can listen to songs spoken native speakers. Of course, if using a mobile phone there are many obstacles faced by the teachers and the students, besides the sound that is less clear, students are also not able to see the image clearly so that this situation will make noise in the classroom. Furthermore, the teachers stated that they were very happy to teach students by using the songs and videos simultaneously, because besides to facilitate students learning, the media also makes students excited and enthusiastic in learning. This inspired the kindergarten teacher to use videos and songs in different types of teaching.

CONCLUSION

Based on the results of research that has been presented, there are the conclusions

that can be drawn about improving the vocabulary of early childhood English using the song media are as follows:

1. Teaching English by using the song as media is done in three cycles. Each cycle has different material, but the material is mutually sustainable and in form of material development from previous materials.
2. The first cycle is done in three meetings, the first cycle is held on 10, 12, and 14 May 2017. The material taught in the first cycle is the introduction of alphabet letters in English. The teacher taught students the difference in the sounds of Indonesian alphabet letters with the sounds of the alphabet letters in English. To facilitate the teaching of English, teachers use song and video as media so that students can learn and listen directly to the sounds of letters spoken by native speakers. At the first meeting, students are taught 13 letters of the alphabet; in the second meeting the teachers taught the next 13 alphabet letters, and in the third meeting, teachers repeated the whole letter together with the students. Based on the observations during the learning process, the researchers saw that the students were very enthusiastic and enthusiastic in following the lessons using video. Furthermore, 60% of students in this cycle have reached the criteria minimum standard.
3. The Second Cycle is held on 23, 25 and 27 May 2016. This cycle is held in three meetings. Materials given is the development of the previous material, the teacher played the alphabet song video and the noun proceeded by the alphabet

letters. Students were very happy to learn English objects using songs; this is evidenced by the increase in the value of students in this cycle to 80%.

4. The third cycle is held in two meetings, on June 1 and 3, 2016. The material taught is the development of material in the second cycle, where students are asked to make simple sentences using basic verbs. In this cycle students have been more proficient in English. This is based on the test result that increase become 88% in student grades.

SUGGESTION

Based on the conclusions above, the researchers suggest several things, including:

1. The material taught should be expanded, so as to increase knowledge of early childhood in learning English
2. Teachers should be more careful in choosing an English song video, so that students do not feel bored because the video is monotonous and unpleasant.
3. Avoid songs that are too long and complicated pronunciation, so that learning does not seem boring.

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THE ANALYSIS OF ENGLISH NATIVE SPEAKER AND ESL TEXTS USING FARS APPROACH

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Abstract

This research was a comparison of ESL's and native speaker (NS)'s texts in achieving a coherent text. This study aims at investigating the frequency or the number of occurrence of relations, hierarchical structures, and functional relations; paratactic and hypotactic and also to find out the recursiveness occurrences within schema constructed as well as the explicitness of signalling from the two texts analyzed. Both texts were scrutinized based on FARS approach. Each of the texts was segmented into several segments, categorized based on FARS relations and determined in terms of functional relations. The findings indicate that the ESL learner's text was the hypotactic relation which tends to dominantly use cohesive devices or conjunctions within the text in order to elicit a coherent text. On the other hand, there is an equal number of paratactic and hypotactic relation in NS's text as it shows the dominant use of elaborative relation in the text. Referring to recursiveness occurrence, text 1 (NS) has three highest occurrences of recursiveness; Elaboration Amplification, Framing and Elaboration Extension, while text 2 (ESL) has two occurrences; Elaboration Amplification and Framing. Then, in text 1, it is implicitly comprehended that the writers apply implicit signalling beyond the clauses indicated by the low occurrence of conjunctions which shows higher English proficiency of the writers. However, text 2 does not employ any implicit signalling identified by higher number of conjunctions employment beyond the clauses. All of these features found in the texts are possibly linked to the linguistic, type of texts and cultural backgrounds of the writers.

