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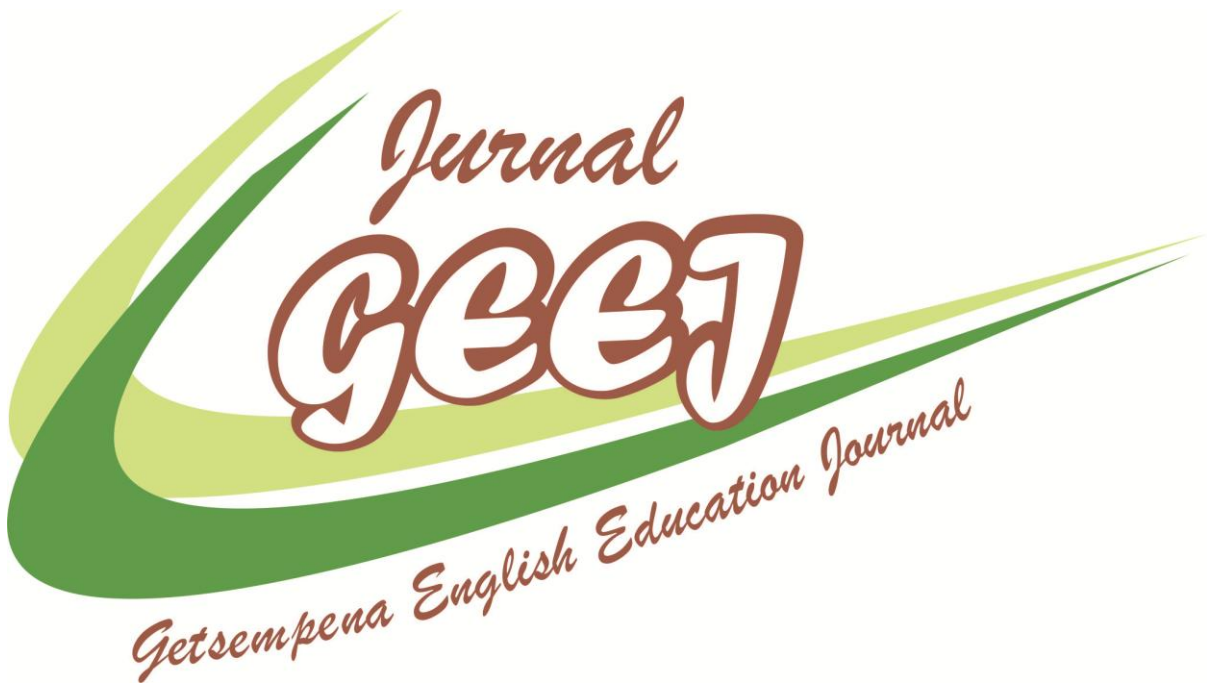
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1. The Effect Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension (An Experimental Study in STKIP Kusuma Negara Jakarta), Megawati (STKIP Kusuma Negara Jakarta).
2. Hand Puppet: A Teaching – Learning Storytelling Media, M. Nur Hakim, Zuriyati, Saifur Rohman, (Universitas Negeri Jakarta).
3. Cooperative Integrated Reading and Composition Technique: A Mean Of Improving Students' ability In Writing Explanation Text, Hijjatul Qamariah, Rosdina, Nostaria Fitri (STKIP Bina Bangsa Getsempena).
4. Creative Thinking Using Metaphoric Language To Improve Poetry Writing Skills, Marlina Bakri, Aceng Rahmat, Ninuk Lustyantie (State University of Jakarta).
5. The Application Of English In Foreign Tourist Services At Aceh Tsunami Museum, Nurul Kamaliah, Helmiyadi, Menalisa (STKIP Bumi Persada Lhokseumawe).
6. A Comparative Study Between Group Discussion And Think Pair Share Strategy To Enhance Students' Speaking Ability, Sri Wahyuni (STKIP Bina Bangsa Getsempena) and Jumaina (SMA Inshafuddin Banda Aceh).
7. I Do Like Speaking English: A Multiple Case Study, Fernandes Arung, Zainal Rafli, Ratna Dewanti (State University of Jakarta).
8. Analysis Of Students' Proficiency On English Pronunciation Using Youtube-Based Video Media, Mulyani and Dewi Sartika (STKIP Bina Bangsa Getsempena).
9. Students Awareness Of Plagiarism In Paraphrasing English Text, Sarair (Department of English Education, Faculty of Islamic Studies, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia), Inas Astila (Department of English Education, Faculty of Islamic Studies, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia), and Yuniarti (Language Development Center, UIN Ar-Raniry, Banda Aceh, Indonesia).
10. The Local Wisdom Value Of Short Stories In Literary Study At Senior High Schools At Banda Aceh, Hendra Kasmi and Millata Zamana (STKIP Bina Bangsa Getsempena).
11. Increasing Students' Higher Order Thinking Skill (Hots) By Using Authentic Materials In Teaching English For EFL Class, Siti Fachraini and Dewi Sartika (STKIP Bina Bangsa Getsempena Banda Aceh).
12. The Effectiveness Of Using Hikayat Prang Sabi In Pjbl Approach To Improve Students' Critical Thinking, Rizki Dhian Nushur and Diyana Dewie Astutie (STKIP Bumi Persada Lhokseumawe).
13. Gallery Walk: An Alternative Learningstrategy For Students'writing Achievement, Rosdiana (STKIP Bina Bangsa Getsempena Banda Aceh) and Indah Sari (SMA 5 Banda Aceh).
14. Target Need Interview In Developing Teaching English Essay Material Based On Brainwriting Strategy, Dini Fitriani, Yumna Rasyid, Ratna Dewanti (Universitas Negeri Jakarta).
15. Two Faces Of English Hegemony In Indonesia: An Overview, Andini Linarsih and Yusawinur Barella (Universitas Tanjungpura Pontianak).

