

**Journal**

*Getsempena English Education Journal*

**GEEJ**

Volume 5. Nomor 1. Mei 2018



*Diterbitkan Oleh:*  
**Program Studi Pendidikan Bahasa Inggris**  
**STKIP Bina Bangsa Getsempena**



**Jurnal Getsempena English Education Journal  
(GEEJ)**

Volume 5. Nomor 1. Mei 2018

**Pelindung**

Ketua STKIP Bina Bangsa Getsempena

Lili Kasmini

**Penasehat**

Ketua LP2M STKIP Bina Bangsa Getsempena

Intan Kemala Sari

**Penanggungjawab/Ketua Penyunting**

Ketua Prodi Pendidikan Bahasa Inggris

Sri Wahyuni

**Sekretaris Penyunting**

Sekretaris Prodi Pendidikan Bahasa Inggris

Rosdiana

**Penyunting/Mitra Bestari**

Syarfuni (STKIP Bina Bangsa Getsempena), Rahmi Fhonna (STAIN Cot Kala), Regina Rahmi (STKIP Bina Bangsa Getsempena), Sri Wahyuni (STKIP Bina Bangsa Getsempena), Abdul Gani Asyik (Universitas Serambi Mekkah), Bukhari Daud, (Universitas Syiah Kuala), Usman Kasim (Universitas Syiah Kuala), Abdul Manan (Universitas Islam Negeri Ar-Raniry), Sofyan A Ghani (Universitas Syiah Kuala), Rusmiati (STAIN Gajah Putih), Hijjatul Qamariah (STKIP Bina Bangsa Getsempena), Gio Mohamad Johan, (STKIP Bina Bangsa Getsempena), Yusrawati JR Simatupang (STKIP Bina Bangsa Getsempena).

**Desain Sampul**

Eka Rizwan

**Web Designer**

Achyar Munandar

**Alamat Redaksi**

Kampus STKIP Bina Bangsa Getsempena

Jalan Tanggul Kreung Aceh No 34, Desa Rukoh, Banda Aceh

Laman: [geej.stkipgetsempena.ac.id](http://geej.stkipgetsempena.ac.id)

Surel: [pbi@stkipgetsempena.ac.id](mailto:pbi@stkipgetsempena.ac.id)

## EDITORIAL ACKNOWLEDGMENT

Praise be to Allah, the most exalted, whose blessings have enabled Getsempena English Education Journal (GEEJ) of English Education Department, STKIP Bina Bangsa Getsempena Banda Aceh, Volume 5, Number 1, Mei 2018, could be published. The articles are:

1. The Violation Of Cooperative Principle In Spoken Test Of Medical Laboratory Technician Students, Siti Dwi Rukmana, Annur, Raidah Zahra, and Zohra Amalia (Lecturer of Jakarta State University)
2. Students' Perspective On Examples Non Examples Technique Application In Teaching Speaking, Veni Nella Syahputri (Lecturer of Teuku Umar University)
3. The Effect Of Flash Card And Picture Story In Vocabulary To The Seventh Grader, Khoirul Hidayat and Fajri Habibi (Lecturer of STKIP Kumala Lampung)
4. Students' Ability In Mastering Reading Comprehension, Rahmatun Nisa, Siti Safura and Deni Fajar Wicoksono (Lecturer of Muhammadiyah Aceh University)
5. The Use Of English Songs To Improve Students' Speaking Ability, Sri Wahyuni, Hijjatul Qamariah, and Mulyadi Syahputra (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)
6. The Effect Of Herringbone Technique On The Student's Reading Skill at 8th Grade Junior High School, Wahyu Pambayuningsih (Lecturer of Jakarta State University)
7. The Use Of Audio Visual As Media In Enhancing Students' Listening Skill, Rosdiana (Lecturer of STKIP Bina Bangsa Getsempena Banda Aceh)
8. Content Analysis Of English Subject In Curriculum 2013 For Junior High School Levels, Wida Cahyaningrum, Ovie Kholillatus Shofia, and Premaria Mahaputri (Lecturer of Jakarta State University)

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, Mei 2018

Editor

## Content List

	page
Editorialn Team	i
Editorial Acknowledgment	ii
Content List	iv
 Siti Dwi Rukmana, Annur, Raidah Zahra, and Zohra Amalia The Violation Of Cooperative Principle In Spoken Test Of Medical Laboratory Technician Students	 1
Veni Nella Syahputri Students' Perspective On Examples Non Examples Technique Application In Teaching Speaking	12
Khoirul Hidayat and Fajri Habibi The Effect Of Flash Card And Picture Story In Vocabulary To The Seventh Grader	18
Rahmatun Nisa, Siti Safura and Deni Fajar Wicoksono Students' Ability In Mastering Reading Comprehension	24
Sri Wahyuni, Hijjatul Qamariah, and Mulyadi Syahputra The Use Of English Songs To Improve Students' Speaking Ability	31
Wahyu Pambayuningsih The Effect Of Herringbone Technique On The Student's Reading Skill at 8th Grade Junior High School	40
Rosdiana The Use Of Audio Visual As Media In Enhancing Students' Listening Skill	46
Wida Cahyaningrum, Ovie Kholillatus Shofia, and Premaria Mahaputri Content Analysis Of English Subject In Curriculum 2013 For Junior High School Levels	50

# THE VIOLATION OF COOPERATIVE PRINCIPLE IN SPOKEN TEST OF MEDICAL LABORATORY TECHNICIAN STUDENTS

Siti Dwi Rukmana<sup>1</sup>, Annur, Raidah Zahra<sup>2</sup>, and Zohra Amalia<sup>3</sup>

<sup>1</sup>Jakarta State University

<sup>2</sup>Jakarta State University

<sup>3</sup>Jakarta State University

Email: sdwirukmana@gmail.com

## Abstract

The paper is aimed to find out the violation of maxims occurred in spoken test of Medical Laboratory Technician. Grice cited in Yule (2006) proposed cooperative principle to control the conversation between speaker and hearer that exchange information in their talk. Grice also stated that that a participant in a talk exchange may fail to fulfil a maxim in various ways, such as violation. To gain the data, spoken test of Medical Laboratory Technician Students will be recorded. The respondent will be five students who were having spoken test. The videos were transcribed and identified which focus on the utterances that violated the maxim. Qualitative approach will be used in analyzing the data. The steps of analyzing were classifying the violation of maxims proposed by Grice found in the data, counting the violation of maxims, and analyzing the meaning of each violation. The results show that the violation of the maxim of quantity, found 6 times, is the most frequent occurrence than the other maxims. It is shown by the production of uninformative talks towards the context of the talk.

**Keywords:** *Cooperative Principle, Violation Of Maxims, Medical Laboratory Technician Students, Spoken Test*

## INTRODUCTION

Human are the social creature which always depending on others and cannot live with their own self. Depending on one to another means that people should live together peacefully. Human also requires communication to interact in societal environment. The American Heritage dictionary of the English Language defines communication as the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior (Communication, 2011, p. 373). With any break in that chain, human would lose the ability to communicate and therefore the functionality as a society.

Also through communication, people can share or express their ideas and feelings to the others. In communication, the people use conversation to interact with

the others. In conversation, the interaction must be between speaker and hearer. In order to achieve the objectives and understanding among both parties, the speaker and hearer supposed to respond and share their ideas of conversation, and it is called as cooperation in conversation (Crowley and Mitchell, 1994:40). By using cooperation, they can understand each other's utterance and their conversation becomes smooth and successful.

The concept of the Cooperative Principle was introduced by philosopher H. Paul Grice (1975) in his article "Logic and Conversation" in Harvard University. Grice (1975) proposes that participants in a conversation obey a general Cooperative Principle (CP), which is expected to be in force whenever a conversation unfolds: "Make your conversational contribution

such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. Grice (1975) stated that cooperative means that the speaker knows that each utterance is a potential interference in the personal rights, autonomy and wishes (a potential face-threatening act) of the other.

That is why we have to shape our utterances in a certain way. The Cooperative Principle is also not only about being positive and socially 'smooth,' or agreeable. It is a presumption that when people speak, they intend and expect that they will communicate by doing so, and that the hearer will help at making this happen. When two people quarrel or have a disagreement, the Cooperative Principle still holds, even though the speakers may not be doing anything positive or cooperative. Even if individuals are aggressive, self-serving, egotistic, and so on, and not quite focusing on the other participants of the interaction, they can't have spoken at all to someone else without expecting that something would come out of it, that there would be some result, and that the other person/s was/were engaged with them.

That is what the Cooperative Principle is all about, and it certainly does have to continue to be considered as the main driving force in communication (Istvan, Kecskes. 2014). Grice thinks that in all language communications, there is a sense of privacy between speaker and hearer that the two parties should obey. In order to guarantee the dialogue can be carried out smoothly and ensure that the task can be completed effectively, both sides of speakers ought to observe this principle. Grice views pragmatic interpretation as heavily relying on

inferential processes: the hearer is able to hypothesize about the Speaker's meaning, based on the meaning of the sentence uttered, on background or contextual assumptions and, last but not least, on general communicative principles which speakers are expected to observe.

In addition, "Cooperative Principle includes four maxims "the maxim of quantity, the maxim of quality, the maxim of relation, the maxim of manner" (Liu Runqing, 2014, p.154).

I. Quantity: Give the right amount of information.

The maxim of quantity refers to "try to make your contribution as information as is required for the current purpose of the exchange, do not make your contribution more informative than is required" (Liu, 2014, p.154). It asks teachers to put forward the problems that must be closely related with the text. In addition, to maintain a proper amount of teacher talk and let the students fully participate in the classroom quiz. The teachers not only need to consider the form of a question, the language of a question and the type of an organization. Teachers should make a certain expectation to this question that students give the answers. What is more, it is necessary to emphasize the point of the application is the purpose. This kind of question can help students to deepen understanding of the text. At the same time, it can improve students' language output.

II. Quality: Try to make your contribution one that is true.

The maxim of quality refers to "make your contribution one that is true, do not say what you believe to be false, do not say that for which you lack adequate evidence" (Liu, 2014, p.154). It is a fundamental of a teacher is occupied in

teaching. Consequently, the question that teacher asks in classroom should be well-founded, do not present what you believe to be false or present which you lack adequate evidence. In addition, positive feedback is the motivation for students to keep on working hard, but negative feedback enables students daunted at the sight of questions and no longer participated in the classroom questions, which can't let students achieve the purpose of communication. Teachers should provide good quality feedback accurately for the students' answer.

### III. Relation: Be relevant.

The maxim of relation refers to the conversation between the speaker and the hearer is closely related to the topic in a specific context. Only by doing so, can make dialogue smoothly and achieve its coherence. Hence from the teacher perspective, teachers' question is very much about knowledge appeared in the lesson or including teaching content. If teachers say something beyond the classroom or say many unrelated words, it will not only violate the maxim of relation but also violate the maxim of quantity indirectly. Whether teachers' questions or students' answers, it must be relevant, not a powerful and unconstrained style for fear that reduce the quality of classroom teaching.

### IV. Manner: Be perspicuous.

The maxim of manner refers to "avoid obscurity of expression, avoid ambiguity, Be brief, be orderly" (Liu, 2014, p.154). In people's daily conversation, communication between the two sides or one side can express some extended meanings with vague, ambiguous or lengthy discourse to realize interpersonal communication. But in class, when teachers asking a question should be strictly follow

the principles in order to ensure that the students understand the meaning. In classroom questioning teachers should notice the way that the question was framed, that's to guide students' thinking and joining activities actively by using accurate or clear questions.

That will avoid the use of obscure and ambiguous expression or words. In fact, people who go into conversation with each other follow the maxims of Cooperative Principle, that is, both the speaker and listener assume the conversation work well. They assumed that the conversation will be generally true, has the right amount of information, be relevant and understandable. Its maxims specify what participants have to do in order to talk in a rational, efficient, and cooperative way and that they should speak sincerely, relevantly and clearly while providing sufficient information (Levinson, 1987, p.72 cited Zhou, 2009). However, people sometimes cannot fulfill the principle or these maxims, which make the conversation partially successful or simply a failure or generate conversational implication (Zhou: 2009). And then, with some purposes people tend to talk about the lie to satisfying the other parties to resolve the failure conversation. According to Grice (1975: 49) violation is the condition where someone or the speaker fails to fulfill the maxim. They consciously or unconsciously violated the rule of maxims to reach certain goals in communication such as try to hide the information, to give the information more obvious, or to entertain the listener.

The violation of maxim also happened in educational field, for instance in classroom activities. English teachers' language is used in the specific context of English classroom. The teachers' question



not only can meet the interchange between teachers and students but reflect the teachers' teaching skills and teaching ideas (Liu, 2017). On the other hand the teachers' questions provide an important source of language input for students to learn language and this is a good opportunity for students to output language. Thus, question-answer from teachers and students is good for classroom atmosphere and communication between teachers and students.

What is more, question-answer process in classroom is of great significant and urgency on urging learners to use language. In order to realize this purpose, the amount of teachers' questions must be abundant but superfluous; the teachers' questions should be interrelated with the text; the key points should be given by teachers; teachers' questioning language should be concise, vivid but obscure translation. Only by doing so can teachers guide the students participate in classroom thinking actively, answering questions energetically in class and exercise their ability of understanding language comprehensively. Students' learning status can be reflected and pragmatic competence to be exercised and cultivated

There were several rationales of violation of why it often happened among teachers and students in formal institution such as the school and college, referring to the trending phenomenon of maxim in education field, students of medical technicians also did some violation while they were having spoken test with native speaker. From this phenomenon, the research is intended to analyze the violation of medical laboratory technician students and to investigate its meaning of each violation which generated conversational implication.

There are plenty of researchs which focus on the violation of maxims in conversation. The first done by Anneke H. Taupan and Helen Natalia (2008) which entitled *The Multiple Violations of Conversational Maxims in Lying Done by the Characters in Some Episodes of Desperate Housewives*. The research found that *Desperate Housewives* film shows that in violating the maxims, each person has his own reason specifically in lying. Using Grice's Cooperative Principle and Christoffersen's criteria of lying, the findings revealed that violating all maxims was meant to eliminate the interlocutor's chance to respond, violating three maxims was to cover the truth and violating two maxims was to create another lie in the future.

Meanwhile another study of situation comedy was conducted in 2013 by Fitri Hidayati and Yulia Indarti which analyzed the violation of maxims in *Malam Minggu Miko*. The results showed that the violation of the maxim of relation, found 13 times, is the most frequent occurrence than the other maxims. It is shown by the production of the irrelevant talks towards the context of the talk.

In another study of psychological research was conducted by Arezou Sobhani, Ali Saghebi (2014) entitled "*The Violation of Cooperative Principles and Four Maxims in Iranian Psychological Consultation*". It is aimed to investigate new ways of understanding non-cooperative attitudes of the speakers and the violation of Cooperative Principle maxims in real Iranian psychological consulting session. The finding of the study is that in order to gain accurate comprehension of the non-cooperative attitudes of interlocutors in a psychological consulting context, it is necessary to have

prior knowledge of interweave relationship between conversational implicature and the violation of CP. This is because understanding the nature of conversational implicature and its potential hidden meanings sheds a new light on the violation of one or more CP maxims.

Considering the previous researches, it can be seen that the violation of maxim is not a new topic in research world, yet it is a new and still growing phenomenon in Indonesia. The violations of maxims also happen in education field especially for student's and teacher's utterances. Based on those researches above, there were no specific researches which focus to find out the violation of maxims occurred in spoken test of Medical Laboratory Technician. Therefore, this research will focus to find out the violation of maxims occurred in spoken test of students of Medical Laboratory Technician, Jakarta.