Keywords: *ESL, NS, Paratactic, Hypotactic, FARS Approach, Recursiveness.*

INTRODUCTION

In the academic writing, some ESL learners especially advanced learners tend to excessively use cohesive signals such as *while, whereas, apart from, rather than, this*, etc. This exaggeration may be caused by their incapability in achieving a coherent text precisely. A text is considered as coherent if the utterances used refer to the similar entities like people, events, or things (Kintsch and van Dijk, cited in Golebiowski, 2012). Similarly, Dressler and Givon (cited in Golebiowski, 2012) argue that a coherent text or discourse occurs when there is reference to the same objects or entities. Halliday and Hasan (cited in Golebiowski, 2012) propose a

taxonomy of relations which is called as 'conjunction' such as additive (e.g. and), adversative (e.g. but), causal (e.g. so), and temporal (e.g. then). They believe that conjunctive relations play important role in achieving a coherent text. However, Beekman (cited in Golebiowski, 2012) asserts that the proposition of sentences in the coherent text is not entirely determined by the existing of cohesive signals.

Similar to Beekman's view, Framework for the Analysis of the Relational Structure of Texts (FARS) approach proposed by Golebiowski (2002, 2004, 2009) gives an essential account for the writer in structuring the text using discourse relations in order to achieve his

communicative purposes. Meanwhile, in Rhetorical Structure Theory (RST) theory as proposed by Mann and Thompson and Matthiessen and Thompson (cited in Golebiowski, 2012) that the basis of this theory is the writer's purposes and readers' needs which are determined by the form of text applied. Fundamentally, RST has a list of relations: *Circumstance, Solutionhood, Elaboration, Background, Enablement and Motivation, Evidence and Justify, Cause relations, Antithesis and Concession, Condition and Otherwise, Interpretation and Evaluation, Restatement and Summary, Sequence, Contrast, and Means*.

Actually, both FARS and RST have similarity in terms of that all parts of a text cooperate and complement each other in eliciting the general message of the text. In addition, both describe the meaning of text based on the writer's purposes, either generally or specifically (Golebiowski, 2012). Meanwhile, what the main difference between FARS and RST is FARS claims that nuclearity is not always in discourse, while RST claims it is. Besides, FARS depends more on the co-text and context. The co-text and context is required to be understood by a writer or a reader in comprehending the main meaning message in the text. In determining whether the text is coherent or not, FARS does not rely on the cohesive devices appeared within the discoursal text, while RST does. On the other hand, Create A Research Space (CARS) model proposed by John Swales (1990), which has been applied and tested in various scientific articles, focuses more on analyzing the organizational structure of text especially in the introduction section. Basically, CARS model proposes three-move type; establishing centrality, establishing a niche, and occupying the niche with its

steps to investigate organizational structure of scientific articles written by writers coming from various cultural backgrounds and speech community in order to find out whether the text is sequent or not, linear or cyclical, and implicit or explicit.

LITERATURE OF REVIEWS

Within the text, there is proposition which is a conceptual unit represented by a sentence. Principally, texts are considered as a nucleus-satellite pattern where nucleus is the prominent text which conveys the main meaning message of the text while satellite is the supporting information for the nucleus text. Macroproposition is the global meaning within the text which can be comprehended through employment of clauses - a minimal analytical unit within a text. There are two types of clauses divided: restrictive relative and non-restrictive relative clauses. Restrictive relative clause is not set off by commas which is part of its host clause, while non-restrictive one is set off by commas which constitutes separate analytical unit (Golebiowski, 2012).

Before conducting analysis of text, it is important to do segmentation of text in order to find out the FARS relations. In segmenting the texts, the hierarchical structures of the text are required to be categorized. There are three levels of them; macro level, mezzo-level, and micro-level (Golebiowski, 2002, 2009). Macro level is the top level of the text segmented which forms a global representation message of discourse. Mezzo-level can be found in the middle of text between second and third level, while micro-level can be found at the bottom level of text segmented.

Furthermore, FARS classifies two types of relational functioning: paratactic, whereby all parts of a text are equally

significant in their discursual functions, and hypotactic, whereby only one part of a text is more significant than the other part(s) (Golebiowski, 2004, 2009). In paratactic function, there are two nucleuses of the propositional texts which are equally prominent. Meanwhile, in hypotactic function, the prominent text is regarded as nucleus and the one which is not significant is considered as satellite. Moreover, recursiveness sometimes occurs within the same schema categorized. It is a similar relation repeatedly in the next relational level(s). For example, in the first level is found *Framing* then in the next level it is repeatedly found the same relation within the same schema. Recursiveness can be found after determining FARS relations in each level.