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

Banda Aceh, November 2019

Editor

**Content List**

	page
Editorialn Team	i
Editorial Acknowledgment	ii
Content List	iv
Megawati The Effect Directed Reading Thinking Activity (DRTA) Strategyon Students’ Reading Comprehension (An Experimental Study in STKIP Kusuma Negara Jakarta)	172
M. Nur Hakim, Zuriyati, and Saifur Rohman Hand Puppet: A Teaching – Learning Storytelling Media	182
Hijjatul Qamariah, Rosdina, and Nostaria Fitri Cooperative Integrated Reading and Composition Technique: A Mean Of Improving Students’ability In Writing Explanation Text	191
Marlina Bakri, Aceng Rahmat, and Ninuk Lustyantie Creative Thinking Using Metaphoric Language To Improve Poetry Writing Skills	201
Nurul Kamaliah, Helmiyadi, and Menalisa The Application Of English In Foreign Tourist Services At Aceh Tsunami Museum	214
Sri Wahyuni and Jumaina A Comparative Study Between Group Discussion And Think Pair Share Strategy To Enhance Students’ Speaking Ability	222
Fernandes Arung, Zainal Rafli, and Ratna Dewanti I Do Like Speaking English: A Multiple Case Study	230
Mulyani and Dewi Sartika Analysis Of Students’ Proficiency On English Pronunciation Using Youtube-Based Video Media	248
Sarair, Inas Astila, and Yuniarti Students Awareness Of Plagiarism In Paraphrasing English Text	266
Hendra Kasmi and Millata Zamana The Local Wisdom Value Of Short Stories In Literary Study At Senior High Schools At Banda Aceh	267
Siti Fachraini and Dewi Sartika Increasing Students’ Higher Order Thinking Skill (Hots) By Using Authentic Materials In Teaching English For EFL Class	276

Rizki Dhian Nushur and Diyana Dewie Astutie The Effectiveness Of Using Hikayat Prang Sabi In PJBL Approach To Improve Students' Critical Thinking	285
Rosdiana and Indah Sari Gallery Walk: An Alternative Learningstrategy For Students'writing Achievement	297
Dini Fitriani, Yumna Rasyid, and Ratna Dewanti Target Need Interview In Developing Teaching English Essay Material Based On Brainwriting Strategy	303
Andini Linarsih and Yusawinur Barella Two Faces Of English Hegemony In Indonesia: An Overview	310

**THE EFFECT DIRECTED READING THINKING ACTIVITY (DRTA)  
STRATEGYON  
STUDENTS' READING COMPREHENSION  
(An Experimental Study in STKIP Kusuma Negara Jakarta)**

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**Abstract**

This research conducted in STKIP Kusuma Negara Jakarta. It uses experiment method who 40 students first semester. This research purposes: (1). To know result of the research which doesn't use DRTA strategy. (2). To know result of the research which use DRTA strategy. (3). To know the effect Directed Reading Thinking Activity (DRTA) on Students' Reading Comprehension. Method of the research is experiment. It consists of 40 students. There are 20 students group experiment class and 20 students group control class. Instrument reading comprehension is multiple choice, as much as twenty items. It uses random sampling technique. Test data analysis use homogeneity test and normality test, in order that it can proceed with the analysis of statistical parametric. Analysis results and hypothesis obtained (1). students' reading comprehension using DRTA strategies: mean = 85.80; median= 85.50 ; variance= 22.695; (2). students' reading comprehension using conventional learning: mean =68.65 ; median= 68.00 ; variance=18.766. (3). There is significant effect directed reading thinking activity (DRTA) towards students' reading comprehension. It can be seen that t-score was 21.291 and sig.=0.000 < 0.05. It can be concluded that DRTA strategies give effects to increase students' ability in reading comprehension. Student encourage to give prediction and think the reading text. DRTA strategies suitable to apply in teaching reading comprehension in STKP Kusuma Negara Jakarta

**Keywords:** *Directed Reading Thinking Activity (DRTA), Students' Reading Comprehension*

**INTRODUCTION**

Language use communication between speaker and the listener. People use language for transferring information. There are many kind language in which use for communicated. English as the one of the language for communicating in the world. Also English as the lesson in the school and the college. Reading is the activity transferring or getting information from the written by hand writing or text book from the writer to the reader. Reading is one of the several skills which people have to mastery in English skills. As Grabe and Stoller (2002:9) in Seftika (2016: 121) stated reading as the ability to draw meaning from the printed page and

interpret this information appropriately. Students can understand what the content of the text means if they know the meaning of the words, phrase and sentences. Through reading students can know the information in the world. According to Yatmini (2017: 22) stated that reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectation, make inferences about the text, skim ahead to fill in the context, etc. It means students asked by the researcher to predict what happen from the text after students skim read the text. According to