## **METHOD**

### **Research Design**

This research is a qualitative study in which the data were the utterances taken from spoken test of Medical Laboratory Technician students with native speaker. Burns and Grove (2003:19) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". And then, Creswell (2009:173) argued that qualitative research studied things in their natural setting, attempting to make sense or interpret the phenomena in term of the meanings people bring to them and describe the process in detail.

Moreover, Moleyong (2010) stated that qualitative method is also used for the research procedure that obtain the descriptive data both in spoken and written

form based on people behaviour. Based on those theories above, qualitative method design is appropriate method to be used in this study to describe the occurrence of violation of maxims during spoken test in detail.

### **Data and Data Source**

The data is a set of value in qualitative research. This research use audio visual material as the types of data. According to Creswell (2012) audiovisual materials consist of images or sound that researcher collect to help them understand the central phenomena which being study.

The data of this study is a video and it was taken from five students of Medical Laboratory Technician. It was taken while they doing speaking test with native speaker. The students are from Medical Faculty of MH Thamrin University, Jakarta. The duration of the video is around five minutes. The students are in basic level or second semester. The native speaker comes from Australia. He asked the students to mention the name of laboratory equipment and its function.

### **Data Collecting Procedure**

The data collection procedure is the list of procedures uses to makes the research run well (Creswell, 2012). The data was taken from recorded video between five students of Medical Laboratory Technician and native speaker. Then the video was carefully transcribed.

### **Data Analysis Procedure**

Analyzing the data in qualitative research requires the deep understanding about how to make sense of the spoken text and images in order to answer the research question (Creswell, 2012). Therefore in analyzing the data in this study, the researcher had done some steps, namely;

1. The conversation between five students of Medical Laboratory Technician and native speaker is carefully transcribed.
2. Identifying the data that contained violation of maxims based on theory by Grice (1975).

The criteria of violation of maxims used as distinguished guidelines

Maxim	Violating the maxims
<b>Quantity</b>	<ul style="list-style-type: none"> <li>• If the speaker does circumlocution or not to the point</li> <li>• If the speaker is uninformative</li> <li>• If the speaker talks too short</li> <li>• If the speaker talks too much</li> <li>• If the speaker repeats certain words</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>• If the speaker lies or says something that is believed to be false</li> <li>• If the speaker does irony or makes ironic and sarcastic statement</li> <li>• If the speaker denies something</li> <li>• If the speaker distorts information</li> </ul>
<b>Relevant</b>	<ul style="list-style-type: none"> <li>• If the speaker makes the conversation unmatched with the topic</li> <li>• If the speaker changes conversation topic abruptly</li> <li>• If the speaker avoids talking about something</li> <li>• If the speaker hides something or hides a fact</li> <li>• If the speaker does the wrong causality Manner</li> </ul>
<b>Manner</b>	<ul style="list-style-type: none"> <li>• If the speaker uses ambiguous</li> </ul>

f violation of each maxim is presented in the table below.

No	Types of violation of maxim	Quotation	Total
1	Maxim of quantity	<p>Native: you should tell me what is it? What is it for? You can make it long. So, longer is better. So I can see it's like <i>how well you speak English</i> ya.. It's not about the score. It's not about 80 90. It's about the way you are. <i>How well you speak English.</i></p> <p>Native: Be yourself. Do your best and good luck. <i>You can do it, you can do it!</i></p> <p>Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How's about volunteer?</p> <p>Student: <i>Gambreng</i></p> <p>Native: No.. No..</p> <p>Alright, start with you, say something. Start with you and moving. Alright go ahead</p>	6

language

- If the speaker exaggerates thing
- If the speaker uses slang in front of people who do not understand it
- If the speaker's voice is not loud enough

3. Classifying the violation of maxims into each type of maxims.

4. Counting the violation of maxims.

5. Analyzing the meaning of each violation.

## RESULT AND DISCUSSION

### RESULT

The finding showed that there were a number of violations of maxims which was occurred in spoken test between five students of Medical Laboratory Technician and examiner which is native speaker. The total number of violation of maxims during spoken test is 11. The highest number of violation was occurred in maxim of quantity with the total of violation is 6. Meanwhile, the total number of each maxim of quality and maxim of manner is 2. And the total number of violation of maxim of relevance is 2. The data o

		<p>Native: What is that?  Student: it's alcohol swap  Native: what?  Student: It's alcohol swap  Native: Ok</p> <p>Native: anyone? (ask other students, then the next student holds the laboratory equipment)  Ok (let the student to explain the laboratory equipment)  Student: it's micro pipet. It is used to take liquid in small quantities  Native: <i>that's all?</i> (waiting students to add the answer (0:02) <i>Just to take it?</i></p>	
2	Maxim of quality	<p>Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done (smile)  Native: <i>Ok not bad, very good. Good Linda.</i>  Student: thank you mr.  Native: Alright, who wants to go first? Anyone?  You are in the same class Who wants to go first? Anyone?  How's about volunteer?  Student: <i>Gambreng</i>  Native: No.. No..  Alright, start with you, say something. Start with you and moving.  Alright go ahead  Native: Amelia  Student: this is syringe. It is used to take the blood, to give injection to the patient. It also provides with size  Native: alright. so, <i>just for blood?</i>  Student: it also to give injection to the patient.</p>	2
3	Maxim of relevance	<p>Native: Alright, who wants to go first? Anyone?  You are in the same class Who wants to go first? Anyone?  How's about volunteer?  Student: <i>Gambreng</i>  Native: No.. No..  Alright, start with you, say something. Start with you and moving.  Alright go ahead</p>	1
4	Maxim of manner	<p>Native: Alright, who wants to go first? Anyone?  You are in the same class Who wants to go first? Anyone?  How's about volunteer?  Student: <i>Gambreng</i>  Native: No.. No..  Alright, start with you, say something. Start with you and moving.  Alright go ahead</p> <p>Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done (smile)  Native: Ok not bad, very good. Good Linda.  Student: thank you Mr.</p>	2
<b>Total</b>			<b>11</b>

## DISCUSSION

This part, the writer would discuss and explain the violation of maxim which was occurred based on data finding.

### 1. Opening

Native: you should tell me what is it?  
What is it for? You can make it long. So, longer is better. So I can see it's like *how well you speak English* ya.. It's not about the score. It's not about 80 90. It's about the

way you are. *How well you speak English.* Be yourself. Do your best and good luck. *You can do it, you can do it!*

In the beginning native speaker explained the guidelines to the students in order to fulfill spoken test. The native speaker asked the students to mention the name of laboratory equipment and its function. Then he asked them to explain the function of laboratory equipment longer. The longer explanation would give them guarantee that their performance is better so that the native speaker can measure their speaking skill easily. In the last part, he gave them support to do the best in their spoken test.

In this situation, the native speaker violated maxim of quantity by giving more information in which he repeated the same sentence. Based on the criteria which was proposed by Grice (1975) one of the criteria of violating maxim of quantity is the speaker repeats certain words. The repeated sentence is “how well you speak English” and “you can do it”.

The intention of repeating his utterance “how well you speak English” is to emphasize that he obviously wanted to know and see how well they speak English. In other words, he wanted the students to speak more so that he can see their real capability in speaking. Moreover, the native speaker continued to repeat the same sentence in the beginning “you can do it” twice.

By repeating this sentence, he was expecting that through this sentence the students can increase their motivation to speak well and he believed that they can pass spoken test well. Thus, by violating maxim of quantity in which the speaker gave more information to the hearer, the speaker wants to give the information as

clear as possible to hearer. In this case, the native speaker emphasized that he wanted the students to show how well they speak English. Then, the native speaker gave more information by emphasizing the words to encourage students’ motivation in spoken test.

## 2. Opening

Native: Alright, who wants to go first?  
Anyone? You are in the same class  
Who wants to go first? Anyone?  
How’s about volunteer?

Student: *Gambreng*

Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead

The native speaker offered the students to go first, but no one student wanted to be a volunteer. Then, one of the student said “gambreng”. By saying this word, according to cooperative principle, the student violated all of the maxims, maxim of quantity, maxim of quality, maxim of relevance and maxim of manner.

Based on cooperative principle by Grice (1975) the student violated all of the maxims as follows:

1. Maxim of quality: the answer was uninformative.
2. Maxim of quantity: the answer also was false.
3. Maxim of relevance: the answer was unmatched with the question.
4. Maxim of manner: the answer generated obscurity due to use Bahasa.

Gambreng means the way how to decide the turn randomly. It obviously stated that through this word the students did not want to be the first turn. They prefer to be chosen randomly by pointed one by one. Identified, the students are lack of confidence. They do not have boldness to be the first model in the class. They are terrified to do mistakes in the first part.

Beside that, the psychological factor also influenced them to talk with native speaker directly, such as nervous, afraid and ashamed. The students are probably dealing with native speaker for the first time. The students were feeling nervous and afraid to be the first turn. Another factor is they were not ready to deal with spoken test. Therefore, no one student who proposed to be the first.

### 3. Student 1

Native: What is that?

Student: it's alcohol swab

Native: *what?*

Student: It's alcohol swab

Native: Ok

Student: the function is to disinfection the area of skin before injection

Native: ok, not bad

In this term, the native speaker violated the maxim of quantity by asking the same question twice. According to cooperative principle by Grice (1975) the repetition of the certain words was categorized as violation of maxim of quantity. The speaker's intention to repeat the question twice in this case is to ensure whether the student's answer from the first and the last is clear and correct. Thus, the native speaker violated the maxim of quantity because he wanted to emphasize that the student's answer should be clear and correct.

### 4. Student 2

Native: anyone?

Ok (let the student to explain the laboratory equipment)

Student: it's micro pipet. It is used to take liquid in small quantities

Native: *that's all?* (waiting students to add the answer) *Just to take it? What's for?* (point to the equipment)

Student: this is...

Native: no help (not allow other student to help)

Student: (silent 0:05) it's number of volume

Native: Ok, alright thank you Dewi.

The native speaker asked the students who had not got a turn to mention one of the name of laboratory equipments and its function. Then, one of the students mentions the name of laboratory equipment and its function. But then, the native speaker's respond was not satisfied. Therefore, he asked the function of micro pipet once more. He waited the student's respond about two second, but the student was still silent. Then he asked the student one more by repeating student's answer, yet the student did not add her answer.

Based on the case of native speaker's respond by convincing student's answer, it was categorized as the violation of maxim of quantity. The native speaker's respond was occurred because the student gave less informative answer. Actually, there are other function of micro pipet beside to take the liquid, it also can transport and measure the liquid in small quantities. Therefore, to ensure whether the student can speak more, the native speaker asked different question to be answered.

### 5. Student 3

Native: Amelia

Student: this is syringe. It is used to take the blood, to give injection to the patient. It also provides with size

Native: alright. so, *just for blood?*

Student: it also to give injection to the patient.

Native: so, what is for?

Student: this is scale volume

Native: for what?

Student: like to take the blood

Native: good, thank you Amelia.

Based on this situation, the native speaker violated maxim of quality. He was

not appropriate to convince student's answer by repeating her answer. Actually, the student had given smooth explanation by saying the syringe function's is not only to take the blood but also to give injection to the patient. The problem is he repeated to ask through repeating student's answer. Then the student replied back that the syringe function is to give injection to the patient.

Therefore, this case is categorized as violation of maxim of quality due to the Speaker's answer was confusing. He stated that the student answer was "not bad, very good and good". Actually, those three words of grading satisfaction are different each other, but the native speaker used those words altogether. He did not explain why he used three different satisfaction to respond student's answer. That is why the answer generated obscurity. Based on this case, the native speaker violated maxim of manner by saying obscurity to the students.

On the other hand, the native speaker was uninformative not to explain what level of satisfaction referred to, whether it referred to student's fluency, pronunciation, confidence or and so on. Thus, the native speaker violated maxim of quantity by saying uninformatively to the student.

## CONCLUSION

From the data analysis, in studying the conversation of Medical Laboratory Technician students by focusing on the Grice's maxim violation, it can be seen that the number of violation of maxims is 11. The violation of maxim quantity is the highest with the total is 6. The violation of the maxim of quantity, found 6 times, is the most frequent occurrence than the other maxims. It is shown by the production of

speaker's respond is not appropriate to be said or false.

## 6. Student 5

Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done

Native: *Ok not bad, very good. Good Linda.*

Student: thank you Mr.

After student 5 finished answering the question, the native speaker turned to respond it. However, the native uninformative talks towards the context of the talk. Meanwhile, the violation of maxim quality is 2. It happened when the speaker repeatedly asking by repeating student's answer. Violation of maxim relevance is 1 and it happened when the hearers said irrelevant answer when the speaker asking them to be a volunteer. The last one is violation of maxim manner is 2. This is happened because the speaker said obscurity to the hearers.

## REFERENCES

- Communication. (2011). *In The American Heritage dictionary of the English Language* (5<sup>th</sup> ed.).
- Creswell. 2009. *Qualitative, Quantitative and Mixed Method Approaches*. USA: Sage Publications, Inc.
- Crowley, D., & Mitchell, D. (1994). *Communication theory today*. Oxford:Blackwell Publishers.
- Hidayati, Fitri and Indarti, Yulia. An Analysis of the Violation of Maxims In Malam Minggu Miko Situation Comedy. *Anglicist Volume 02 Number 01* (February 2013).
- Istvan, Kecskes. 2014. *Intercultural Pragmatics*. Oxford University Press.
- Liu, Lulu. (2017). *Application of Cooperative Principle and Politeness Principle in Class Question-answer Process*. Beijing: Foreign Language Teaching and Research Press.

- Liu, Runqing. (2006). *The Cooperative Principles*. New Linguistics Course. Beijing: Foreign Language Teaching and Research Press.
- Liu, Runqing. (2014). *New Linguistics Course*. Beijing: Foreign Language Teaching and Research Press.
- Grice, H. Paul. (1975) *Logic and Conversation*, in P. Cole and J.L. Morgan eds, *Syntax and Semantics*, vol. 3. New York: Academic Press.
- Sobhani, A. and Saghebi, A. (2014). *The Violation of Cooperative Principles and Four Maxims in Iranian Psychological Consultation*. Scientific Research: Open Journal of Modern Linguistics, 2014, 4, 91-99
- Tupan, Annake and Natalia, Helen. 2008. *The Multiple Violations of Conversational Maxims in Lying Done by the Characters in Some Episodes of Desperate Housewives*. Volume 10, number 1, June 2008: 63-78.
- Yule, George. 2006. *Pragmatics*. Oxford University Press.
- Zhou, Mai. 2009. *Cooperative Principle in Oral Teaching*. School of Foreign Languages, Zhejiang Gongshang University, China. *International Education studies*, Vol. 2, No.3, August 2009.



# STUDENTS' PERSPECTIVE ON EXAMPLES NON EXAMPLES TECHNIQUE APPLICATION IN TEACHING SPEAKING

Veni Nella Syahputri  
Teuku Umar University  
Email : veninellaputri@gmail.com

## Abstract

In mastering English, speaking skill is considered as the indicator of successful language learning therefore the students are expected to comprehend speaking skill as fluent as possible. In fact, most students face their high affective filter that drives them have low motivation, inhibition, and anxiety. For that reason, teacher plays an important role in delivering and applying the appropriate technique in teaching speaking. One of the recommended techniques that can be used by teachers is examples non examples technique. Examples non examples technique is an activity that encourages students to analyze and construct the meaning through the picture as an example. The objective of this study is to find out whether there is a positive response from students in the implementation of examples non examples technique. The research methodology used in this study is qualitative research in which there were thirty students of Agriculture of Teuku Umar University in the second grade were considered as the respondents of this research. The data collected by distributing a set of questionnaire to the respondents and analyzed by using percentage formula based on Likert scale indicators: strongly agree, agree, disagree and strongly disagree. The result of the research showed that there are 77 % of the respondents have positive response toward the technique application. It means that the implementation of examples non examples technique became favorite technique to the students in mastering speaking since it can develop students' critical thinking, can construct the concept through the pictures, increase students' communicative competence, and has sense of togetherness while students work in group cooperatively.