METHODOLOGY

In this study, the writer analyzed two texts: text 1 is *The interaction of discipline and culture in academic writing* written by native speakers (NS), Golebiowski and Liddicoat (2002), and text 2 is *Interlanguage* written by an ESL learner, based on FARS approach. Each of the texts was segmented into several segments, categorized based on FARS

relations and was determined in terms of functional relations whether the text is paratactic or hypotactic. This study investigated the frequency or the number of occurrence of relations, hierarchical structures, and functional relations; paratactic and hypotactic and also to find out the recursiveness occurrences within schema constructed as well as the explicitness of signalling from the two texts analyzed.

DATA ANALYSIS AND DISCUSSION

The hierarchical structure and recursiveness' occurrence

In order to analyze the two texts from the introduction section selected, the segmentation of a text should be done in order to ease in determining the relational structures within the propositions of text. Text 1 was segmented into fifteen analytical units of clausal dimension, while Text 2 was segmented into twelve. After determining the relations, the explanation of the results from the data collection will be discussed specifically using FARS approach as well as the occurrence of recursiveness. Functionally prominent textual units are indicated in the diagram by bold font.

Table Relations in Text 1(Native Speaker Text)

1-10 F 11-15							
1-7 An 8-10				11-13 F 14-15			
1-2 F 3-7		8-9 E 10		11 E 12-13		14 CM 15	
1 EA 2	3-4 E 5-7		8 EA 9		12 EA 13		
	3 ED 4	5-6 EA 7					
		5 EA 6					

(1) All writers use the language of their discourse communities, (2) and communicate in ways deemed appropriate to and their discourse communities. (3) The rhetorical choices made by writers are influenced by cultural norms, values and belief systems prevailing in discourse communities (4) which constitute social contexts of text. (5) Studies in academic rhetoric (Berkenkotter & Huckin, 1995; Berkenkotter, 1990) clearly show that epistemologies and ideological assumptions of academic cultures are firmly embedded in the conventions of academic genres, (6) which reveal and signal the academic discourse community's norms, values and social ontology. (7) Research into the development of rhetorical conventions of scientific writing reveals a close connection between the formation of a scientific discourse community and the development of discursive strategies for making claims and the appearance of genre textual features (Bazerman, 1988). (8) At the same time, the cross-cultural studies of academic organization (eg Ahmed, 1997; Clyne, 1981, 1991, 1994; Cmerjrkova, 1994; Duszak, 1994; Golebiowski, 1998, 1999; Gunnarsson, 1993, Mauranen, 1992, 1997; Markkanen & Schroder, 1992; Safanil, 2000) have shown that the rhetorical structure of research prose produced by a non-native English writer, similarly to rhetorical styles of other discourse domains, cannot escape being conditioned by cultural norms, traditions and conventions (9) which underlie the discourse community into which the author has been socialized. (10) Neither can it totally disentangle itself from rules and systematic limitations of the author's mother tongue. (11) In this paper, we will therefore argue that the writers of specialist academic texts are not influenced entirely by their culture or by the speech community in their writing, (12) but rather that each writer is located at an intersection between culture and discourse community. (13) This particular intersection of culture and discourse community has the potential to be resolved differently in different cultures and in different disciplines. (14) This study will review research in contrastive rhetoric (15) to investigate the impact of cultural and disciplinary factors on text construction at a range of levels in range of disciplines and across a range of languages.

The relations are grouped according to their location at macro, mezzo, and micro levels of textual structure. In table 1, macro level is the highest and the second level, mezzo level is the third and fourth level, while micro level is the fifth and the lowest level. The highest level relational schema of text 1 is *Framing*. The content of segment (1-10) frames the content of segment (11-15): the presentation of background information constitutes the foundation for the introduction of propositions which convey the focus of the article.