Megawati (2017: 95) Reading instruction should be directed at helping students comprehend text. That is why the reading skill becomes very essential since it may give comprehensive information the educated field. Students have to know the meaning of the text also comprehend it, in order that they won't get difficult in understanding the text. According to Soedarso (2001:58) Comprehension is reading ability to get the main idea, important detail, and whole understanding. To get the comprehension, we need: (1) master the vocabulary, (2) familiar with the basic structure in writing (sentence, paragraph, and grammar. The effective efforts to comprehend and remember (reading text) longer are: (1) organize the reading material, which can be comprehend easily, (2) combine one fact to another, or join the experience or real context. According to Brown (2007:8) Comprehension skills are strategies readers use to retrieve information and construct meaning from a particular text. They are the thinking processes, broken down into steps that are used to comprehend. It means that reader think particular information from the text and understanding it. Rasinski and Brassell (2008:17) categorize comprehension into the three level, the explanation are as follows :

a). Literal Comprehension Level

It is the lowest of the level and simplest form of locating information in text because the information is stated directly in the text. Question assessing literal comprehension skills examines how well students can identify and understand information that is directly a text.

b). Interpretative Comprehension level

Is the level understanding the ideas and information not explicitly stated in the passage. The abilities needed in the level

are; reason with information presented to understand the author's tone purpose and attitude; infer factual information, main idea, comparison, cause effect relationship that explicitly stated in the passage; summarization of the story content.

c). Critical Comprehension Level

It is the level of analyzing and personally reacting to the information presented in the passage, in this level, the abilities needed are; personally reacting to information in a passage indicating meaning to the reader and; analyzing the quality of written symbol of information in the terms of some of the standards.

Al-Odwan (2012:3) state that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It means that through reading, the reader learn words and vocabularies and effort understand meaning of the text. Teaching reading comprehension is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn and sets the condition for learning. Researcher guides the students to read a text and then suppose them to get information what about the text. There are technique, strategies and method in which use researcher to give the knowledge to the students. Researcher gives material of the lesson but students still low in getting reading comprehension. Students difficult to understand phrase and sentences in context, also they don't know how predict the text and main idea each of paragraph. To solve the problem researcher choose strategies which appropriate with the characteristic students. It was determine the appropriate strategies become one of the

solution to increasing students ability in English. According to

Researcher uses Directed Reading Thinking Activity (DRTA) for increasing students' reading comprehension. DRTA is one of the strategies for ask students read, make prediction and think in reading comprehension. The Directed Reading Thinking Activity is associated with the DRA (Directed Reading Activity) developed by Stauffer (1969). The directed reading thinking activity is a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and / or oral reading; and (e) follow-up or culminating activities. It means that DRTA is preparation lesson plan which develop skill in reading, asks students for oral and silent when they are reading. Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students an active process where they must use their reasoning abilities and their own ideas. Directed Reading Thinking Activity (DRTA) is intruactional strategy that focuses on students thinking using prediction and open ended questions before going to the text stated Seftika (2016: 122).

According to Jenning and Shepherd (1998) state that the DR-TA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. The DRTA is a strategies that guides that students in asking questions about a text, making predictions, and then reading to confirm their predictions. In fact, DRTA provides the teacher an opportunity to guide students to think like good readers do by anticipating, predicting, and then

confirming and modifying their ideas with the story. Through directed reading thinking activity, students can develop their ability in reading comprehension. They can think and predict those idea in the text by orally or silent in reading.

The purpose of Directed Reading Thinking Activity: According to Glass and Zygouris (2006:1) there are seven purpose of Directed Reading Thinking Activity. The purposes are follow; to encourage readers to be more aware of the strategies they use to interpret text; to help students understand the reading process; to develop[ prediction skills; to stimulate thinking and develop hypothesis about the text which aid interpretation and comprehension ; to increase understanding of the purposes and effects of the structures and features of particular text; to increase curiosity about particular texts and text types; and to encourage students to listen to the opinions of others and modify their own in light of additional information.

Alan Crawford, et.al (2005) state the procedure of DRTA as follows:

- a) The teacher prepares the text by marking four or five good stopping points.
- b) The teacher prepares DR-TA chart and reminds them not to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.
- c) The teacher asks the students the little of the story; talks about the genre author, shows the cover illustration, and reads the title. Then, asks for their prediction about what will happen in the story. Write those predictions in the space labeled. Ask the students why they think so.

- d) The teacher asks the students to the first stopping point and considers the prediction they made before, and say what actually happened.
- e) The teacher reviews the prediction and asks which ones are coming true so far. Then, the teacher asks them to read aloud to confirm or disconfirm their predictions.
- f) The teacher asks the students to predict the next block of text. Write and read, then check their prediction against what did happen, make new predictions, and dictate the evidence for those predictions.
- g) Finally, the teacher asks the students to check the last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.

Researcher guide students and also gives motivation to them. Researcher ask students to read a text whole then find the difficult words. Words which difficult underlined by the students. Then researcher guide them to explain what the meaning of the words and phrase. Students read the text by scanning the title, headings, subheadings, pictures or illustrations. Then researcher direct students to making predictions about the text. While the students read a text, researcher determine the pre-stopping point in the text o ask the students about their predictions. Researcher ask one by one students for read the text. Students have to read loudly and their friends must attention to hear what the text read. After that researcher asks the students

to confirm the prediction accuracy by finding the main idea each of the paragraph, find the supporting statements in the text and also give predict what happen the story in the text.