**Keywords:** *Speaking Competence, Response, Communication, And Examples Non Examples Technique*

## INTRODUCTION

In mastering English there are four basic competences that should be taught to the students namely speaking, listening, reading, and writing. One of those language skills that influence language ability is speaking. According to Nunan (2004:24), people consider that in learning second or foreign language, mastering the speaking is essential because our community see the ability to speak in other language, particularly English, is an indicator of language learning success.

Speaking is suggested to be learnt as interaction, transaction, and performance. The meaning of interaction

is the situation that encourages speakers to use language as social function. The main feature of speaking as interaction is reflected on the role of relationship, conversational convention such as formal or casual interaction, degrees of politeness, speaker identity, and conversational register.

All of these characteristics are recommended to be applied by the students in practicing speaking. In addition, speaking as transaction should be applied in focusing conversational talk and using the gesture in expressing idea. The main feature of speaking as interaction

focuses on frequent question, repetition, and comprehension check. Moreover, when speaking is learnt as the performance, students need to focus their message and participant or interlocutor (Brown and Yule, 1983:73).

The entire features are normally available in appropriate technique in teaching speaking. Besides, according to Haris (1984:85) there are some aspects of speaking ability that should be detected, namely pronunciation, grammar, vocabulary, fluency and comprehension. Therefore teacher need to select and modify the interesting materials in teaching speaking since the topic itself plays a great role in encouraging students to speak. In other word, the first task of the teacher is creating the communicative learning activity for students to study. The meaning of communicative learning activity here is an activity that persuades students to explore their interaction skill with the classmate.

This condition makes students are able to express idea freely in the target language since they deliver the statements in the real life. Moreover, teacher needs to perceive the characteristics of successful speaking activity. Ur (1996:95) stated that some characteristics of successful speaking activity are: (a) Learners talk a lot. Students are directed to speak loudly and freely in English language based on the topic given by the teacher. It is suggested that teacher not interrupt students' mistake in speaking since the interruption will bother students' concentration.

The teacher needs to take some notes in evaluating students' oral production skill and try to give the comment at the end of the lesson. (b) Participation is even. Students are

expected to show their activeness during teaching and learning process. In transferring the idea in front of the class, every student should have the same opportunity to speak. (c) High motivation. Teacher needs to create and develop various strategies in teaching speaking such us choosing interesting topics, giving the rewards, and providing valuable pictures. (d) Language is in acceptable level. Students are recommended to learn in real life context; in their daily life interaction they try to expose communication in an acceptable level since they understand the language in context precisely.

However, there are still many English teachers who apply conventional teaching method in teaching speaking. They tend to get students to translate long passage in English then answer the questions based on the text. In fact, this condition drives students to learn monotonously in comprehending speaking. Students merely express their idea when answering the questions without expanding communicative skill of interactions. In addition, the language which is learnt by conventional teaching method will make students forget the materials easily due to students are not active during teaching and learning process, decrease students' motivation that reduce the development of critical thinking, cheat each other since the result of translation is the same, make the classroom circumstance boring and uninteresting (Larsen and Freeman, 1986:56).

Based on this problem, teacher as the facilitator in teaching and learning process should implement the recommended technique in teaching speaking, namely examples non examples

technique. According to Slavin (1991:32), examples non examples technique is a technique of leaning that encourages students to analyze the example through the picture given by the teacher. Students ask, give, and share their idea to complete a specific task in the group. Examples non examples technique is a technique of cooperative learning. Lie (2008:64) stated that learning with cooperative strategy is considered as a very effective way in improving relationship among students.

The steps of examples non examples techniques are: (1) Teacher prepares the picture deals with the topic will be discussed. (2) Students are divided into some groups which consist of three or four. (3) Teacher sticks the picture on the board or display through using in focus. (4) Teacher directs students to analyze the picture in group. (5) Teacher gives the script about related topics. (6) Students present the result of discussion in term of conversation in front of the class. (7) Teacher and students make a conclusion. Moreover, Buehl (1996:81) mentioned that learning speaking by applying examples non examples technique will develop students' critical thinking, increase students' understanding about materials application of the picture, enlarge students creativity in delivering communication and interaction and increase students' self esteem since they are directed to work in group.

In addition, Harmer (2001:53) claimed that leaning speaking by using picture will be more constructive compared to traditional since the picture is considered as the interesting media due to its simplicity and attractiveness. He further stated that the picture is suitable media of learning for the beginning level up to intermediate level. Furthermore, Carol

(2001:67) mentioned that examples non examples technique which uses pictures as media is determined as popular technique in teaching speaking because the picture is obviously believed as the media to elicit oral language performance of both intensive and extensive level.

Based on the fact mentioned above, the authors are interested in getting students' perspective about the application of examples non examples technique. According to Jones (1996: 85), perspective is a particular way in considering something then identified as a result of conceptual think. Every student has his/her own perspective in constructing the way of learning.

This study aimed at gathering students perspective on the technique that applied by the teacher in teaching and learning process thus the result can be implemented as the evaluation and suggestion of learning activity in teaching speaking. There are 30 students of non English department; Agriculture Faculty of Teuku Umar University identified as the respondents of this research. The students were in the second grade student in which English lesson become their general English in faculty.

The topic given in the whole semester dealt with the concept of part of the speech and theory about tenses as well. Some students find difficulties in practicing their oral communication in front of the class thus the lecture applied examples non examples technique in encouraging students' speaking ability. Therefore, the research question of this study is: How do students' respond toward the use of examples non examples technique in teaching speaking?

## METHOD

The methodology used in this study is qualitative research. According to Borg (2003:61) qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. There were thirty students of Agriculture at the second semester of Teuku Umar University were determined as respondents. These respondents got a set of questionnaire as the instrument of this research. After the data obtained, it was analyzed using percentage formula by Sundayana (2010).

## RESEARCH FINDING

Based on the research that was conducted at the second grade semester students, the result of the questionnaire showed that:

*Table 1. Questionnaire*

No	Question
1	Learning speaking by examples non examples is more interesting compared to other technique.
2	Learning speaking by examples non examples technique increase critical thinking.
3	Examples non examples technique makes me easy to construct the meaning through pictures.
4	The implementation of examples non examples technique encourages me to communicate in the real context.
5	Learning speaking by examples non examples technique increases my vocabulary
6	Learning speaking by examples non examples technique increases my fluency.
7	Learning speaking with examples non examples technique application increases my activeness.
8	Learning speaking by examples non examples technique develops my understanding of English.
9	The use of examples non examples technique drives me to work cooperatively with my team.
10	The implementation of examples non examples technique increases my motivation.

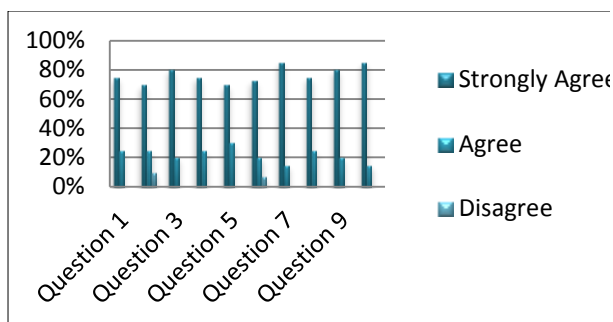
technique is more interesting compared to other technique or not. The second one needs the students' response about whether the students agree or not to choose that examples non examples technique increases students' critical thinking.

The third question is asking about whether the students easy to construct the meaning through picture or not. It is believed that leaning English by pictures help students to arrange the idea then construct the meaning related to the topic given. The forth question states about the application of examples non examples technique makes students communicate in the real context. The next question deals with increasing students' vocabulary. The sixth question asks about whether or not the uses of examples non examples technique increase students' fluency.

The seventh question relates to the implementation of examples non examples technique increases students' activeness or not. The next question is asking about whether the application of examples non examples technique develops students' understanding of English or not. The ninth question deals with whether the students are able to work cooperatively with the team or not. The final question is asking about whether or not the implementation of examples non examples technique increases students' motivation or not. After the data obtained, the data were calculated using percentage formula as suggested by Sundayana (2010).

The percentage result can be seen in the following chart:

According to questionnaire above, it shows that the first question asking about whether the examples non examples



**Figure 1.** *Percentage on students' response toward the application of examples non examples technique in teaching speaking*

Based on the chart above, it can be seen that for the first statement, there were 75% students answered strongly agree, another 25% students chose agree and no one student answered disagree. For statement 2, there were 70% students chose strongly agree, 20% students answered agree and only 10% students chose disagree. For this question, researcher conducted a depth interview to the respondents who claimed that it was hard for them to really develop their critical thinking just because they were not really focus toward the topic. For the third question, there were 80% students strongly agree that pictures makes them easy to construct the meaning related to the materials on that day.

For the statement 4, there were 75% students answered strongly agree, another 25% students chose agree and no body chose disagree. Next question, there were 70% students agreed that the application of examples non examples technique increase students' vocabulary and 30% answered agree. In the statement 6, there were 73% students chose strongly agree, 20% students chose agree, and less than ten percent or there only 7% students chose disagree and no one answered strongly disagree. For the next statement, in number 7, there were 85% students

answered strongly agree to state that the use of examples non examples technique drives students to increase their activeness in learning speaking. The students felt free to speak and easy to comprehend interlocutor ideas. The next statement deals with the students were easier to develop their understanding of English using examples non examples technique than conventional technique because there were 75% students answered strongly agree and another 25% students chose agree and no student who answered disagree. In the statement 9, there were 80% students chose strongly agree and 20% students answered agree. Last but not least, there were 85% students chose strongly agree to say that the use of examples non examples technique increase students' motivation in learning speaking and 15% students answered agree however, no one student who chose disagree.

## CONCLUSION

According to the result of the research, it can be concluded that the respondents showed their positive response toward the use of examples non examples in teaching speaking. The highest score is at number seven and nine in which most of the respondents are strongly agree to state that the use of examples non examples technique is generally increase students' activeness and increase students' motivation. Therefore, it is suggested that English teacher apply examples non examples technique in teaching speaking since this technique is determined as the students' center technique.

## REFERENCES

- Borg. 2003. *Educational Research: Fifth Edition*. Cambridge: Cambridge University Press.
- Brow, and George Y. 1983. *Teaching the Spoken Language*. New York: McGraw-Hill Book Company.
- Buehl, J. 1996. *The Frayer Model: Examples Non examples Technique in Teaching Speaking*. Retrieved from: <http://www.accaciart.com/stories/archives6.html>
- Carol, B. 2001. *Gifted Kid. Cooperative and Collaborative Learning strategy in Mastering Speaking Skill*. Retrieved from: <http://giftedkids.about.com/bio/Carol-bainbridge-19284.html>.
- Haris, D. (1984). *Testing English as a Second Language*. New York: MacMillan Publishing Company.
- Harmer, J. 2001. *The practice of English language teaching*. Edinburgh: Pearson Education limited.
- Jones, L (1996). *Teaching Strategy for Interactive Teaching Activity*. Boston: Allyn and Bacon Inc.
- Larsen-Freeman. D. 2000. *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lie. H. 2008. *Learning with Cooperative Strategy: Examples non Examples technique*. London: Longman Inc.
- Slavin, R. E. 1991. *Speaking perspectives in the Classroom: Cooperative Learning Method*. New Jersey: Pretice-Hall.Inc.
- Sundayana, R. 2010. *Statistika Penelitian Pendidikan*. Garut, Jawa Barat: Garut Press.
- Nunan, D. 2004. *Task based language teaching*. Cambridge: Cambridge University Press.
- Ur, P. 1996. *A course in language teaching*. Cambridge: Cambridge University Press.

# THE EFFECT OF FLASH CARD AND PICTURE STORY IN VOCABULARY TO THE SEVENTH GRADER

Khoirul Hidayat<sup>1</sup> and Fajri Habibi<sup>2</sup>

<sup>1</sup>STKIP Kumala Lampung

<sup>2</sup>STKIP Kumala Lampung

Email: hidayat\_k27@yahoo.com

## Abstract

Based on the content standard, junior high school students are hoped to master vocabulary about 1000 words, and in this case, flash card with picture story is two of media that can be used to transfer vocabulary material for the students. The objective of this research is to find the significant differences of using flash card with picture story in vocabulary, and to find which medium is more effective to use as media in vocabulary. This research was true experiment design. Pre test and post test were use to collect the data. Study problems; (1) are there any significant differences between flash card with picture story in vocabulary mastery for the seventh grade students?, (2) which one is more effective media in vocabulary learning process, is it flash card or picture story?. As a source of data, the researcher utilized flash card with picture story to teach vocabulary for the students. The media help students to learn vocabulary easier and more interesting to understand the subject, so their vocabulary would increase. The result of the research, it was found the mean score of picture story in pre test is 53,86, in treatment is 81, and in post test 85,33. Meanwhile the mean score of the flash card media in pre test 59,33, in treatment is 73,5, and in post test is 80,66. It means that the student's vocabulary has increased, and significant difference of using picture story and flash card in vocabulary, and picture story was more effective to use.

**Keywords:** *Flash Card, Picture Story, Vocabulary*

## INTRODUCTION

Language is very important role in human life as a tool of communication language is used by people to communicate and interact with others. And someone needs language not only for communication but also for getting science and technology. English is an international language that used as a means of communication all over the world. It has important role to attain social, science, technology, and study.

English is lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language, it is an international language so the Indonesia student should be able to use or communicate in English. Therefore English is taught from Junior high school to

university as a compulsory subject. But now, english has been introduced earlier in elementary school in Indonesia as a local content (Harmer, 2007). Teaching second or foreign language is such a complex process that it needs deep attention from the teacher. English as the second of foreign language that is studied by most Indonesians plays a very important role. Every Junior high school in Indonesia puts this language as one of the subjects to be learned.

The students are obligated to achieve four skills namely listening, speaking, reading, and writing, and of the skills should be supported by vocabulary mastery, because beside all skills above, vocabulary as a language component is very important on it. Vocabulary is one of

the objects of English teaching in Junior high school. Before studying English completely study vocabulary first. There is a sense in which learning the vocabulary that language not being able to find the words we need to expressed our selves is the most frustrating experience in speaking after language(Wallace, 1988).

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly.

Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more

vocabularies they know the better their chance to do well on an English test.

The teacher as a mediator for transferring knowledge to the students must have the capability in teaching vocabulary. Patience will be needed in teaching vocabulary in Junior high school, especially in the first grade of SMP. In this grade, student after fell boring to study and remember many words in their mind, therefore they after consider that learning English is very difficult. Besides facilities and media under communication for study make student not interest with vocabulary, so that teacher is demanded to be more creative use existing facilities.

A vocabulary gradually based on the usage of its frequency in daily(Brown, 2007):

- a. 1000 words, the student expected who has begun to study English on the third years first can memorize these 1000 words.
- b. 2000 words, the student expected who has learn English on the fourth years until sixth years can memorize these 2000 words.
- c. 3000 words, the student expected who has learned English in University can memorize these 3000 words.

Learning vocabulary is something more than memorizing lists of words. It is the teacher's responsibility to determine the appropriate of media in order to the students can find it easier and more useful to communicate". Many students get difficulty in vocabulary. The main difficulties that usually come up are in using appropriate word in contexts, remembering the words that they have learned, and pronouncing the words correctly. At level this is student can dominate 1000 words, but to achieve level finished entire students must achieve 75% from that determined. For student not yet



can achieve teacher pass level give test remedial on condition that that determined (Wallace, 1987).