The second hierarchical level features two relational schemata: *Adversative Concession* and *Framing*, in which part (8-10) constitutes hypotactically structured and functionally significant rather than the segment (1-7). In the segment (1-7) and (8-10), the writers partly agree in which they propose two perspectives and prefer to the perspective in the part (8-10). Both parts of segment (11-13) and (14-15) exhibit paratactically

structured and functionally prominent in which information presented in the segment (11-13) sets up a frame for conveying the goal of the article in the segment (14-15). It is a recursiveness as in the first top level relational schema is also *Framing*.

The third hierarchical level is occupied by *Framing* (*F*), two relations of *Elaboration Extension* (*E*), and *Causal Means* (*CM*). The only hypotactic relation is part (1-2) and (3-7) categorized in *Framing*, while others are paratactically structured and functionally prominent. The content of segment (1-2) frames the content of segment (3-7). The segment (8-9) and the proposition (10) categorized in *E* relation since text 1 employs two angles or perspectives; “discourse community conditioned by cultural norms, traditions, and conventions” and “rules and systemic limitations of the author's mother tongue”.

The proposition (11) and segment (12-13) also categorized in *E* relation since text 1 also employs two perspectives; “the writers' texts are not entirely influenced by

their culture or speech community” and “the writer is in a particular intersection of culture and discourse community”. The proposition (14) and (15) is categorized in *CM relation* because there is a means in the proposition (15) explaining the purpose of the study in the proposition (14).

The fourth level is occupied by three relations of *Elaboration Amplification (EA)* and one relation of *E*. The propositions of (1) and (2), (8) and (9), (12) and (13) are hypotactically structured which are categorized in the cluster of *EA*, while the relational schemata of (3-4) and (5-7) are equally functionally prominent categorized in the cluster of *Elaboration Extension (E)*. The proposition of (2) amplifies with specific information to the proposition (1). The proposition of (9) provides more specific information for the proposition of (8). The proposition of (13) also provides more detailed information to the proposition of (12). The relational schemata of (3-4) and (5-7) is categorized in *E* relation since the writer proposes two

perspectives; “The rhetorical choice made by writers are influenced by cultural norms, values, and belief systems prevailing in discourse community” and a perspective from a study of academic rhetoric that “epistemologies and ideological assumptions of academic cultures are firmly embedded in the conventions of academic genres”.

The fifth level is occupied by *Elaboration Addition (ED)* and *EA* in which the proposition of (3) and (4) is hypotactically developed, while the schema (5-6) and the proposition (7) is paratactically structured and functionally significant. The proposition of (3) and (4) is *ED* as the proposition of (4) can be omitted because it is unimportant information. Table 1 again shows another occurrence of recursiveness, namely *Elaboration Amplification* relation which is occurred in the fifth level and then it is repeatedly in the sixth level. The lowest level relational schema which employs *EA* is also equally functionally significant.

Table Relations in Text 2 (ESL Learner’s Text)

1-7 F 8 - 12						
1-4 F 5 - 7				8-9 AN 10 - 12		
1 EA 2-4		5 CI 6 - 7		8 EA 9	10 - 11 A 12	
	2-3 ER 4		6 EA 7		10 EE 11	
	2 DE 3					

(1) Interlanguage has been recognized as a new language system. (2) It is being formed when a person acquires an additional language other than mother tongue, (3) because the language acquired is somewhat a system in between mother tongue (L1) and target language (L2). (4) Selinker as cited in Larsen-Freeman (1998, p. 552) proposes the term interlanguage as a created combination system from two different aspects: L1 and L2. (5) As it is a product between two linguistics systems, (6) a popular perspective has arisen, (7) that L1 interferes L2. (8) A study Contrastive Analysis Hypothesis (CAH) has been assumed as the field in which Second Language Acquisition (SLA) researchers can predict common errors (9) that occur in Learner’s language due to L1 interferences. (10) However, this perspective has been disapproved by error analysis in learner’s language, (11) that errors which are predicted by CAH did not occur, (12) but other errors did occur.