Reading Comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read a text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read (Sung-Hyung, 2003). Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge. According Brown (2003: 206) the features of reading comprehension are:

- 1) Main idea (topic)
- 2) Expressions/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features detail
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting idea(s)
- 8) Vocabulary in context

Based on definition above for assessing reading comprehension there are some aspects which can used to make the instrument of the test. Researcher guide students to read the test then ask them to find maind idea, topic, inference, supporting details and also vocabulary building.

**The Criteria assessment of reading comprehension from Council of Europe Common European Framework in Alderson (2000:134)**

<b>Level</b>	<b>Criteria</b>
C2 Excellent to very good	Can understand and interpret critical virtually all forms of the written language including abstract, structural complex, or highly colloquial literary and non-literary writings Can understand a wide range of long and complex texts appreciating subtle distinctions of style and implicit as well as explicit meaning
C1 Very good	Can understand in detail lengthy, complex texts, whether, or not they relate to his/her own area of speciality provided he/she can reread difficult sections
B2 Average to good	Can read with a large degree of independence, adapting, style and speed of reading to different text and purpose and using appropriate reference sources selectively. Has a board active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1 Poor to Average	Can read straight forward factual texts on subjects related to his/ her field and interest with a satisfactory level of comprehension
A2 Fair to poor	Can understand short, simple texts, on familiar matters of concrete type which consists of high frequency every day or job-related language Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary item
A1 Very poor	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required

The overall scale also differentiates reading levels by the nature of the text that can be read: the difficulty of the language contained. The degree of familiarity of the text. In addition the degree of independence-the flexibility of the reader in approaching the text-is important for the higher levels ability, and the extent to which readers can read critically, understanding subtitle shadea of meaning, as well as the extent to which they need to –read the text in order to understand it satisfactorily, are seen as important elements in the construct.

**METHOD**

Design of this research use quasi experimental research. It was conducted to the first semester English education STKIP Kusuma Negara.The research was intended

to know whether there is effect between experiment class which use Directed Thinking Reading Activity Strategy and control class (conventional strategy).They were 20 students experiment class and 20 students control class.The Data were obtained through a reading comprehension test. The pre-test and post- test were administered to DRTA and conventional groups to see the differences on students’ reading comprehension before and after the treatments were accomplished. Reading comprehension test consisted 20 multiple choice questions. Furthermore, before the reading comprehension test given to the participants, the test was firstly tried out to the 20 students first semester STKIP Kusuma Negara. The reliability of the test was computed using *Cronbach Alpha* and the validity of the test was also analyzed

statistically through the analysis of discrimination index and difficulty level. It was found that the reliability coefficient of

the test was  $0.871 > 0.06$  meaning that the test items were internally reliable.

Table 1. Item Characteristics

Item No.	Item	Item Mean	Item SD	Item Diff.	Item Rel.
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
14	14	14	14	14	14
15	15	15	15	15	15
16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.871	20

Table 3. One-Sample Kolmogorov-Smirnov Test

		Students' Reading Comprehension (Y)
N		20
Normal Parameters <sup>a,b</sup>	Mean	85.80
	Std. Deviation	4.764
Most Extreme Differences	Absolute	.097
	Positive	.097
	Negative	-.062
Kolmogorov-Smirnov Z		.435
Asymp. Sig. (2-tailed)		.992

a. Test distribution is Normal.

b. Calculated from data.

### 1. Normality Test

It uses for determine independent variable is normality or abnormal. Independent variable is Students' Reading Comprehension (Y). Normality test uses *Kolmogorof-Smirnof* with SPSS 20.00. if sig.  $> 0.05$ , so  $H_0$  is receive, The population was distribute normally. If sig.  $< 0.05$ , so  $H_0$  is rejected, the population was distribute in normally.

From the table above, It can be shown that variable students' reading comprehension STKIP Kusuma Negara has

*Kolmogoriv-Smirnov*  $Z = 0.435$  and sig. = 0.992. It means  $H_0$  is receive, data students' reading comprehension distribute was normally.

### 2. Homogeneity Test

It can be seen that *levene T-test* is  $F = 1.358$ . If sig.  $> 0.05$ ; so  $H_0$  is receive and  $H_1$  is rejected. It means sig. =  $0.259 > 0.05$ , So data from homogeneity. It was distributed homogeneity population. Data was normality and homogeneity population so It continue to hypothesis research.

**Table 1. Descriptive statistic**

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		68.65	85.80
Median		68.00	85.50
Std. Deviation		4.332	4.764
Variance		18.766	22.695
Range		15	17
Minimum		60	78
Maximum		75	95
Sum		1373	1716
Percentiles	25	65.00	82.00
	50	68.00	85.50
	75	72.75	89.75

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Students' Reading Comprehension (Y)

F	df1	df2	Sig.
1.358	1	18	.259

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + X

From descriptive statistic above. It can be seen Pre-test score mean= 68.55 and Post-test score mean= 85.80. Pre-test median= 68.00 and Post-test median=85.50. Pre test minimum score is 60 and maximum score is 75, Post-test minimum score is 78 and maximum score is 95.

improvement in one group with the same variable. The analysis of paired t-test was carried out by using SPSS 20. It shows the result of paired t-test sample. It compares the average score between pre test and the post test. From the table below we know that the mean score of post test is 85.80 and the mean score pre test is 68.65. It's post test 85.80 > pre test 68.65. There is increasing mean score of the students' reading comprehension after the implementation Directed Reading Thinking Activity (DRTA) strategy.