The material that will be taught to mastery is broken down into small discrete lessons that follow a logical progression. In order to demonstrate mastery over each lesson, students must be able to overtly show evidence of understanding of the material before moving to the next lesson (Brown, 2000). In this level should student get of best of 1000 words, but practically class student seven SMP PGRI 2 Margatiga only little students known about all of everything exist in around them.

Average score final test of the students at seventh grade in SMP PGRI 2 Margatiga, academic years 2012 still low. Because, from the data the researcher get just 30% students get high score. And 50% student get medium score and 20% from all of the students in this grade did not get standard score. Teaching must planned in such a way that learning will become interesting. It can be done by using songs, movies, stories, drawing, pictures, or group of work or playing games (Celce, 1969).

There are many technique and media to teach vocabulary mastery, but in this research the researcher use picture media, especially picture story and flashcard. Vocabulary mastery in this grade is still low, because of these problems; the teachers must have a good technique and method in teaching vocabulary. Using picture story and flash card media for teaching vocabulary to the student are good strategy to overcome these problems. The students feel enjoy and interest to study vocabulary.

Flash card and picture story can be applied to teach in the Junior high school student. The flash card and picture story use concrete object to demonstrate the

meaning of new language items. The writer chooses flash card with picture story as the teaching, because flash card and picture story can help students to remember vocabulary about all of everything they look in the market.

## METHOD

Research design is a plan or program made by a researcher, as the activity target that will be done. Research design that will be used in this research is true experimental design. The researcher use pre test and post test control design. In quantitative research, the aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality (Ary, 2006).

Research design that used in this research is experiment. It is intended to find out the effectiveness or the result of implementing the media in teaching learning. The first part of creating an experiment design is to identify the variables. The quasi-independent variable will be the x-variable, the variable that is manipulated in order to affect a dependent variable. The predicted outcome is the dependent variable which is the y-variable. In a time series analysis, the dependent variable is observed over time for any changes that may take place (Creswell, 2008). Once the variables have been identified and defined, a procedure should then be implemented and group differences should be examined.

$$\frac{G_1 : T_1 X_1 X_1 \dots T_2}{G_2 : T_1 X_2 X_2 \dots T_2}$$

G<sub>1</sub> : Experiment class

G<sub>2</sub> : Control class

T<sub>1</sub> : Pre test, it will be given before treatment

X<sub>1</sub> : Treatments, it will be given after pre test of vocabulary by using picture story media

X<sub>2</sub> : Treatments, it will be given after pre test of vocabulary by using flash card media

T<sub>2</sub> : Post test, it will be given after the treatment.

### Population

The population is a sample in a research. A population is the group to which a research would like the result of a study to be generalize". A defined population has at least one characteristic that differentiates it from other group (Gay, 1990). The research uses purposive technique to get the populations. The population of the research is students' class seventh grade of SMP PGRI 2 Margatiga in academic year 2013/2014, which consists of 95 students and divided into 3 classes. They were as follow Class VIIB: 33 students, Class VIIC: 30 students, Class VIID: 32 students. The researcher chooses these classes because class VIIB, VIIC and VIID has same level, there are different level with VIIA class. It is an excel class and for VII E, F, G and H are regular class.

### Sample

A good sample is one that is representative of the population from which it was selected". Sample is a part of population that has all main characteristic from population. Sample is the subject of the population that will be taken by researcher to be researched (Gay, 1990).

The sample technique in this research is stratified random sampling. The first, the researcher divides the students into three groups namely the smartest, medium, and weak students.

Then, random sampling will be used to choose the students who will be sample in this research. The interpretation of this sample will be done with the consideration that characteristic of every students have different, although they sat at the same semester and got the same information. Class will be chosen by researcher in a purposive random sampling; from three classes the researcher only chosen two classes. There are 30 students of class VIIC and 32 students of class VIID. Because these classes have same level, there is a favorite to win level. The researcher not chosen class VIIB because this class has good score compared class VIIC and VIID.

### RESEARCH FINDING

This research has done in SMPPGRI 2 Margatiga with the population entire grade seven, and for the samples are VIIC as experiment class and VIID as control class. The classes were taken by simple random sampling at seventh grade. The class was taken by stratified random sampling to apply this media the researcher use the data from the researcher as based data to divide the students in three part as high, average, and low. By doing this research, hopefully the researcher would know the effectiveness between picture story media and flash card media in instructional vocabulary.

The implementation covered try out and test. The try out was done at the seventh grade or class VIIB. The try out was help to get the validity and reliability test. If the test has been valid and reliable,

so the test can use to experiment, the researcher used test as instrument. Before doing the test, the instrument should have been known about its validity level. The measurement of the vocabulary test items, the researcher used content validity through tryout test. The researcher gave tryout once for 32 students, which consist of 30 items of multiple choice, because after calculated, the test has been reliable, it means that the instrument has valid. So, the researcher used the tryout test to be tested after the researcher eliminates 10 items from try out test. The researcher used 20 items to pre test and post test.

Reliability of the test was needed in order that the test could be used . The writer used Product moment formula to know the reliability. The result of the try-out test was split into odd and even numbers. The both of them were correleted by used Spearman-brown formula. After calculated by using product moment formula, it was gotten 0.63 in the try out. There was the correlation between odd and even items score and from the calculation that by using by Spearmrn Brown, the first gotten  $r_{11} = 0,77$ . If the result consulting to the r score, it means that the result has very high interpretation. So, the test was reliable and could be used for the the research.

The researcher used Product moment formula to know the difficulty level of test item. The researcher used the difficult level of test item to know difficult and easy level of the test item. The researcher has 30 items test, and all of items have different level. The fist level is difficult level; there are number 14, 21, and 30. The second level is average; there are numbers 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 22, 23, 24, 25, 27, 28,

and 29. And the tried level is easy level; there are 1, 2, 16, and 26.

Researcher gave pre test before giving the treatments. The pre test was give to 30 students which consist of 30 items test. The students were come from 15 students of VIIC and 15 students of VIID. In experiment class the highest score was 70 and the lowest was 35 which had a mean 53,86. Meanwhile, in control class the highest score was 70 and the lowest was 45 which had a mean 59,33 From the data, it was known that most of them had not mastered vocabulary well.

In experimental class, for the first treatment, the highest score was 90, and the lowest score was 60. In the second treatment, the highest score was 95, and the lowest score was 65, and in the third treatment, the highest score was 95, and the lowest score was 70. The total score of the first treatment until the third treatment in experimental class was 3645 with the mean 81.

In other hand, in control class the total score of the first treatment until third treatment was 3310 with the mean 73,5. For the first treatment, the highest score was 85, and the lowest score was 60. For the second treatment, the highest score was 90, and the lowest score was 65, and for the third treatment, the highest score was 95, and the lowest score was 70. The post test was given after the researcher gave the treatment in the three meeting. The post-test was given to both of classes in order to know the students' vocabulary mastery after they received the treatments. The post test held simultaneously in 30 minutes. The pre test and post test had similar type. There were 20 multiple choice each treatment.

## CONCLUSION

Based on the result of the research, flash card and picture story has increased students vocabulary mastery at the first grade of SMP PGRI 2 Margatiga. It is showed from their result of pre-test and post-test. The students' vocabulary had increased based on the changed that happening on themselves when they listened and saw picture story media, and when they saw flash card. Most of changes were caused by the media; sometimes they memorized and spoke the word.

From the data, researcher concluded that there was significant difference of using flash card and picture story in student's vocabulary mastery instruction for the seventh grade at SMP PGRI 2 Margatiga. It was proved from the data that in experiment class who was taught by using picture story media, the total treatment mean score was 81 and in control class who was taught by using flash card had the total treatment mean score 73,5.

Then, it was found that picture story more effective or equal to flash card to use as media in instruction vocabulary for the students in Junior High School, especially in SMP PGRI 2 Margatiga. It was proved from the post test data that in experiment class, it had post test mean score 85,33 and in control class, it had mean score 80,66. Flash card and picture story as media in vocabulary instruction had contribution and significant effect for both students and the teacher. The students enjoyed and they were fun in accepting information especially the new experience in learn vocabulary, while the teacher was easier in transferring material to learn vocabulary.

Besides, the students more understood about vocabulary belonging to its indicators. So, they could write and speak better than before. Based on the result and discussion, the researcher

concluded that picture story media and flash card media has effective to teach vocabulary material for the students grade seventh in Junior High School, although they have different in students achievement.

## REFERENCES

- Ary, D. (2006). *Introduction to Reasearch in Education*. USA: Wadsworth.
- Brown, H. D. (2000). *Principle of Language Learning and Interactive Approach to Language Pedagogy* (2nd ed.). NY: Person Longman.
- Brown, H. D. (2007). *Teaching by Principles an Interactive Approach to Language Pedagogy*. USA: Person Longman.
- Celce, M. (1969). *Teaching English as a Second or Foreign Language*. Boston: Heine.
- Creswell, J. (2008). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. England: Person Longman.
- Gay, L. R. (1990). *Educational Research: Competencies for Analysis and Application*. New York: Merrill.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Person Longman.
- Wallace, M. (1987). *Teaching Vocabulary and Reading Comprehension* (2<sup>nd</sup> ed.). London: Briddles.
- Wallace, M. (1988). *Teaching Vocabulary and Reading Comprehension*. London: Briddles.

## STUDENTS' ABILITY IN MASTERING READING COMPREHENSION

Rahmatun Nisa<sup>1</sup>, Siti Safura<sup>2</sup> and Deni Fajar Wicoksono<sup>3</sup>

<sup>1</sup>Muhammadiyah Aceh University

<sup>2</sup>Muhammadiyah Aceh University

<sup>3</sup>Muhammadiyah Aceh University

Email : rahmatunnisa.lbs@gmail.com

### Abstract

Narrative text is one of reading texts should be mastered by the students in learning English. Reading skill is considered as a skill that needs a strong comprehension. Thus, this paper aimed to find out to what extend students understand reading of narrative text; to identify the items of reading skill mastered well by the students in comprehending narrative text; and to examine the method used by the teacher in teaching reading narrative text. The worksheet and interview were applied to analyze the data. The result showed that students' ability in understanding reading of narrative text is very good. The first aspect of reading which mastered by the students is main idea with 84,44%, the second is reference with 83,89%, the third is detail with 81,11%, the fourth is inference with 80,33% and the last aspect is vocabulary with 66,67%. It concludes that the aspect that mastered well by the students is main idea and the most difficult aspects for the students in reading is vocabulary. Pertaining to interview, teacher taught the students by using many methods in order to avoid the students' boredom in learning.

**Keywords:** *Reading Skill, Reading Comprehension, Narrative Text*

### INTRODUCTION

People communicate with each other to convey and receive information in their daily life. A good communication has some components such as language. Language is a media used by the people to communicate with others. There are many languages used by people throughout the world like English. English is an international language that everybody should master it in order to take part in the global competition (Elizabeth, 2005).

In Indonesia, English is taught as a foreign language that has to be mastered by the students from elementary schools up to the university levels. As one of the school subjects that is formulated and prescribed in the national curriculum. The main objective of teaching English in school is developing potential of communication written and spoken to reach functional literacy level,

realizing about the importance of English to increase the language's competition in global society, developing the students' understanding about the correlation between language and culture (Suhardi, 2017). Therefore, learning English is important for the students to develop their language to face the global competition.

To learn English there are four skills taught to the students that is listening, speaking, reading and writing. These four skills help people to communicate well, either in spoken or written form. One of those skills help people gain information to support their communication is reading. Reading is one of the very important skills in learning language to seek information and to gain knowledge. Hurwitz (2009) defines that reading is a process of getting meaning from printed or written materials. So, reading is the ability to obtain the meaning through

reading, a reader needs to use eyes and process the image captured by eyes in brain to get clear comprehension. According to Alyousef (2008), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that when someone reads the text, he must understand what he has read. To comprehend a reading text, commonly, reading is designed in a text form consist of questions which have relationship with the text in order to know the reader can understand what he has read. So, reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read.

In school, reading skill becomes one of the compulsory skills as it tested in national exams. It is as a determiner of students' graduation. In the national exam, the questions are always given relates to reading comprehension. There are more 2 reading texts provided in the National Examinations and each of reading texts has more 5 questions. It shows that students' mastery in reading comprehension is very influential of his success in answering the questions and passing the final examination.

There are some kinds of texts being studied in school, they are descriptive, narrative, expository, recount and procedures text. From some kinds of texts, however, the narrative text becomes the choice to be explored. As Anderson (2009) states that narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener. By using narrative text as a genre for teaching reading, the students will be more interested and easy to study because narrative text tells about an interesting story that construct the teaching learning process

more attractive for students to enjoy reading. Based on some statements about reading skill, this study elaborated three points to be investigated: 1) To what extent do students understand reading of narrative text? 2) What is the item of reading skill that mastered well by the students in comprehending narrative text? 3) What is method used by teacher in teaching reading of narrative text?

## **LITERATURE REVIEW**

### **1. The Definition of Reading**

Reading is one of important skills in learning a language. People may read in order to get information or enrich their knowledge and sometimes to critic a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read.

Readers can comprehend the text because of the interconnection between the readers' background of knowledge and the new knowledge of the text that the readers read. According to Harmer (1998) "Reading is an exercise dominated by the eyes and the brain. The eyes receives message and the brain then has to work out the significance of this message, in the process of reading, we need the ability to comprehend the message". It indicates that the reader must pay attention to the text.

Spache and Spache (1969) say that reading is obviously a multifaceted process that like chameleon, changes its nature from one development stage to the text. At one

stage, the major performances may be visual discrimination among forms and words, and the learning of sufficient command words to enable the reader to begin the true act of reading. Later, the process may shift to one involving a number of thinking processes: recalling, interpreting, judging, and summarizing. This describes that reading is finding the meaning of the text through some processes that influence each other as mentioned above, they are thinking, recalling, interpreting, judging, and summarizing.

Therefore, reading can be defined as an active cognitive to establish meaning. Reading is not a straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

## **2. The Definition of Reading Comprehension**

Reading without comprehension is nonsense and useless. Reading comprehension is related to the capacity of one's mind to understand the grasped ideas or the process of transferring ideas from reading the text to readers' mind to have a comprehension. Burnes (2002) points out that comprehension is not separate skill but involves the relationship of the student's knowledge and organization of that knowledge as it relates to suggested by Piaget, comprehension is a process involving combination of information onto student's existing knowledge. The student's prior knowledge is important in comprehending a reading text. Reading comprehension is the ability to understand the idea and

information in the reading texts. The reader must understand the meaning of the written text after she or he read it. According to Lems et al., (2010), reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

This is accomplished through use of methods, both cognitive and metacognitive. In conclusion, reading comprehension is an activity involving a number of thinking processes to pronounce, understand and interpret the printed symbols written by the author for searching Information. Reading comprehension is the essence of the reading process from what is being read. A readers' success in reading is evaluated by the ability and extent of understanding the ideas or information found in reading text. Thus, reading comprehension requires active thinking process that depends not only in word-recognition skill but also on the reader's own experiences and previous knowledge.

## **3. Aspects of Reading Comprehension**

According to Mikulecky and Jeffries (1998), there are some aspects that highly related to each other. They are main idea, detail information, vocabulary and inference in reading comprehension.

### **1. Main Idea**

The main idea of a passage or reading text is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. Mikulecky and Jeffries (1998)

argued that main idea is the writer's idea about the topic which is formed by both the topic and the idea. Identifying main idea and supporting details is an important part of reading comprehension

## 2. Detail

The purpose for reading guides the reader's selection of texts. All people read for some purpose. In order to achieve the purpose, detail is very important thing in reading (Elizabeth, 2005). Detail is considered as the most crucial thing in reading comprehension. We need detail to comprehend the text. It is also the first thing that we must be able to do to identify the topic of the text. In examination, there are some questions related to detail information.