The relations are grouped according to their location at macro, mezzo, and micro levels of textual structure. Based on table 2, macro level is the highest and the second level, mezzo level is the third and fourth level, while micro level is the lowest level. The highest level relational schema of text 2 is *Framing*. The content of segment (1-7) frames the content of segment (8-12): the presentation of background information constitutes the basis for the introduction of propositions conveying the topic of the academic writing studied. The second hierarchical level shows two relational schemata: *Framing (F)* and *Adversative Concession (An)* which is hypotactically structured.

Table 1 shows an occurrence of recursiveness, namely *Framing* relation which is occurred in the top level then repeatedly in the second level in the same schema. In the *F* schema, the content of (1-4) frames the background information to the content of (5-7). In the segment of (8-9) and (10-12), the writer reveals two perspectives; common errors in Contrastive Analysis Hypothesis (CAH) and error analysis, whereby she prefers to the second perspective. The third hierarchical level, occupied by four relations: 2 times *Explanation Amplification (EA)*, *Causal Circumstance (CI)*, *Adversative Contrast (A)* is also hypotactically structured.

It is *Elaboration Amplification* relation since the schema (2-4) provides more specific information for the proposition (1). The proposition (5) and segment (6-7) is judged as *Causal Circumstance* relation as the main meaning message "L1 interferes L2" in the schema (6-7) is regarded as the circumstance set up by the proposition (5). The proposition of (8) and (9) is categorized in *Elaboration Amplification* relation as the proposition of

(9) gives more detailed information to the proposition (8). The segment (10-11) and proposition (12) is categorized in *Adversative Contrast* relation since it develops contrast idea each other. The fourth hierarchical level, occupied by *Elaboration Reformulation (ER)*, *Elaboration Amplification (EA)*, and *Elaboration Explanation (EE)* is again hypotactically developed. The segment (2-3) and (4) is categorized in *ER* relation because the propositional content of (3) is a paraphrasing sentence to the propositional content of (2).

The propositional content of (6) and (7) is considered as *EA* relation since the propositional content of (7) provides more specific information to the propositional content of (6). The propositional content of (10) and (11) is categorized in *EE* relation because the proposition (11) explains the reason of *why the perspective of CAH has been disapproved*. The lowest level relational schema of introduction *interlanguage* is also hypotactically developed in the cluster of *Digression Explanation (DE)*. It is *DE* since the proposition (3) is unnecessary as the additional information to the proposition (2) because the proposition (2) is already understood with the absence of proposition (3).

Furthermore, from the two texts analyzed, it is found that text 1 merely employs one non-restrictive relative clause in the segment (8) *similarly to rhetorical styles of other discoursal domains...* in which the subject "it is" is ellypted and its clause can be omitted from the host clause. In text 2 it is found that the ESL learner has lack ability in using both restrictive relative and non-restrictive relative clauses as it is shown in her text in the proposition 10, 11, and 12, she uses commas whereas the

commas are not needed since the proposition (11) and (12) are parts of the host clause (proposition 10).

The frequency of occurrence

The frequency of relations occurrence is counted using percentage in order to find out the rank of the frequency of relations occurrence beyond the text. The results will be compared between text 1 and text 2.

Table The Ratio Of Frequency Of Relations (%)

Relation	Text 1	Relation	Text 2
Framing	50	Framing	28.5
Adversative Concession	16.6	Adversative Concession	14.2
Elaboration Extension	50	Elaboration Amplification	42.8
Elaboration Amplification	83.3	Elaboration Explanation	14.2
Elaboration Addition	16.6	Elaboration Reformulation	14.2
Causal Means	16.6	Digression Explanation	14.2
Total	233.1	Causal Circumstance	14.2
		Total	142.3

Table 3 illustrates that the most frequent occurrence of relations in text 1 is *Elaboration Amplification* reaching 83.3% compared to the rests, followed by Framing and Elaboration Extension – 50% in the second rank. The remaining relations are equally occurred in the text with the percentage of 16.6. Similarly, text 2 exhibits *Elaboration Amplification* – 42.8% as a higher frequent occurrence of relations but it is followed by only *Framing* relation – 28.5% in the second rank. The rest of relations are equally occurred in the text with the percentage of 14.2. From the two

text written by different individual backgrounds, text 1 employs *Elaboration Amplification* (EA) higher than text 2 as from table 1 it is shown that 5 times of EA is occurred (2 times in between).