**DISSCUSSION**

Paired t-test was used to analyze the significance level of both pre-test and post test. It was also used to describe the

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.65	20	4.332	.969
	Posttest	85.80	20	4.764	1.065

**Table Paired Sample Correlation**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.690	.001

The correlation shows that 0.69 probabilities 0.01 were interpreted in the correlation between implementation DRTA

strategies towards students' reading comprehension.

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

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-17.150	3.602	.805	-18.836	-15.464	-21.291	19	.000

Based on the table above, It can be seen that t-score was 21.291 with 19 levels showing the significance 0.000. If the score included to (sig 0.000 < 0.05), it means that Ho is rejected and Ha is accepted. Hence, the researcher concluded that DRTA strategy in teaching reading comprehension increased. It means through Directed Reading Thinking Activity, students can increase their ability in reading comprehension.

**CONCLUSION**

Based on the results of the research the effect Directed Reading Thinking Activity Strategy on Students' Reading Comprehension in STKIP Kusuma Negara, the researcher concluded that there is significant effect DRTA strategies on students' reading comprehension, DRTA strategies can increase students' ability in reading comprehension. Through DRTA Students can increase their ability in reading comprehension. Finding of the research shown that scores' students learn reading comprehension by DRTA strategies higher than scores' students learn reading comprehension without DRTA strategies. Researcher encourage the students and gives motivation to practice reading a text, direct students to read the text, ask the

students to give prediction in what happen the story of the text, and to find possibility main idea, thinking what is the content of the text reading. This strategies is appropriate with the background of the students' education, students more actively and focused when they read the text. It can help students to increase their ability. Students not only feel confidence answer the question of text but also they can improve their ability in understanding of the reading. They can add their vocabulary after they got difficult words then find the meaning. Through reading, students can get more knowledge. They can get rich vocabulary building in English. This finding of the research becomes references for reader and others researchers to research skill more depth and this strategies can apply to improve students' comprehension not only in high education but also in the school.

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## HAND PUPPET: A TEACHING – LEARNING STORYTELLING MEDIA

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### Abstract

The media has an important role in learning activities to be able to arouse interest, motivation, and provide stimulation to increase students learning activities. The benefit of the media in the learning process is facilitating interactions between the teacher and students, so that the learning will be more effective and efficient. Generally, the purpose of this study describes the process of applying hand puppet media to improve students' skills in storytelling. This study uses the design of the Kemmis and McTaggart model which includes the stages of planning, action, observation, and reflection. The technique used in collecting data is through observation and interviews, while the data analysis is done by descriptive qualitative. The findings of this study reveal an increasing in the students' ability in storytelling for each cycle which is characterized by self-confidence, the ability to master the story, and mastery of expression. The use of hand puppets as a tool in storytelling activities can be communicative interactions and creative ideas, so that the students can focus on storytelling well. Thus, it can be concluded that hand puppets can help students improve their storytelling abilities.

**Keywords:** *Hand Puppet, Instructional Media, Storytelling Learning*

### INTRODUCTION

As the development of science and technology increases, surely it is increasingly encouraging a change in utilizing various technologies through research to create an effective teaching and learning process. Gibson, Hall, & Callery (2006) state the technology in learning can create effective learning environments. Teachers are required to facilitate the learning in the classroom through the use of technology to support the success of learning (Ertmer & Ottenbreit-Leftwich, 2010), both in the form of modern and traditional media. This is done as an effort to achieve the expected teaching objectives. In addition, the teacher can also develop skills in creating instructional media that are appropriate to the needs of students.

Instructional media is one of the most effective media to convey information from

teachers to students (Mahnun, 2012). Media can be said as a tool that can provide stimulus to the thoughts, feelings, attention, and skills of students to encourage the learning process. The use of media in the learning process can assist teachers in delivering subject matter so as to facilitate the achievement of learning objectives that have been formulated.

The use of media in storytelling learning can make students actively involved in the topic being told (Dudeck, 2015). As Staley and Freeman (2017) emphasize that storytelling activities by using media can provide opportunities for students to tell their stories and be a new nuance to them. Thus, the use of media in storytelling activities can create learning to be more varied.

Storytelling is a form of social interaction used by humans in the world of

education as part of entertaining learning. Storytelling can provide opportunities for students to interact and learn from various experiences (Li & Hew, 2017). This opinion is in line with the concept forward by Lawrence and Paige (2016) that storytelling can be described as an art of participatory learning to provide a broad understanding to students.

Storytelling provides benefits in developing the imagination process, improving language skills, and communication skills of students. As the opinion expressed Nguyen, et al. (2015) that storytelling is an activity undertaken to improve the ability to speak, listen, think critically, and involve children's emotional abilities (Farmer, 2004). Storytelling is a form to increase understanding of racial diversity and cultural norms (Lenox, 2000; Endosomwan & Peterson, 2016).

Fairytales are part of oral literature that is important to teach because it has various benefits, such as character development, morals, and increased imagination (Zipes, 2012). However, most students seemed less fond of storytelling learning. From the results of interviews conducted on third grade students stated that the cause of students is less fond of storytelling learning because so far the fairytales taught is less interesting. They assume that the stories learned are often heard and read. The results of this interview are reinforced by direct observation of students when performing storytelling. The observations show that students still look shy, doubtful, even afraid to appear in front of the class. When students are assigned to perform storytelling, only a few students dare to appear in front of the class. This indicates that storytelling is very difficult for the beginner students.