## 3. Vocabulary

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Logan, et.al., 1991). This relationship is logical to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

## 4. Inference

Inference is the ability to read between the lines or to get the meaning an author implies but does not state directly. Actually, all comprehension strategies involve inference in the sense that comprehension (Doff, 1988). It also requires readers to note text clues, to access prior knowledge associated with clues, and then, on the basis of that background knowledge, predict (infer) what the meaning is.

## METHOD

This study is descriptive quantitative research. Descriptive quantitative research is the systematic scientific investigation of quantitative properties and phenomena (Arikunto, 2006). The objective of quantitative research is to develop and employ mathematical models theories and/or hypotheses pertaining to natural phenomena (Sugiyono, 2011). So, this study is designed to investigate the students' ability in mastering narrative text.

To collect the data, this study applies students' worksheet and interviews one English teacher in SMU 3 Banda Aceh. The participant of students is the second year that consists of 30 students. Students' worksheet is commonly given by teacher to train the students in mastering the lesson. In this study, the worksheet is used to see the students' reading skill. Meanwhile, the interview is conducted to know methods used by teacher in teaching English. In order to find out the result of data, this study examines the data to analyze the students' ability in mastering reading narrative text and to verify the used method in teaching reading by using descriptive analysis.

## FINDINGS AND DISCUSSION

Reading is one of the compulsory skills in learning English. The using of narrative text to identify students' ability in mastering reading comprehension is considered able to attract students in learning English. There are five aspects used to investigate students' ability in mastering reading; main idea, reference, detail, inference and vocabulary. The result of data analysis is based on percentage that performed as following:



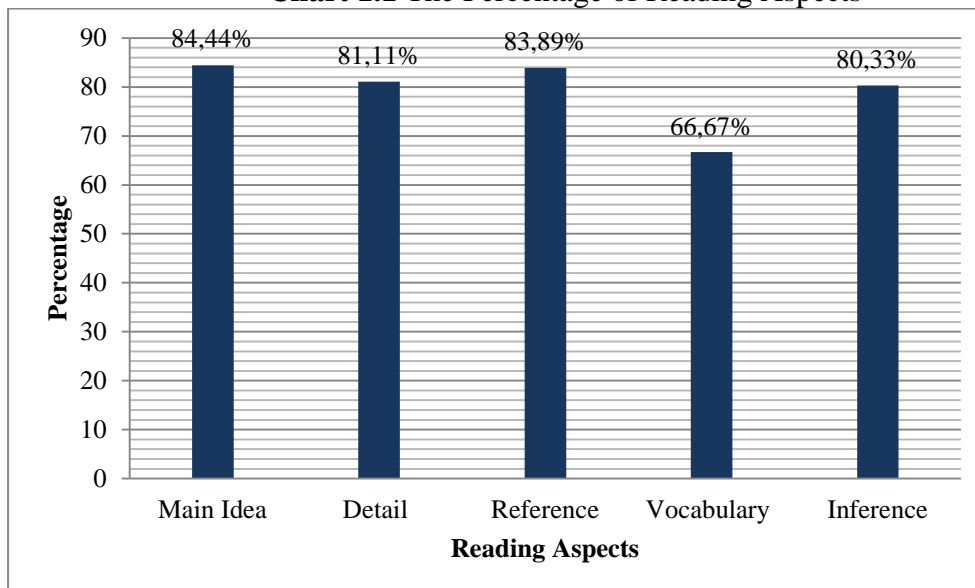
**Table 1.1** The Students' Answer in Understanding Narrative Text

No	Student	Reading Items					Total
		Main Idea	Detail	Reference	Inference	Vocabulary	
		(6)	(6)	(6)	(6)	(6)	
1	Students 1	4	5	4	5	3	21
2	Students 2	5	5	5	4	3	22
3	Students 3	5	4	5	4	4	22
4	Students 4	5	4	5	4	4	22
5	Students 5	4	4	5	5	4	22
6	Students 6	5	5	4	4	4	22
7	Students 7	5	5	4	5	3	22
8	Students 8	5	5	5	5	4	24
9	Students 9	5	5	5	5	3	23
10	Students 10	5	5	5	5	3	23
11	Students 11	5	5	5	5	3	23
12	Students 12	5	5	5	4	4	23
13	Students 13	5	5	5	4	4	23
14	Students 14	5	5	5	4	4	23
15	Students 15	5	5	4	5	4	23
16	Students 16	5	5	5	5	4	24
17	Students 17	6	5	5	5	4	25
18	Students 18	6	5	5	5	4	25
19	Students 19	5	6	5	5	4	25
20	Students 20	5	6	5	5	4	25
21	Students 21	5	6	5	5	4	25
22	Students 22	6	5	5	5	5	26
23	Students 23	6	5	5	6	5	27
24	Students 24	6	6	5	6	4	27
25	Students 25	6	5	5	6	4	26
26	Students 26	5	6	5	6	4	26
27	Students 27	5	5	5	6	5	26
28	Students 28	5	5	5	6	5	26
29	Students 29	5	5	5	6	5	26
30	Students 30	5	5	5	6	5	26
<b>Total</b>		154	152	146	151	120	723
<b>Mean Sore</b>		5,13	5,07	4,87	5,03	4,00	24,10
85.56		85,50	84,50	81,17	83,83	66,67	85,56

Based on data above, students' ability in mastering reading of narrative text is very good. As seen from the level of percentage of five aspect of reading in which main idea with 84.44%, reference with 83.89%, detail information with 81.11%, and inference with

80.33%. Meanwhile, vocabulary performs as an adequate aspect with 66.67%, so it indicates that students' ability in understanding reading of narrative text is satisfied.

**Chart 1.1** The Percentage of Reading Aspects



Based on the chart, main idea depicts the highest aspect mastered by the students with 84.44%, while detail, reference, and inference are the moderate aspect with 81.11%, 83.89%, and 80.33%. Last, vocabulary indicates as the lowest aspect mastered by the students with 66.67%. So, it summarizes that main idea becomes the proficient aspect acquired by students.

Furthermore, interview with the English teacher reveals that the students' ability in mastering reading comprehension is good. Teacher teaches the students by using many methods. She changes the method from a meeting to another meeting. The teacher uses cooperative learning, small group work and also grammar translation method. It is to avoid the students' boredom

in learning. Furthermore, teacher uses a particular method in teaching reading comprehension. For the difficult text, the method which used must give the contribution to help the students in learning reading comprehension. As quoted from the statement of teacher:

"I used the method based on the students' need. I do not always ask them to sit in a group, because, it will not be effective method if the text is easy to be comprehended by the students. Therefore, sometimes I use Grammar Translation Method. I also used media such as series pictures to help the students comprehend the text well".

However, the students face the problem in reading because they have less of

vocabulary that influenced their comprehension in reading. Also, the students do not attempt to practice reading texts outside the classroom.

## CONCLUSION

Narrative text is one of the reading texts should be learnt by the students to master reading skill. The using of narrative text to see the students' ability in understanding reading presents an effective way for learning reading English. The students' ability in understanding reading text is satisfied that presented from the percentage level of five aspect of reading; main idea with 84.44%, reference with 83.89%, detail with 81.11%, inference with 80.33% and vocabulary with 66.67.

The using of many methods in teaching reading is considered as an incredible way to improve students' ability in reading skill. Teachers should apply a creative teaching method that attracts students in learning reading skill.

## REFERENCES

Adrian Doff, (1998). *Teach English a Training for Teacher*. London: Cambridge University Press.

Anderson, M & Anderson. K. (2003). *Text Types in English 3*. SouthYarra: MacMillan.

Alyousef, H.L. (2005). *Build Up Reading Skill of the Students*. New Jersey: Prentice-Hall, Inc.

Arikunto, Suharsimi. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.

Burnes, D., & Page, G. (1991). *Insight and Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. PtyLimited

Beatrice S. Mikulecky., BS. & Jeffries., L. (1998). *Reading Power*. New York: Addison-Wesley Longman.

Elizabeth, A. & Rao, R. (2005). *The Applications of some techniques in Writing*. England: Macmillan Publisher.

George D. Spache and Evelyn B. Spache. (1969). *Reading in the Elementary school*, Boston: Allyn& Bacon. Inc.

Harmer, Jeremy. (1998). *An Introduction to Foreign Language Learning and Teaching*. Rutledge: Delta Publishing.

Lems, R. (2001). *Teaching English to Language Learners*. New York: A Division Publishing.

Richards, R. (2009). *Teaching Reading to English Language Learners*. New York: A Division of Guilford Publications, Inc.

Rupley, William H., Logan, John W., & Nichols, William D. (1999). Vocabulary instruction in a balanced reading program. *Reading Teacher*, 52(4), p336, 11p, 5d.

Sugiyono. (2011). *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta.

## THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING ABILITY

Sri Wahyuni<sup>1</sup>, Hijjatul Qamariah<sup>2</sup>, and Mulyadi Syahputra<sup>3</sup>

<sup>1</sup>STKIP Bina Bangsa Getsempena

<sup>2</sup>STKIP Bina Bangsa Getsempena

<sup>3</sup>STKIP Bina Bangsa Getsempena

Email : sri.wahyuni.sw837@gmail.com

### Abstract

This study is to implement English songs in teaching speaking for English Department students at STKIP Bina Bangsa Getsempena Banda Aceh. This research was quasi-experimental study. The aim of the study was to find out students' improvement in speaking ability by using English songs. The population of this study was the whole students of English Department of STKIP Bina Bangsa Getsempena Banda Aceh in academic year 2015/2016. The sample is the second-semester students of English Department that consisted of 35 students. The data needed are recorded by testing students speaking test. The data were analyzed by using t-test. The result of the study is shown that the t-score was 7,25 the critical value of the t-score for the degree of freedom is 34 at the level of significance 0,05. The result showed that the calculation of the score is 7,25, it is higher than t-table 2,14, thus the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which means that the use of English songs can improve students' speaking ability.

**Keywords:** *English Songs, Speaking Ability*

### INTRODUCTION

According to Fulcher (2003:23), speaking is the verbal use of language to communicate with others. Speaking is to express something through voice conversations. When someone does a conversation, it means that is something important to deliver. Something should be disclosed properly to what is disclosed can be understood by others. Therefore, students must learn how to communicate well in order to be understood by others.

In addition, Burns and Joyce in Florez (1999:1) defined speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is because in speaking we can know the students' ability in produce the target language. The main purpose of speaking is to send a message to the other or to communicate about something in language and understood by a listener.

Based on the preliminary study that conducted by the researcher in the class, some students feel shy to speak in public because they are not confident to speak English. They are afraid to do a mistake while speaking English or they do not want to speak because their friends will say that they are arrogant, thus became a problem since speaking I (one) is their first subject on how to speak in English . Moreover, students do not have enough English vocabularies to speak. Because of it, many students of English Department Students find difficulties in learning speaking and prefer to learn it in a structured way.

Based on the reason above, the researcher intends to give an alternative teaching media that can be used in teaching speaking to the students and make speaking class enjoyable, interesting and communicative. In this case, the researcher chose the topic "The Use of English Songs

to Improve Students' Speaking Ability". The English songs would make them not only active in thinking but also in speaking. It also helps the teacher to teach the students speaking English easier and more interesting. Students would not be bored because they have to be active and give their participation in speaking class during the teaching learning process. In daily life, especially students are often singing a song they like without knowing that they can improve their ability in spoken or written. But in this research, the writer would use the English songs to improve students' speaking. Schoepp (2001:1) said that three theoretical reasons in using songs in the classroom. So, songs can be one of the media to help the students in achieving students speaking ability.

The song is one kind of media that can help teacher draws students' interest and build up their motivation to learn. If the students are motivated, they will participate actively and will learn hard during teaching learning process. Thus, the teacher utilizes English songs to help him or her in getting the students' interest during the speaking class. In the process of teaching, the teacher can use media in order to stimulate students' interest. One of media is English songs. English songs can be more effective than other instructional media in relating one idea to another, building continuity of thought, creating a dramatic impact. The overall description of songs is in line with narrative text which contains generic structures and language features. Songs can be used as rewriting or retelling story. By using English songs in this research, it can be proved that the students' interest in speaking is improving and they more confident to share their idea.

Selection of song is the important thing in a research to get the best data. Harmer (2001:43) suggested that two ways to solve the problem in selecting song that will be brought to the class, they were: The first is to have students bring their own favorite song to class and the second is the other song where the teacher can determine what the topic will be and suitable with the subject matter. The topic could be about self-identity, family, hero, ambition in people life, and others.

Campbell (2010:13) said that music can enhance a child's skill in academic, feeling expressions, and social connectivity to family, community, and culture. The use of music to the students can improve their speaking well. Music and song are included in teaching media. The use of music and song especially song in this research can stimulate very positive associations to someone who studies language in speaking. The song can be wonderful media for natural language in improving student's speaking ability. Furthermore, the song makes student relax, fun and easy to remember the lyrics of the song. The problem in this study stated as follow: does the use of English Songs improve students' speaking ability?

## **METHOD**

The type of this research was an experimental research and the design of this research was quasi-experimental which used one group pre-test and post-test design. Gay and Airasian (2000:367) say that quasi-experimental research is one of the types of research that can test a hypothesis to establish relationship cause and effect. The researcher took quasi-experimental design used in this study because this design has a purpose of improving students' speaking ability by using English songs in one class

and it made researcher easy in seeing their improvement on speaking after giving the treatment. The researcher took some subjects from the population. The samples took in the second-semester students of English Department at STKIP Bina Bangsa Getsempena Banda Aceh. The writer took only one class as the sample and respondent of this research by using English songs. The instruments of this research test. The speaking test administrates in the pretest, the post-test.

## RESEARCH FINDING

The writer presented and analyzed the data through pre-test and post-test. Those tests were conducted to the single

group, the second-semester students of English Language Education Department of STKIP Bina Bangsa Getsempena Banda Aceh that consisted of 39 students. While the research was conducted, only 35 students that attended the class and followed the test, it happened because some of them did not come to the class with certain reason. The pretest was given before applying English songs and post-test was given after applying songs. The writer took the students' score based on speaking characteristic that was stated by Brown (2004:145), there are grammar, pronunciation, vocabulary, fluency, and comprehension.