The ratio of paratactic and hypotactic relations

Intertextual variation in the ratio of paratactic and hypotactic functional relations was observed. There were fourteen functional relations found within text 1, while text 2 was only eleven functional relations.

Table The Ratio Of Paratactic And Hypotactic Relations (%)

Type of Relation	Text 1	Text 2
Paratactic	50	0
Hypotactic	50	100

Table 4 illustrates that text 1 features the equal number of paratactic and hypotactic structures. On the other hand, text 2 employs an extreme different number between paratactic and hypotactic structures – 0:100 in the percentage. It means that text 1 which is written by ESL

learner is not able to show balance in terms of the propositions development in the text, while text 2 written by the expert writers is able to show a balanced and coherent propositions within the text. Thus, the propositions of ESL learner's text is entirely hypotactically developed and the

propositions of text 1 written by Golebiowski and Liddicoat (2002) are equally employed; paratactically and hypotactically structured.

The explicitness of signaling

Signalling within text is recognized by the use of cohesive devices such as conjunctions, conjunctive expressions, prepositions, etc., by grammatical features, and by anaphoric and cataphoric referencing (Golebiowski, 2009). For explicit signalling, such as in text 1, it is found the use of cohesive devices such as *therefore*, *similarly*, *and*, *but rather*, *this*, *in this paper*, *at the same time*. Likewise, in text 2, it is also found explicitly the use of cohesive signals *because*, *however*, *as*, and *but*. Meanwhile, the implicit signalling is recognized by the absence employment of cohesive devices within the text but the meaning of message exists such as in adversative relation. In text 1, it is implicitly comprehended that the writers use implicit signalling beyond the clauses proposed such as in the schema (5-7) showing similar view. However, text 2 written by an ESL learner does not employ any implicit signalling.

CONCLUSION

The analysis of both texts written by Golebiowski and Liddicoat (2002) and an ESL learner carried out in this study has shown a big difference between the text written by the linguistic expert and the one written by the ESL learner. It can be seen from the relations employed by each of both writers that the difference between the writers appears in terms of the development of textual coherence. The ESL learner tends to highly use cohesive devices within her text in order to elicit a coherent text, whereas the fact that her text does not show appropriate coherence by the presence of

cohesive signals. Another text analyzed does not rely much on the usage of cohesive signals in order to produce a coherent text but rather on the meaning message through the propositions of using elaborative relation. In addition, in fact that the ESL writer does not structure her text properly, while the NS writers do it appropriately so that the readers might find easiness in comprehending the text. In terms of functional relations employment, the ESL learner entirely employs hypotactic structure, while the NS writers employ both paratactic and hypotactic relations equally in the text. Generally, ESL learners' text are usually found difficult to analyze because of their failure in developing clauses especially the use of restrictive and non-restrictive clauses. Referring to recursiveness occurrence, text 1 has three occurrences of recursiveness; *Framing*, *Elaboration Amplification* and *Elaboration Extension*, while text 2 has two occurrences; *Framing* and *Elaboration Amplification*. In text 1, it is implicitly comprehended that the writers apply implicit signalling and low explicitness beyond the clauses. However, text 2 written by the ESL learner employs high explicitness rather implicitness indicated by using several conjunctions in meeting the coherent text.

This study reveals that in analyzing text by approaching the FARS concept is highly essential and effective rather than using RST and CARS analysis, particularly for ESL learners and native and non-native writers. In analyzing and determining whether the text is coherent or not, RST tends to rely on the presence of cohesive devices like conjunctive signals as well as CARS solely focuses on how the organizational text is developed using three-move with its steps in order to find

out the sequence of text, while FARS is very specific and accurate using relational clusters and it does not solely depend on the presence or absence of cohesive signals within the text. Hence, ESL learners are strongly encouraged to apply FARS approach since they may take the usefulness of this employment in their writing. As it is realized that many ESL learners overuse the cohesive devices in their academic writing. It is occurred perhaps because of the lack of ability in applying the coherence within the text. Therefore, in enhancing ESL learners' writing skill, FARS approach may assist them in recognizing the coherent text and ultimately they are able to elicit a coherent text.

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