Based on the problems faced by students in storytelling learning, an action research was conducted to overcome these problems. The application of action research is carried out to develop teacher creativity in overcoming the learning problems they face. Niemi (2018) states the action research is a form of research conducted by teachers with combining the theory and practice to improve the quality of learning in the classroom. The media used in this study is a hand puppet media. The uses of hand puppet media in storytelling learning is adjusted to the conditions of the learning environment at the school.

The reason of using hand puppets media is quite easy to find and to implement in learning process. So far, teachers at the school have not used hand puppets in learning yet, even though this is quite helpful in storytelling learning. The use of hand puppets can encourage students to be more creative in conveying story content. Through the use of puppets in learning, students do not feel ashamed anymore, because they regard it as a game. Thus, it can be said that hand puppets serve as an educational tool for students at the elementary level.

Various studies have revealed the impact of the use of media in classroom learning activities. Ge (2019) conducts research on the use of instructional media that students prefer and the media applied by teachers in the classroom. The findings reveal that the use of various media in learning activities can improve learning abilities well. Furthermore, the result of Yüksel's research (2011) states that the use of technology in learning to tell stories for children can introduce more to the real world, increase motivation, self-confidence,

creativity, and mastery of media literacy (Di Blas & Boretti, 2009).

Based on the description on the background of the problem and relevant studies, it can be understood that the differences between this study and previous research. Some of the results of previous studies have provided an overview of the advantages of using media in learning, such as increased motivation and self-confidence. However, the most fundamental difference from this research is the use of media in storytelling learning. In this study used hand puppets media that are still traditional to overcome the obstacles of students in storytelling, while previous research aimed at the use of modern technology media. The reason for choosing hand puppets media is that they are easily applied and adapted to the conditions of students who are still in the process of introducing something that has just been seen in learning. Thus, the purpose of this study is to describe the process of applying hand puppet media to improve students' skills in storytelling.

## **METHOD**

### ***Respondent***

Respondent involved in this study were 18 people, namely 10 female students and 8 male students who sat in the 3rd grade elementary school. Generally, there are more female students than male students. The average age of students is 9 years. The location of this research is in one of the Madrasah schools in Bulukumba Regency, South Sulawesi.

### ***Design and Procedure***

This study uses the design of Kemmis and McTaggart's action model which includes several stages, from planning, action, observation, and reflection. As

stated by Kemmis, McTaggart, & Nixon (2014) that action research can involve a process of inquiry and qualitative data collection and then an interpretation phase is carried out. Activities undertaken by researchers and teachers on various aspects of research can provide an understanding of the concept of action research to reflect the diversity of practices descriptively (Baumfield, Hall, & Wall, 2009).

The implementation procedure in this study includes four important stages, namely planning, action, observation, and reflection. The first, Planning starts from pre-observation activities to find out the initial conditions of storytelling learning before treatment is given, making an implementation plan, and developing treatments to improve previous learning. The second, the action is carried out to implement the learning design that has been made. During the action activities, the researcher also made observations to directly observe the impact of the applied learning scenario. The third, reflection activities are carried out to correct weaknesses or obstacles experienced during the action. This is a basis to improve the scenario to the next stage.

### ***Technique of Collecting and Data Analysis***

There are two techniques used in collecting research data, namely through observation and interviews. Observation activities were carried out during the action by directly observing the process of applying hand puppets media in storytelling learning. These observations focus on student activities during learning process. The interview activities are carried out after giving the treatment. Interview activities are conducted to find out the obstacles of students during learning process.

Interviews were conducted structurally by using prepared guidelines related to the application of hand puppets media in storytelling learning. Furthermore, the data analysis stage of the interview results was carried out qualitatively. Analysis of the interview results was carried out in several stages, starting from the reduction stage by grouping data by coding, data displaying, and drawing conclusions from research findings.

## **RESULT AND DISCUSSION**

### ***Result***

In general, the stage of the implementation of this research was carried out in three cycles. Each cycle there are four important stages which include planning, action, observation, and reflection. Preparation of the design at the planning stage refers to the learning problems faced by teachers and students in storytelling activities. During the research process from the first cycle to the third cycle, the focus was on the use of hand puppet media. The difference in design of the first cycle to the third cycle located in the constraints experienced by students for each cycle and formulates a permanent solving to overcome these problems, so that the process achieved in each cycle has increased.

After drafting, the next step is to take action and observation simultaneously. The action in this activity applied instructional media that have been designed according to students' problems. During the implementation of the action, the researcher also made observations to know directly the changes that occur in the students. The last step is the reflection of learning. In the reflection stage, the activities carried out are reviewing the obstacles experienced by students during learning and formulating

appropriate steps to overcome these obstacles, so that the implementation of actions in the next cycle becomes more effective.

### ***Cycle 1: Hand Puppets of Princess and Buffalo Character***

#### ***Planning***

The planning stages compiled in this cycle begun the selection of media to the preparation of learning scenarios. There are two media choices in this cycle, they are princess and buffalo character hand puppet. The use of this media is adapted to the fairytale text used in the study entitled "*Tandampalik Princess*" which the contents of the story in this fairytale are about a royal princess who is sick and treated by a buffalo. On this basis, the hand puppets media of princess and buffalo character are used as tools for students to convey the contents of the story.

#### ***Action and Observation***

The steps in the first cycle are adjusted to the learning scenarios that have been prepared. The initial activity carried out in the action stage is introducing fairytale material to students and inviting students to practice storytelling by using hand puppets. From the observations during the learning activities, it appears that students are still experiencing problems in storytelling. Most of the students still look ashamed to hold the hand puppets and falter in delivering the contents of the story.