**Table 1.** The Students' Pre-test Score

No	Students' Initial	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension	Score
1	TW	11	9	11	10	12	53
2	AD	9	9	10	10	10	48
3	UH	11	11	10	10	10	55
4	RJ	10	10	10	10	10	50
5	MF	10	10	9	9	9	47
6	KH	12	12	11	12	11	58
7	HM	13	12	13	12	12	62
8	DK	10	10	9	9	9	47
9	HD	12	10	14	11	13	60
10	YM	11	10	10	9	11	51
11	DM	10	10	10	9	10	49
12	KD	11	9	11	10	12	53
13	RW	9	9	10	10	10	48
14	FR	10	11	12	11	13	57
15	ZH	10	10	9	9	9	47
16	MD	12	11	14	11	13	61
17	NF	11	11	12	10	10	54
18	AZ	10	10	12	11	10	53
19	AI	12	12	11	12	11	58
20	RAW	13	12	13	12	12	62
21	NN	10	10	10	10	10	50
22	ML	10	10	9	9	9	47
23	HJ	12	10	14	11	13	60
24	SRN	13	13	14	12	14	66
25	MH	13	11	13	12	12	61
26	NS	12	12	11	12	11	58

27	SA	13	12	13	12	12	62
28	EPS	10	10	10	10	10	50
29	DI	10	10	9	9	9	47
30	DP	11	11	12	10	10	54
31	HJ	10	10	12	11	10	53
32	DM	13	13	14	12	14	66
33	EM	13	11	13	12	12	61
34	YM	12	12	11	12	11	58
35	EA	13	12	13	12	12	62
SUM							1927

Mean of score the students' pre-test

$$\begin{aligned}
 X0_1 &= \frac{\sum x}{N} \\
 &= \frac{1927}{35} \\
 &= 55
 \end{aligned}$$

Lastly, the writer presented the results of post-test after using English songs in the process of speaking. The

description was presented in the following table:

**Table 2.** The Students' Post-test Score

N o	Students ' Initial	Gramma r	Pronunciatio n	Vocabular y	Fluenc y	Comprehensio n	Scor e
1	TW	13	11	11	13	12	60
2	AD	12	12	13	11	12	60
3	UH	11	11	13	13	13	61
4	RJ	12	10	13	12	12	59
5	MF	12	12	13	11	12	60
6	KH	12	12	11	12	11	58
7	HM	14	12	13	12	12	63
8	DK	12	12	13	12	13	62
9	HD	13	10	14	11	13	61
10	YM	13	13	13	12	12	63
11	DM	12	12	13	12	11	60
12	KD	13	13	12	11	12	61
13	RW	12	12	11	12	11	58
14	FR	13	11	12	11	13	60
15	ZH	12	10	14	11	12	59
16	MD	16	13	14	15	17	75
17	NF	13	13	13	12	13	64
18	AZ	13	10	12	12	12	59
19	AI	14	12	11	12	11	60
20	RAW	15	12	13	12	12	64
21	NN	14	14	13	13	16	70

22	ML	13	14	14	13	12	66
23	HJ	12	10	14	11	13	60
24	SRN	13	13	12	12	12	62
25	MH	13	11	13	12	12	61
26	NS	14	14	17	13	13	71
27	SA	13	12	13	12	12	62
28	EPS	13	13	12	13	12	63
29	DI	14	14	17	13	12	70
30	DP	13	11	13	12	12	61
31	HJ	13	13	14	12	13	65
32	DM	14	13	14	15	14	70
33	EM	14	11	13	12	11	61
34	YM	13	13	12	13	12	63
35	EA	14	14	17	13	15	73
SUM							2205

Mean of score the students' post-test

$$\begin{aligned}
 X0_2 &= \frac{\sum x}{N} \\
 &= \frac{2205}{35} \\
 &= 63
 \end{aligned}$$

No	Students' Initial	Pre-test	Post-test	Gain (d)
1	TW	53	60	7
2	AD	48	60	12
3	UH	55	61	6
4	RJ	50	59	9
5	MF	47	60	13
6	KH	58	58	0
7	HM	62	63	1
8	DK	47	62	15
9	HD	60	61	1
10	YM	51	63	12
11	DM	49	60	11
12	KD	53	61	8
13	RW	48	58	10
14	FR	57	60	3
15	ZH	47	59	12
16	MD	61	75	14
17	NF	54	64	10



18	AZ	53	59	6
19	AI	58	60	2
20	RAW	62	64	2
21	NN	50	70	20
22	ML	47	66	19
23	HJ	60	60	0
24	SRN	66	62	-4
25	MH	61	61	0
26	NS	58	71	13
27	SA	62	62	0
28	EPS	50	63	13
29	DI	47	70	23
30	DP	54	61	7
31	HJ	53	65	12
32	DM	66	70	4
33	EM	61	61	0
34	YM	58	63	5
35	EA	62	73	11
SUM			277	

Mean of Gain (Md).

$$\begin{aligned}
 Md &= \frac{\sum d}{N} \\
 &= \frac{277}{35} \\
 &= 7.9
 \end{aligned}$$

**Table 3.** Sum of Quadrate of Deviation

No	Students' Initial	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
1	TW	7	-0.9	0.81
2	AD	12	4.1	16.81
3	UH	6	-1.9	3.61
4	RJ	9	1.1	1.21
5	MF	13	5.1	26.01
6	KH	0	-7.9	62.41
7	HM	1	-6.9	47.61
8	DK	15	7.1	50.41
9	HD	1	-6.9	47.61
10	YM	12	4.1	16.81
11	DM	11	3.1	9.61
12	KD	8	0.1	0.01
13	RW	10	2.1	4.41
14	FR	3	-4.9	24.01

<b>15</b>	ZH	12	4.1	16.81
<b>16</b>	MD	14	6.1	37.21
<b>17</b>	NF	10	2.1	4.41
<b>18</b>	AZ	6	-1.9	3.61
<b>19</b>	AI	2	-5.9	34.81
<b>20</b>	RAW	2	-5.9	34.81
<b>21</b>	NN	20	12.1	146.41
<b>22</b>	ML	19	11.1	123.21
<b>23</b>	HJ	0	-7.9	62.41
<b>24</b>	SRN	-4	-11.9	141.61
<b>25</b>	MH	0	-7.9	62.41
<b>26</b>	NS	13	5.1	26.01
<b>27</b>	SA	0	-7.9	62.41
<b>28</b>	EPS	13	5.1	26.01
<b>29</b>	DI	23	15.1	228.01
<b>30</b>	DP	7	-0.9	0.81
<b>31</b>	HJ	12	4.1	16.81
<b>32</b>	DM	4	-3.9	15.21
<b>33</b>	EM	0	-7.9	62.41
<b>34</b>	YM	5	-2.9	8.41
<b>35</b>	EA	11	3.1	9.61
SUM		277	0.5	1434.75

$$\begin{aligned}
 t &= \frac{\text{MD}}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\
 &= \frac{7.9}{\sqrt{\frac{1434.75}{35(35-1)}}} \\
 &= \frac{7.9}{\sqrt{\frac{1434.75}{35(34)}}} \\
 &= \frac{7.9}{\sqrt{\frac{1434.75}{1190}}} \\
 &= \frac{7.9}{\sqrt{1.20}} \\
 &= \frac{7.9}{1.09} \\
 &= 7.25
 \end{aligned}$$

Degree of freedom:

$$\begin{aligned}df &= N - 1 \\&= 35 - 1 \\&= 34\end{aligned}$$

From the T distribution it is found that t-table for  $t_{0,05} = 2.14$

So,  $T\text{-test} > T\text{-table} = 7.25 > 2.14$

## DISCUSSION

Based on the result of the statistical computation using a t-test, the result showed that there were significant differences between pre-test and post-test score. The result of t-test was 7.25. If the t-test was compared to t-table with the degree of freedom 34 as stated in hypothesis testing, the t-test 7.25 was higher than the t-table 2.14. Therefore, based on the hypothesis testing, the  $H_a$  was accepted and the  $H_o$  was rejected, the theory was verified. It means that applying English songs to improve students' speaking ability is effective for teaching speaking and absolutely students' speaking ability were increasing and had good improvement on them. After getting the treatment, the students were more enthusiastic and motivated to speak, they also enjoyed it when presented the material.

Meanwhile, students got easy to speak something and also more enjoyable to spread out their idea by listening to the English songs and the teacher also helped the performance of individual students directly. So, the students did not nervous about how to say things in a foreign language based on their idea. In addition, they had self-confident to tell a story in front of the class. The use of English songs to improve students' speaking ability also gave some advantages both teacher and students.

## CONCLUSION

The writer concluded that: English songs is an effective media to use in improving students' speaking ability in Speaking I at the second semester of English Education Department students of STKIP Bina Bangsa Getsempena Banda Aceh. It can be seen from the score obtained by the students before using English songs or in pre-test shown that they got 55 of mean score. The students' ability in post-test is improving after applying English songs in the process of teaching learning speaking. It is shown from the students post-test of mean score that they got 63. The total score after applying English songs in the process of speaking was higher than before. It can be known from the mean of t-test score is 7,25 that was greater than t-table 2.14. It means that there was an improvement of students' speaking ability by using English songs.

## REFERENCES

- Brown, H.D. (2004). Language assessment: Principle and classroom practices. NewYork: Longman, Pearson Education, Inc.
- Campbell, D. 2010. The Mozart Effect for Parent: Unlocking The Potential Of Your Child. Penguin Publisher, New York.
- Florez, Mary A.C. (1999). Improving Adult English Language Learner's Speaking Skills. National Center for ESL Literacy Education on Center

- for Applied Linguistics of US Department of Education.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Longman/Pearson Education.
- Gay, L.R. & Airasian, P. (2000). *Education Research: Competencies for Analysis and Application* (6th ed.). New Jersey: Merrill Prentice Hall.
- Harmer, J. (2001). *The practice of English language teaching* 3rd edition. Newyork: Longman.
- Rajab, T. (2015). An Applied Model of Teaching Materials to Improve Students' Speaking Skill. *Jurnal Ilmiah Peuradeun*, 3(1), 103-118.
- Schoepp, Kevin. (2001). Reasons for Using Songs in the ESL/EFL Classroom. *The Internet TESL Journal*, Vo.VII, No.2, February 2001. <http://iteslj.org/Articles/Schoepp-Songs.html>.
- Usman, M. (2015). Teaching Model of Learning English Writing at University. *Jurnal Ilmiah Peuradeun*, 3(3), 441-450.

# THE EFFECT OF HERRINGBONE TECHNIQUE ON THE STUDENT'S READING SKILL AT 8TH GRADE JUNIOR HIGH SCHOOL

Wahyu Pambayuningsih  
Jakarta State University

Email : wahyu.pambayuningsih@mahasiswa.unj.ac.id

## Abstract

This research is purposed to analyze the effect of using herringbone technique on the student's reading skill. In this research, the researcher used quasi experiment method. There are 2 variables in this research. Herringbone Technique as independent variable (variable x) and Student's Reading Skill as dependent variable (variable y). The technique of collecting the data by using test, the test consist of 20 items of pre test and 20 items of post test. From the data analyzes, it found that the mean of pre test score is 35,3. The mean of post test score 69,7. The researcher used the pooled variance model t-test to find out the effect variable X towards variable Y. The result of applying pooled variance model t-test, ( $t_{table}$ ) is 2,093 and ( $t_{test}$ ) is 5,55 the degree of significant 5%. It means  $t_{test}$  is higher than  $t_{table}$  ( $5,55 > 2,093$ ), so the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. The conclusion of this research, herringbone technique is effective in teaching reading to improve student's reading skill.

**Keywords:** *Herringbone Technique and Student's Reading Skill*

## INTRODUCTION

Reading is one of important skills in learning English because it gives big contribution to students to perform their communication skill better. As international language, most people around the world use English in their daily life to communicate each other. Based on Permendikbud No.68 2013 on the 2013 Curriculum to prepare Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, affective, and able to contribute to society, nation, state, and world civilization.

Moreover, also stated in Permendikbud No.54 2013 about *Standar Kompetensi Lulusan* on junior high competency standards. Junior high school graduates have attitudes, knowledge, and skills. As for skills qualifications, the ability of thought and affective and creative acts in the realm of the abstract and the

concrete in accordance with the school and similar other sources. According to Harmer (2007), "Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it" (p.99). Reading also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts.

Based on the observation in SMPIT Al-Mustofa, it is found that many students had difficulties in reading. It can be seen from students' low reading achievement. They are not able to understand the purpose of the text because they are not able to comprehend the text and lack of vocabulary. In addition, teachers still use traditional methods in teaching. Those difficulties sometimes make them bored and feeling unmotivated to read. Thus, reading should be enjoyable; otherwise, the exercise would not be worth teaching. The

students need many kinds of interesting materials so that they feel happy and motivated. Therefore, the existence of the teaching method is important.

Teaching with graphic organizer is one of teaching technique that can increase students' motivation in learning English. McKnight stated (2010), "Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information". The one of graphic organizers is Herringbone Technique. "Herringbone Technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of question." (McCune & Shirley, 2002, p. 35). In addition, Herringbone Technique helps students understand the connections between supporting details to identify a main idea. In relation to the background of study, the problems can be identified as follows:

1. Is there any effect of the use of herringbone technique on the student's reading skill?
2. Is the use of herringbone technique can increase student's reading achievement?

## **METHOD**

Pang, Muaka, Bernhardt, & Kamil (2003) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading involves both the acquisition of meanings intended by the researcher and the reader's own contributions in the form of interpretation, evaluation, and reflection on those meaning.

The Herringbone Technique graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas. Coe & Glass (2004) stated that the herringbone pattern is used to help students identify the main idea and the related supporting ideas of a lesson, text, or concept.

Tierney, Readence, & Dishner (1985) explained that herringbone technique is a structured outlining procedure designed to help students organize important information in a text chapter. The teacher helps students put the information that they are looking at a diagram like a fish skeleton. Then, the students write the summary along the central spine of the diagram. This diagram is useful to review the information and provide a visual structure to the selection of which can be seen at a glance.

Thus, Herringbone technique helps the students understand the connections between supporting details to identify a main idea. The herringbone is a useful graphic organizer for students to organize the information. According to Deegan (2006), Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the WH-questions, the students write the main idea across the backbone of the fish diagram.

The procedures of herringbone techniques are:

1. The teacher selects a text at the appropriate reading level.
2. The teacher constructs a visual diagram of the herringbone.

3. The teacher tells the student to record the answers to the questions on the diagram. She will look for answers to:
  - a. Who is the author talking about?
  - b. What did they do?
  - c. When did they do it?
  - d. Where did they do it?
  - e. How did they do it?
  - f. Why did they do it?
4. The student reads to find the answers and records the answers on the diagram.
5. After the information is recorded, the teacher shows the student how each answer fits into a slot in a main idea sentence.
6. The student writes a main idea, using the information from the herringbone diagram.
7. The teacher duplicates sheets with the diagram, and students complete diagram on their own.
8. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales. (<http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc>)

This research used quasi experimental method. Here below is the research hypothesis:

#### **Pre test hypothesis:**

$H_0$  : There is no difference in the achievement of students between control class and experimental class.

$H_1$  : There is difference in the achievement of students between control class and experimental class.

#### **Post test hypothesis:**

$H_0$  : There is no difference in the achievement of students between those who are taught by using Herringbone Technique and by using conventional method.

$H_1$  : There is difference in the achievement of students between those who are taught by using Herringbone Technique and by using conventional method.

#### **RESEARCH FINDING**

Pretest and post test were administered to both experimental and control group for measuring students' reading skill. Pretest result was used to measure students' initial reading skill. Meanwhile, post test was used to measure students' reading skill after treatment. Pre test and post test results were used to investigate the significant difference between the experimental and the control groups. The result of post test was statistically analyzed by using t-test formula for independent samples to find out whether or not using herringbone technique could improve students' reading skill at the eighth grade of SMP Al-Mustofa in the academic year 2014/2015.

The following table presents data description of post test. These data would be analyzed by using t-test formula for independent samples to draw an inference of the study.

**Table 1.** Data Description of Post Test

	Experimental Group (1)	Control Group (2)
<b>Mean</b>	69.7	50.7
<b>Standard Deviation</b>	10.3	11.4
<b>Variance</b>	105.44	129.76
<b>Sample size</b>	20	20

Furthermore, the data above were computed as follows.

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} = \frac{69.7 - 50.7}{\sqrt{\frac{(20-1)105.44 + (20-1)129.76}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}} = \\
 &= \frac{69.7 - 50.7}{\sqrt{\frac{(20-1)105.44 + (20-1)129.76}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}} = \frac{19}{\sqrt{\frac{2003.36 + 2465.44}{38} (0.1)}} = \\
 &= \frac{19}{\sqrt{11.76}} = \frac{19}{3.42} = 5.55
 \end{aligned}$$

The result showed that the value of statistical computation or  $t_{\text{value}}$  was 5.55, while  $t_{\text{table}}$  at the significance level of 0.05 was 2.093. It means that  $t_{\text{value}} = 5.55$  was higher than  $t_{\text{table}} = 2.093$  ( $5.55 > 2.093$ ). Therefore, the formulated null hypothesis ( $H_0$ ): “There is no significant difference in the achievement of students who are taught by using herringbone technique and those who are not” was rejected. On the other hand, the formulated alternative hypothesis ( $H_1$ ): “There is significant difference in the achievement of students who are taught by using herringbone technique and those who are not” was accepted.

Since the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted, it can be concluded that there was significant difference in the achievement of students who were taught through herringbone technique and those who were not. In other words, the use of herringbone technique could improve

students’ reading skill at the eighth grade of SMP Al-Mustofa in the academic year 2014/2015. The purpose of these studies was to seek the effect of herringbone technique on reading skill, and they concluded the similar results that herringbone technique had significant effect on the improvement of students’ reading skill.

The positive significant effect of using herringbone technique on students’ reading skill in this study has important practical implication for English teaching and learning, particularly at the high school level in Indonesia. As to the result of the study, teaching reading can be undertaken by using herringbone technique in order to evade students struggling with reading a text in foreign language. Teacher can develop students’ comprehension of a text they are reading by plotting who, what, when, where, why, and how questions on a visual diagram of a fish skeleton (Deegan,



2006). To achieve effective result of using this technique, the teacher should understand the procedures and be well-prepared before applying this technique in the classroom.

## CONCLUSION

To conclude, this study proved that there was significant effect of using herringbone technique on students' reading skill at the eighth grade of SMP Al-Mustofa in the academic year 2014/2015. This conclusion is based on the decision making to reject the null hypothesis and accept the alternative hypothesis, leading to the interpretation that students who were taught by using herringbone technique achieved better scores on reading than those who were not.

After proving the effect of herringbone technique on students' reading skill, some suggestions are put forward. First, it is suggested that English teacher should encourage him/herself to find appropriate technique in teaching English, particularly teaching reading skill. Second, it also suggested to the students to practice reading English texts by using herringbone technique in order to gain more knowledge and information. Finally, for further researchers, they are suggested to explore other aspects such as motivation and belief of using herringbone technique as the way for teaching reading so that the study can be more comprehensive.

## REFERENCES

- (1996). *The Practice of English Language Teaching (Third Edition)*. UK: Pearson Longman.
- (2013). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Advantages and Disadvantages of Graphic Organizer. (n.d).  
[http://www.ehow.com/facts\\_5522538\\_advantages-disadvantages-graphic-organizer.html](http://www.ehow.com/facts_5522538_advantages-disadvantages-graphic-organizer.html) (accessed on May 30, 2014 / 10:16 p.m.)
- Anggraeni, V. D. (2013). *The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text: An Experimental Research at the Eighth Grade Students at SMP Negeri 1 Grobogan*.
- Coe, Z. V. & Glass, C (2004). *Herringbone Pattern*.
- Deegan, J. *Herringbone Technique*.  
<http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc> (accessed on May 19, 2014 / 05:15 p.m.)
- Fletcher, J. M (2006). *Measuring Reading Comprehension*. Houston: Erlbaum Associates, Inc.
- Flynn, N & Stainthorp, R (2006). *The Learning and Teaching of Reading and Writing*. England: Whurr Publishers Limited.
- Goodman, K. S. *Reading: A Psycholinguistic Guessing Game*. (n.d).  
[http://readbysight.com/images/reading\\_a\\_psycholinguistic\\_guessing\\_game.pdf](http://readbysight.com/images/reading_a_psycholinguistic_guessing_game.pdf) (accessed on May 25, 2014 / 06:55 p.m.)
- Harmer, J. (2007). *How to Teach English (New Edition)*. UK: Pearson Longman.  
<http://forpd.uef.edu/strategies/stratHerring.html> (accessed on May 25, 2014 / 07:30 p.m.)
- Ikaningrum, R. E . *Principels in Assessing Reading*. Magelang: FKIP Univ. Tidar.
- Learning Strategies Database.  
<http://www.muskingum.edu/~cal/da>

- tabase/general/organization.html  
(accessed on May 30, 2014 / 08:05 p.m.)
- McCune, S. (2002). *Reading and Connection Across the Content Areas*. Washington.
- McKnight, K. S. (2010). *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas*. San Francisco: Jossey-Bass.
- Mikulecky, B. S. & Jeffries, L (1996). *More Reading Power*. New York: Addison-Wesley.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading*.  
[http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/publications/EducationalPracticesSeriesPdf/prac12e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac12e.pdf). (accessed on May 24, 2014 / 09:10 p.m.)
- Permendikbud No. 54 Tahun 2013.
- Permendikbud No. 68 Tahun 2013.
- Rafain, D., Amir, Z., & Tiarina, Y. (2013). *The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN 2 Enam Lingkung Padang Pariaman*.
- Riadi, E. (2014). *Metode Statistik Parametrik & Non Parametrik*. Tangerang: Pustaka Mandiri.
- Saputra, B. (2011). *The effect of herringbone technique toward students' reading comprehension for tenth grade at smk negeri 1 lubuk sikaping*. <http://jurnal.stkip-pgri-sumbar.ac.id/DOSING/index.php/MSHING20121/article/view/208>. (accessed on May 19, 2014 / 07:00 p.m.)
- Sugiyono. (2010). *Statistik untuk Penelitian*. Bandung: Alfabeta.
- Tierney, R. J., Readence, J. E., & Dishner, E. K. (1985). *Reading Strategies and Practices: A Guide for Improving Instruction*. USA: Library of Congress Cataloging in Publication Data.
- Ur, P. (2009). *A course in Language Teaching*. UK: Cambridge University Press

# THE USE OF AUDIO VISUAL AS MEDIA IN ENHANCING STUDENTS' LISTENING SKILL

Rosdiana  
STKIP Bina Bangsa Getsempena  
Email : [rosectz15@gmail.com](mailto:rosectz15@gmail.com)

## Abstract

Listening is a basic ability required in mastering English. The purpose of this article is to describe the utilization of audio visual media in improving listening skills of students majoring in STKIP Language BBG Banda Aceh. The main purpose of this research is 1) to know the application of learning development of audio-visual media in improving listening ability of first year English students of STKIP BBBG. 2) to know the increasing of listening ability of English student of second year students of STKIP BBBG after getting learning using audio visual media. This research is quantitative study. To achieve these objectives, purposive sampling is used which is focused on the first year student students semester II are taken as the subject of this research. Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that 1) the students' English listening comprehension ability increased significantly after learning with videos and 2) students had positive attitudes towards using videos in teaching listening skills.

**Keywords:** *Audio Visual Media, Listening*

## INTRODUCTION

Learning media is a vehicle and delivery of information or learning messages to learners. With the media on teaching and learning process, is expected to help educators in improving learning achievement in learners. Therefore, educators should present the media in every learning process for the achievement of learning objectives. Richards, (2001: 54) explains that the educational media is a tool, methods and techniques used to further streamline communication and interaction between educators and learners in the process of education and teaching in schools.

The important of using learning media in teaching and learning is that it generates new desires and interests, motivation and stimulation of learning activities, and even bring psychological

influences on students. Thus, the use the instructional media will greatly help the effectiveness of the learning process and the delivery of messages and content of the lesson in the listening classroom.

Based on observations in English students, listening learning process still tends to get less portion than other learning. In addition, the process of learning in the classroom is still done conventional methods and minimal use of media learning. students more often learn based on printed books owned by listening to audio media. This causes the resultant listening value of the students still need to be improved.

To achieve the objectives of the learning curriculum in teaching and learning process, it is necessary to be supported by good media and teaching materials that are teaching materials that are able to attract

learners, in accordance with the times and not deviate from the curriculum. It is, therefore, presentation of subject matter on the object by using Audio Visual (Video) is expected to attract learners, generating passion of learners to study the material presented through multi media (text, image, audio, video) material presented with various colors and images very interesting and so on, (Dornyei, 2001: 89).

In the process of teaching and learning, the function of media according to Sherman, (2003) as a tool in teaching and learning process is not an additional function, but has its own function as a tool to realize effective teaching and learning situation. The use of instructional media is an integral part and overall teaching situation where the use of media in teaching takes precedence to accelerate the teaching and learning process and assist the students in understanding the understanding given by the teacher. In this case the use of media in teaching is also prioritized to enhance the quality of teaching and learning.

Through the media that has been developed, learners can use optimally the sense devices they have. The more sensory devices used by learners then something learned will be more easily accepted and remembered, eventually the media can motivate learners to learn better. The use of audio-visual media as a learning medium works by enabling two senses of the child at once. This audio visual media is expected to help improve the students' learning interest towards listening learning. Audio visual media is designed creatively to make students interested in learning.

Based on the exposure, the researcher chose to improve the listening ability of second class students by using audio visual media. Audio visual media according to Brophy, (2004) is a medium that presents a teaching material through sound (audio) and image (visual) to be easily understood by the listeners.

## **METHOD**

### **Population and Sample**

The population of this study was 32 first-year English major students in the second semester of academic year 2017 at STKIP BBG. The sample in the study was purposive sampling consist of 32 students, selected purposively. The study was conducted during the second semester of academic year 2017. It involved 10 meeting. Two periods were used for the pre-test and post-test and the other 8 periods were used for the experiment.

### **Data Collection**

The data were collected from the students' scores of the pre-test and post-test of listening comprehension, and from exercises undertaken after each learning material was presented. The procedure followed in the teaching plan used in the study encompassed the following three stages; pre-listening, while-listening and post-listening.

### **Data Analysis**

It was used in order to see the progress of students' learning achievement before and after they studied listening with videos. The data obtained from this method of teaching in the study was analysed and

interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test. The t-test was used to compare the listening competency of the experimental group and control group.

## RESEARCH FINDING

The table below showed the comparative result of English listening pre-test and post-test scores of students. According to the level of significance degree with  $(\alpha) = 0,05$  and  $df = (n_1 + n_2 - 2) = (30 + 30 - 2) = 58$ , the result of t-table with the level of significance 0,05 is

1,68 ( $t_{0,95(58)} = 2,02$ ) and the result of t-test is 5,01. Based on the criteria for test two means that if  $t\text{-test} < t\text{-table}$ ,  $H_0$  should be accepted. On the other hand, if  $t\text{-test} > t\text{-table}$ ,  $H_a$  should be accepted.

By comparing the result from t-test and t-table, it is found that  $t\text{-test} > t\text{-table}$  in which  $5,01 > 2,02$ . Therefore,  $H_a$  should be accepted since the value of t-table exceeds the t-test score. it can be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0.05. The students' listening comprehension ability increased significantly after learning with the videos.

**Table. 1** Statistical Summary of the Result of the Post-test both Experimental and Control Class

	Experimental Class	$s_{gab}$	$t\text{-test}$	$df$	$\alpha$	$t\text{-table}$	Control Class
N	30	10,47	5,01	58	0,05	2,02	30
$\bar{x}$	82,5						69,9
$s^2$	97,15						122,6
$s$	9,8						11,05

## CONCLUSION

The findings of this study revealed that the implementation of video enhances students' listening comprehension. It seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. It is proven that the media of video can be used as an alternative media in teaching listening due to the rich source of materials offered; conversation and dialogue by native speakers. Thus, it is really helpful in assisting the teacher when it was implemented in EFL classroom to improve

students' listening comprehension. This can greatly facilitate students to practice their listening comprehension in English language learning. Overall, students agreed that videos were helpful in learning English, and that English subtitles in video movies were an excellent aid to learning English.

## REFERENCES

- Andrianne, H., & Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc

- Arikunto, S. (1998). *Procedur Penelitian, Satuan Pendekatan Praktek*. Jakarta: Rhineka cipta.
- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *Internet TESL Journal*, 6(11).  
<http://iteslj.org/Articles/Canning-Video.html>
- Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*. 5 (1), 1-21.
- Brophy, J. (Ed.). (2004). *Using Video in Teacher Education*. Oxford, UK: Elsevier.
- Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET*. 5 (4), 67-72.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Richards, J. C. and Bohlke, D. (2011). *Creating Effective Language Lessons*. Cambridge: Cambridge University Press.
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics*. 6 (4), 200-212.

# CONTENT ANALYSIS OF ENGLISH SUBJECT IN CURRICULUM 2013 FOR JUNIOR HIGH SCHOOL LEVELS

Wida Cahyaningrum<sup>1</sup>, Ovie Kholillatus Shofia<sup>2</sup>, and Premaria Mahaputri<sup>3</sup>

<sup>1</sup>Jakarta State University

<sup>2</sup>Jakarta State University

<sup>3</sup>Jakarta State University

Email : 100070.wida@gmail.com

## Abstract

As a framework, curriculum 2013 focuses on four aspects which are religious, attitude, knowledge, and skills. However, there are still confusions among teachers in applying their teaching practices based on it. Thus, this study is designed to provide information of the current framework, curriculum 2013, especially for English subject in junior high school level. Furthermore, it is analysed based on components which appear in the curriculum. The result shows that the curriculum benefits English teachers because of its flexibility and detail components to carry out teaching. It accomplishes the requirements as an integrated framework. It supports a view of using English to learn new knowledge and supports learning integrated skills. In addition, it requires skilful English teachers to carry out teaching and learning processes since it focuses on giving learners real-life experiences in their learning.

**Keywords:** *Content Analysis, English, Curriculum 2013, Junior High School Level*

## INTRODUCTION

Indonesia has encountered four times changing on curriculum development so far. The first implemented one is curriculum 1947. Next, it developed curriculum of 1975, 1984, 1994. In 2004, Indonesia changes the practice into competence based curriculum. Next, it changes into school- based curriculum or “Kurikulum KTSP”. As its development, it is changed into curriculum 2013.

Curriculum is a framework underlying approach, syllabus, technique, and exercise which is used by teachers in order to achieve better teaching and learning process (Brown, 1995). Furthermore, he explains that language syllabus is defined as the ways of organizing and planning language teaching and learning. Language curriculum can also be defined as a set of guidelines to describe the goal specification of education, teaching methodology, teacher training and the text book selection in language teaching

context (Celce and Olsthain, 2000). Meanwhile, they define syllabus as a particularized or specified document that addresses to a certain learners and teacher, a particular course or a particular series of textbook.

Feez (1998) defines curriculum as a framework which containing the descriptions of intended language learning outcomes. These outcomes are written as competencies which provide criteria against which learning outcomes are to be assessed at the end of a course of study. The course study must provide to build language learning strategies, work with whole texts in context, and develop both spoken and written language skills. Next, it is also explained that syllabus consists of a plan of what needs to be learnt in a course of study.

Kathleen (2000) defines curriculum as guidelines underlying the whole part of system in language course which involving several process. Next, it is also explained that syllabus is a list of academic

documents that will be taught, studied, and tested in a language course. Based on the explanation from experts above, it can be concluded that curriculum is document that is used as a framework which covers the whole planning in language teaching and learning process of educational field. Furthermore, syllabus can be defined as a subpart of curriculum which covers what to teach and how to teach students.

Beliefs about the nature of language and learning can influence the decision making on what to put in syllabus. Richards and Rodgers (2001) explains that teaching method is divided into approach, design, and procedure. Approach is used as the main guideline to decide what design and procedure to be used in teaching. Furthermore, they explain that approach consists of a theory of the nature of language and language learning. Theory of the nature of language deals with goals that need to be achieved and the basic units of language structure that should be learnt.

Meanwhile, the nature of language learning deals with psycholinguistic and cognitive processes. It also deals with a consideration of conditions which support the learning processes. These two factors in approach influence the design of syllabus or curriculum which consists of objective of method, syllabus model, types of activity, learner and teacher roles, and the role of instructional materials. The beliefs of the nature of language and language learning can be classified as from linguists perspective, sociolinguists perspective, and psychologists perspective. First, From linguists perspective, language is defined as knowledge.