#### ***Reflection***

The results of the reflections in learning process on the application of actions concluded that there were still many problems faced by students during storytelling learning. This problem is seen in the application of learning scenarios that

are less effective and the ability of students in storytelling is still very low. Lack of student ability is seen in intonation, mastery of content, and less expressiveness. Thus, the development of planning is carried out in accordance with the existing problems in cycle 1. The follow up of this reflection activity develops learning planning by grouping students in the process of practicing storytelling. In addition, the use of fairytale texts and media is also different because it is adapted to the content of the story.

### ***Cycle 2: Hand Puppet of Buffalo Character***

#### ***Planning***

The design improvement in cycle 2 refers to the constraints experienced by students during storytelling activities. At this stage, the fable text used in learning differs from the previous cycle. The reasons of using different fairytales are expectation to the students do not bored to follow the learning material. The fairytale chosen in this cycle is entitled “*La Dana and His Bufallo*”. In brief, this fairytale tells the story of some young people who took part in a traditional ceremony in a village. During the ceremony, a number of buffaloes were slaughtered to gived to those present. After some young men get a piece of buffalo meat, then they re-combine and trade with a buffalo child who is still alive to be raised together. This fairytale tells more about buffalo and quite humorous which considered able to overcome boredom and can bring expression when students tell the story. Therefore, a hand puppet media with buffalo characters is used as a tool for students to tell the story.

#### ***Action and Observation***

The implementation of actions in this cycle refers to the revised design of learning scenarios. The actions taken in this cycle are slightly different, where students are directed to form groups. In group activities, students are directed to practice storytelling by using puppets. During group activities, students are not only taught to hold puppets, but how to bring out the right intonation and expression in accordance with the storyline conveyed. From the observations during the activity, it appears that there is an increase in the ability of storytelling. From the previous cycle, almost all students no longer looked shy and hesitant to appear to tell the stories. In addition, students also seemed to be actively practicing with group friends.

#### ***Reflection***

The results of the learning reflection in this cycle formulated several important points which were considered to be increased. In general, the applications of storytelling learning by using buffalo character puppet media are in accordance with the learning scenarios that have been prepared. However, several aspects still need to be addressed such as the allocation of time that must be added to group activities and special approaches to students that are really difficult to start storytelling activities. In addition, the ability of storytelling of students also still needs to be improved, especially in aspects of expression and mastery of the storyline. The follow up of this reflection activity is using hand puppet media with parrot characters in accordance with the contents of the fairytale.

### ***Cycle 3: Hand Puppet of Parrot Character Planning***

The design of learning scenarios in this cycle is the result of revision and development of scenarios in cycles 1 and 2. The fairytale text applied in this cycle is also different from the previous cycle. The fairytale chosen in this cycle is titled “*Ambo Upe and Parrot*”. In short, the fairytale tells about the friendship of a young buffalo herder with a parrot. The story begins with the help of a young man to a parrot which is in pain and takes care until it grows up. Gradually, the bird also returned the youth’s favor by helping him from snakebites and robbers. This fairytale provides many moral messages to readers and listeners, which are expected to help students to better appreciate the content of the story. In addition to the use of different stories, the hand puppets used are also different, namely hand puppet with parrot characters and adapt to the story’s contents.

### ***Action and Observation***

The application of action in this cycle begins with a brief apperception. After that, the students form the groups and practice storytelling together. When one of them tells a story, friends in the group can be the audience or occasionally help to remember the content of the forgotten story. Students who still have difficulty telling storytelling are grouped with students who are already skilled enough. To help students practice expressions, the teacher shows examples of expressions that are appropriate to the content of the story, either through direct modeling or through audiovisual displays. The observations showed that almost all students were able to tell the stories well, which was marked by an increasing in expression and mastering of the story contents.

### ***Reflection***

Based on the results of the implementation in cycle 3, it can be concluded that during the implementation of the first cycle to the third cycle there has been an increase marked by the level of confidence, mastery of story contents, and the ability to express. The use of puppet media with parrot characters and good story modeling can provide stimulus to students to show expression when telling stories. With interesting stories and different puppet characters, students become enthusiastic about learning storytelling.

### ***Discussion***

#### ***Cycle 1***

Research findings in the first cycle have provided an overview of various aspects that are still obstacles in learning activities. This aspect appears from the implementation of learning scenarios that are still less precise so that students’ ability in storytelling is also lacking. The obstacle that was experienced when applying hand puppets media in this cycle was the ineffective time management. For example, in the initial activities the teacher uses too much time to deliver the material, so the time to practice is very less. In addition, the ability of students appears in the lack of regulation intonation, mastery of the contents of the story, and the ability to express is also lacking. Lack of students’ mastery in story telling is caused that the students still look shy, afraid, and hesitant to start storytelling activities. From the results of interviews conducted with students, revealed that the average student gave a statement that they were still very rigid to move their hands. They said that puppets had only been used for playing all this time, even male students were using puppets for the first time, so it was still

difficult to interact. However, they also were happy because the puppets can be used in storytelling learning and considered to be new for them. Through this finding, it can provide a description of the theory put forward by Campbell & Husek (2015) that one of the important stages when telling a story is visualizing the story in the form of media. This opinion is in line with the statement put forward by Kurniawan (2016) that in storytelling activities, creativity is needed in using media. The use of media in storytelling as a way to liven up the atmosphere and can help storytellers to convey the contents of the story in accordance with the plot.