In another words, the expected outcome of language teaching according to this perspective is the knowledge about the language itself. Language curriculum

design is constantly changing and expanding because of the changing trends and approaches (Celce and Olsthain, 2000). Next, they explain the design has drawn from applied linguistics to some relevant fields, such as, language teaching methodology, Second language acquisition research, language planning and policy making, language assessment, and language analysis.

As the impact to the design, several curriculums are evolved, such as, product-based curriculum, content - based curriculum, and process- based curriculum. Second, sociolinguistics perspective emphasizes on the way language is used socially appropriate ways (Porter, 2000). The expected learning outcome of this perspective is communicative competence. That is why, the syllabus design is divided into weak (learning how to use a language) and strong (Use the language to learn something) version of communicative language teaching (Howatt, 1984). Third, from psychologist perspective, language is considered as a package of pedagogies. The expected outcome of this perspective is cognitive goals.

The result of this belief to the design of syllabus is for example, Total Physical Response (TPR). TPR is a combination of speech and action; it is a stimulus-response view as the learning theory that underlies language teaching pedagogy (Asher, 1977 in Richards and Rodgers, 2001). Next, Feez (1998) also explains that the decision making in designing syllabus is influenced by some assumptions, such as social role of ESL teaching, definition of language and language learning, and the relationship among curriculum, syllabus, and methodology.

Therefore, she classifies the syllabus as: (1) Structural syllabus, which focuses



on lexical items and grammatical structures of language. In other words, the assumption of language is as knowledge. So, the expected outcome is to master the knowledge of the language. (2) The situational syllabus, in which organized from the perspective of field and experiential meanings. In other words, teaching is based on assumption of given situation to teach language. Dialog is mainly used in this type of syllabus, (3) The topic- based syllabus in which sequencing is determined by the order of the social activity or by logic of the topic itself. It is developed around the topic of employment in Australia. So, it focuses on real-life sequencing of job seeking process, (4) The Functional- Notional syllabus.

It is based on communicative purposes (function) and making meaning based on ideas, concepts, logical relationships or entities (notion), (5) The process syllabus. It focuses on language learning rather than learning outcomes, (6) The task- based and procedural syllabuses. The basic elements are purposeful activities and tasks which emphasize on communication and meaning. (7) The mixed syllabus. It integrates the elements of a range of syllabus types which based on the result of need analysis on students.

Approach is the ways on defining the needs, meanwhile syllabus is the ways of organizing the needs (Brown, 1995). Richards and Rodgers (2001) define approach by considering a theory of the nature of language and language learning. The theories as in approach will influence the design of teaching, in which one of the elements of design is syllabus. In other words, the decision of syllabus design is based on the approach use which underlies teaching. Language teaching method consists of some aspects which are

approach, method, and procedure (Richards and Rodgers, 2001). Firstly, they explain that approach consists of a theory of nature of language and language learning. Secondly, method consists of general objectives of the method, a syllabus model, and type of learning and teaching activities, learners and teacher roles, and the role of instructional materials. Thirdly, procedure consists of classroom techniques, practices, and behaviors observed when the method is used.

Brown (1995) also explains similar aspects of language teaching method consists of approach, method, and procedure. Firstly, approach is defined as what and how students need to learn. Secondly, method is defined as different plans to present language to students in sequences. Thirdly, procedure deals with instructional system which includes all of tactics, practice exercises and activities. Curriculum development is influenced by the changing of methods in language teaching (Richards and Rodgers, 2001). Since many teachers and experts were searching the best method to achieve expected outcomes, several methods had been evolved and employed. It resulted on the changing and development of curriculum.

In the sixteenth century, Grammar-translation method is employed as the effect of the result of political changing. The main focus in this method is mastery on grammar. As the changing of need from written proficiency to spoken proficiency, several methods appeared and evolved, such as, audio lingual method, total physical response, etc. In conclusion, it resulted on the development of curriculum itself.

## METHOD

This study is based on Krippendorff (2004), in which it is stated that content analysis is related to text analysis which is society matter. Krippendorff (2004) also explains content analysis could be done based on research questions of the need analysis or it could be based on components of related things in which used as the guideline to analyse the text. Thus, this study is focused on analysing the content of curriculum 2013 for English subject of junior high school levels. It is based on the components of curriculum and syllabus development.

## RESEARCH FINDING

Curriculum 2013 is basically a continuing program from the previous curriculum, curriculum 2007. The general purpose of this curriculum is to improve the quality of education in Indonesia. It focuses on improvement and balance of knowledge, skills, and attitude as the expected competence that students should have in future. The curriculum is viewed from four aspects which are as a content, a process, a product, and context ( Paparan wamendik 2013).

Celce and Olsthain (2000) described integrated curriculum as a program in which the goals be followed based on four dimensions or domains, which are content, process, product and its context. In other words, Curriculum 2013 is classified as an integrated curriculum since the four domains of integrated curriculum above can be linked to contextual praxis of curriculum 2013. Praxis is a process in which theory, lesson, or skill is performed, practiced, embodied, or realized. The coverage of the syllabus can be followed as several categories which is proposed by Drake and Burns (2004) which involve the

document identification, organizing center, conception of knowledge, role of discipline, role of teacher, starting place, degree of integration, assessment, and evaluation.

The document identification is focused on English subject in junior high school level. The organizing center is followed as *transdisciplinary*. It is because the content of KI is still underlying English subject but broaden the scope to real-life context/ practices. The conception of knowledge are followed as all knowledge are interconnected and interdependent, the possible answer of a task or a question could be more than one, and knowledge is considered to be indeterminate and ambiguous. Based on the curriculum, students are facilitated to build up their own ideas of things around them. Also, it allows them to relate other disciplines to the subject to complete the task. Thus, the evaluation of the task can be measure precisely since background knowledge and student's thought will be different one to another. Next, the role of discipline is identified if desired, but real-life context emphasized. In curriculum 2013, English is still identified carefully.

However, it is emphasizing on real-life context, especially for students' character building. It could also be interpreted that the role of the discipline is as a way or tool that is used for communication in society based on the good values which are mentioned in the KI. The role of teacher is as co-planner, co-learner, generalist/specialist. As mentioned in the preface or opening of the curriculum, the purpose is to achieve, skills, knowledge, and attitude of the level and to make students as active learners, it requires teachers to explore and elaborate more sources.

Thus, teachers can be co-planner, co-learner, and generalist/specialist in the discipline. The starting place could be from student questions and a real-world context. The degree of integration is as paradigm shift. The assessments are interdisciplinary skills in which the concepts are stressed. The evaluation should be balance between traditional/paper-based and authentic assessments. In addition, it should be culminating activity that integrates disciplines which have been taught. Meanwhile, based on *paparan wamendik 2013*, the coverage of curriculum 2013 consists of concept of the curriculum, material use, teaching and learning process, and assessment process.

The concept of the curriculum is creating the balance between hard- skills and soft- skills which is based on *standar kompetensi lulusan*, *standar isi* (content standard), *standar proses* (process standard), and *standar penilaian* (assessment standard). The material should be; (1) activity- based, (2) books should have teaching and learning model and projects for students, (3) and the books as guidance for teacher in delivering materials. The teaching and learning process is focused on collaborative learning and observation-based learning for giving personal experience for students. It should also involve creativity. The assessments are focused on higher order thinking of students which measure the learning process rather than the learning outcomes. It is common to be based on student's portfolios.

In general, the coverage of curriculum 2013 includes preparation, teaching and learning process, and assessment. Furthermore, English is given four- academic hours in a week. The focus of the process of teaching and learning is to

make students as active learners and build up their good characters which have been mentioned above.

## DISCUSSION

Curriculum is document that is used as a framework or guidelines which covers the whole planning in language teaching and learning process of educational field in order to achieve the intended goal (Brown, Celce and Olsthain, 2000; 1995; Feez, 1998; Kathleen, 2000; Porter, 2000; Richards, 2001). Furthermore, syllabus can be defined as a subpart of curriculum which covers what to teach and how to teach students. In other words, the content of syllabus is important since it is used to achieve the intended goal.

According to Drake and Burns (2004), there are some goals of integrated curriculum; (1) to improve students 'achievement by creating a rigorous, relevant and engaging curriculum, (2) to create effective teaching and learning practices, (3) to meet an effective way of teaching in which suitable to be applied in a certain situation/ context (e.g. in a certain classroom). Also, Celce and Olsthain (2000) stated that integrated curriculum as an effective curriculum which can help the potential customers. The potential customers can be defined as students' needs that should be fulfilled in learning. Next, it is also mentioned that the combination syllabus (integrated syllabus) is used to achieve competencies or life-skills that are necessary for living in society (Gronnet and Crandall, 1982 in Porter, 2000).

In its development, the decision making of what to put in syllabus is based on the belief or assumption of language and langue learning. In this case, Curriculum 2013 is based on assumption of sociolinguistics in which focuses on

communicative competence. Sociolinguistics is emphasized on the way language is used socially appropriate ways (Porter, 2000). Also, as has been mentioned above, curriculum 2013 is classified as integrated curriculum in which its root is based on discourse approach which underlies a view of curriculum design that places the social context of learning and language use at the center (Celce and Olsthain, 2000). Richards and Rodgers (2001) explains that the syllabus design is based on approach which consisting of the theory of nature of language and language learning. In other words, curriculum 2013 is based on view of language as ways of communication which take place in society.

Meanwhile, assumption of language learning language learning should involve learning process which can resulted on balance of knowledge, skills, and attitude which are explained in *paparan wamendik 2013* that the language learning is based on content, product, process, and context. The assumptions is characterized integrated curriculum in which its development is based on four domains which are content, process, product, and context (Celce and Olsthain, 2000). The four domains of integrated curriculum above can be linked to contextual praxis of curriculum 2013. Praxis is a process in which theory, lesson, or skill is performed, practiced, embodied, or realized.



Figure 4: Paparan wemendik 2013

There are four essential domains in curriculum 2013 which are content, process, product, and context (wakamendik, 2013). Firstly, the content is planning oriented in which based on theoretical perspective. Curriculum is as a tool to deliver knowledge (knowledge transmission from teacher to student. Lesson planning is dominant which is based on logical order of the lesson. Teacher should teaching by using her knowledge and based on the syllabus. It can be interpret that teacher is allowed to access sources as long as the result is relevant with the curriculum standard. Assessment is based on student absorbing knowledge which is based on the syllabus.

Secondly, the process is viewed as result oriented. It is based on the market need of the standard graduate in educational program. Teacher can improvise or use any method in delivering the lesson as long as the result achieves the curriculum standard. It is adopted in a form of KBK and KTSP. Thirdly, the product is action oriented. It is based on student's background knowledge which is different from one to another. It emphasizes on critical thinking which is applied in a real life by the collaboration of teacher, students, and the management. It follows continuing evaluation. The assessment based on student's progress in which the result on each student can be different based on their talent and interest. Fourth, the context domain is considered as a new concept in curriculum. It is based on curriculum as a process which is added by activities (which has been approved among the education agents) to reach the target.

The Systemic approach is followed accordingly from content, process, product (concept: theoretical), practical, and productive. The continuing action-

reflection is used to achieve learning mastery. It includes the role of teacher to direct and to engage students to make commitment to achieve the target standard. It uses theme as trans-disciplinary approach to make sure the praxis is relevant.

Also, students learning are based on Bloom's taxonomy in which guiding students from to develop their critical thinking from lower to higher order thinking (Krathwohl and Anderson, 2001). In paparan wamendik 2013, the order of learning is followed as, observing, questioning, associating, experimenting, and creating. In implementing curriculum 2013, teacher is taking role as facilitator and students are taking role as active learners as well as the center of the implementation of the curriculum.

Also, teachers should provide materials which require students to be more active as well as making students to be able to use their logical and critical thinking. The role of material in this curriculum is as a medium for student to learn and to practice in order to make balance of their knowledge, skills, and attitudes which can be applied in their real life.

## CONCLUSION

Although teachers are no longer the center of teaching and learning process, the roles that teachers should handle is still broad. Teacher takes role as co-planner, co-learner, generalist/specialist. As mentioned in the preface or opening of the curriculum, the purpose is to achieve, skills, knowledge, and attitude of the level and to make students as active learners, it requires teachers to explore and elaborate more sources. In curriculum 2013, teachers are able to use an authentic source for teaching.

That is why; teacher should always broaden their knowledge and skills. In this

case, teachers should be able to access any authentic sources for teaching, such as video from BBC/ VOA or other sources in youtube, internet, newspapers, magazines, articles or even make their own material which is suitable with the teaching. Next, teachers should have sufficient skills, especially communication skills. Howatt (1984) in Porter (2000) classifies communication skills into weak version (learning to use English) and strong version (using English to learn the material). In other words, as curriculum 2013 is based on sociolinguistic assumption in which emphasis on the way language use in society. Teacher should be able to use strong version of language. It is better if teachers create an environment which enables students to practice the target aim in spoken through communicative activities, such as, interaction and discussion.

Teacher is also responsible to create an environment which makes students comfortable and enthusiast to follow the activities. That is why, teacher should be more creative. Next, teachers also have a role to monitor and give feedback to students 'practice. Lastly, teacher should be able to assess and evaluate student's performance.

## REFERENCES

- Bray, Mark. (2007). *The Shadow Education System: Private Classes and Its Implication for Planners- Second Edition*. UNESCO: International Institute for Educational Planning
- Brown. H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Third Edition*. Pearson Education ESL.
- Celce- Murcia M and Olsthain E. (2000). *Discourse and Context in Language*

- Teaching. A Guide for Language Teachers.* New York, USA: Cambridge University Press. (Chapter 10)
- Chew, S.B. & Leong, Y.C. (Eds.). (1995). *Private Tuition in Malaysia and Sri Lanka: A Comparative Study.* (Project Directors: T. Marimuthu; W.A. de Silve). Kuala Lumpur: Department of Social Foundations in Education, University of Malaya
- Drake, S. M and Burns, R.C. (2004). *Meeting Standards Through Integrated Curriculum.* USA: ASCD Publications.
- Ellis, T.J. & Levy, Y. (2010). *A Guide for Novice Researchers: Design and Development Research Methods.* Proceedings of Informing Science & IT Education Conference (InSITE)
- Feez, S. (1998). *Text- Based Syllabus Design.* Sydney: National centre for English Language Teaching and Research. Chapter 1
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon.
- Kurikulum 2013 Bahasa Inggris SMP
- Lightbown, P., & Spada, N.M. (2003). *How languages are learned.* Oxford: Oxford University Press.
- Marcellino, M. (2008). English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal*, Volume 19, Number 1, February 2008
- Richard-Amato, P. R. (2009). *Making it Happen Fourth Edition: From Interactive to Participatory Language Teaching, Theory and Practice.* Pearson Education Usa
- Yung, KWH. (2015). *Learning English in the Shadows: Understanding Chinese Learners' Experiences of Private Classes.* Hongkong: The University of Hongkong
- Zhan, et.al. (2013). The Effectiveness of Private Classes: Students' Perceptions in Comparison with Mainstream Schooling in Hong Kong. *Asia Pacific Education Review*, Vol.14, No.4, pp.495-509

*Journal*  
*Getsempena English Education Journal*

**GEEJ**

Kampus STKIP Bina Bangsa Getsempena  
Jalan Tanggul Krueng Aceh No 34, Desa Rukoh, Kecamatan Syiah Kuala  
Banda Aceh  
Laman: [geej.stkipgetsempena.ac.id](http://geej.stkipgetsempena.ac.id)  
Pos-el: [pbi@stkipgetsempena.ac.id](mailto:pbi@stkipgetsempena.ac.id)



9 772354 004003