### ***Cycle 2***

The results of the implementation in the cycle 2 have shown improvement from the previous cycle. The increase was seen in the students' ability to master the contents of the story and their interest in using hand puppet media. The observations showed that most students no longer looked ashamed and were afraid to appear to tell stories. The practice activities in groups are enough to help students to practice mastery of stories and expressions. From these activities students take turns appearing in groups to tell the stories. As for students who still seem difficult, they can be given a special approach by the teacher, even directed to join a group that is already adept at storytelling by using puppets. The results of the interview revealed that students were very happy to follow storytelling learning. Thus, using hand puppets in face-to-face learning can improve students' abilities to strengthen their imagination and creativity. Mayora, Costa, & Papiatseyeu (2009) stated that using puppets in learning can attract students' attention and create closeness between students and teachers.

This opinion is confirmed by Jenkins & Beckh (in Karakurt, 2012) that puppets are containers that can provide opportunities for children to express new experiences and emotional overflows that are difficult to express in words.

### ***Cycle 3***

Storytelling learning activities in the cycle 3 is continues to increase marked by the ability of students to master the story and mastery of expression. The observation shows that students look confident to appear storytelling in front of the class. The use of hand puppets media in learning activities for students is no longer something new for them. This is because hand puppets are considered as a tool to interact communicatively and provoke creative ideas, so the students can concentrate on conveying and listening to stories effectively. The results of this study illustrate that the media can be an active role in creating an effective learning environment. This finding is also in line with some of previous studies. Ge (2019); Yüksel (2011); Di Blas & Boretti (2009) states that the use of a variety of media in learning activities can increase motivation, self-confidence, creativity, and mastery of media literacy.

### **CONCLUSION**

The media has an important role in storytelling learning activities in elementary schools. One of the roles of the media in learning activities is to make it easier for teachers to deliver material quickly to the students. Learners can also easily understand the material delivered by the teacher. This is because learning activities do not only utilize verbally, but we need a media to convey information effectively. As an illustration of the



research findings have seen a fairly effective improvement in learning storytelling. The increase was seen from the confidence, mastery of the contents of the story, and the ability to express. Thus, it can be concluded that the use of hand puppet media can improve students' ability in storytelling.

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# COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE: A MEAN OF IMPROVING STUDENTS' ABILITY IN WRITING EXPLANATION TEXT

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## Abstract

The objective of this study was to find out Cooperative Integrated Reading and Composition technique to improve the students' writing ability in explanation text and to find out the students' perceptions about using CIRC technique in writing explanation text at second graded of SMAN 5 Banda Aceh. In this research, there was one class taken which consist of 30 students that deveded in 6 groups. The data was obtained from the students' test sheet. The data are collected by using quantitative design through pre test and post test. The mean score of post-test was 77,16 and the mean score of pre-test was 63,33. It means that the mean score of post-test is higher than mean score of pre-test. Afterward, those scores were used to determine t-score, which the result of t-score is 11, 15. In addition, t-table at the significance level of 0,05 is 2,01505. The result showed that t-score is higher than t-table. Ho Rejected and Ha Accepted if t-score more than t-.

Table Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was improvement of students' writing ability in explanation text after using CIRC technique.

**Keywords:** *Improving, Writing Ability, Cooperative Integrated Reading and Compisition (CIRC) Technique*

## INTRODUCTION

In the context of English language teaching, writing skill is taught to students in order to fulfill several purposes. According to school based on curriculum 2013 (2017: 483) the purpose of teaching writing skill is that the students can develop their writing in sosial and academic potensial and write a simple short essay such as descriptive, narrative, explanation and hortatory exposition in the context of daily life. It means that the students can produce and write some kinds of English text.

Despite the importance of writing, there is still a discrepancy between explanation and the reality. Based on the researcher's preliminary research during the PPL program conducted for 5 days on August 27 to August 31 through the

observation shows one of the English teachers at SMA N 5 Banda Aceh, the researcher found that many students still encountered many handles in learning writing skill such as (1) lack of idea when composing their writing, (2) poor knowledge on essay organizations, (3) poor grammar, (4) lack of understanding on the usage of the verb and to be in forming tenses, (5) lack of vocabulary, (6) bad attitude and motivation toward writing skill and (7) being passive and less enthusiastic in learning writing.

Based on the observation done by the researcher while conducting teaching, the researcher found that many students encountered difficulties when their teacher asked them to write, it was assumed that they are lacking of information so that they did not have background knowledge in

writing, another matter is that the teaching methods or techniques with which the students were taught were not interesting for them so that they often feel bored during the teaching and learning process in the classroom. Moreover, having no sufficient time to practice their writing skill was one of problems encountered by students in learning writing skill so that the students only practiced their writing skill at school.

Considering the above conditions, as teachers of English it is better to know various methods and techniques in teaching English in order to make the students motivated and interested in learning writing by involving them into groups, discussing their ideas with their friends and composing a good writing.

Concerning the use of technique in teaching writing, a new technique needed to be applied. Cooperative Integrated Reading and Composition is a technique that can be used by the English teacher in teaching writing skill. According to (Dina, 2017:30) Cooperative Integrated Reading and Composition is one of the learning technique rooted in teamwork which is intended to build up reading, writing and others language skills in the upper grades of primary education.

This technique provided students to be able to have interaction before they conduct their writing. It helps them to gain prior knowledge before they are doing writing. As what (Slavin, 1995) cited in (Widodo, 2016:70), he states that a major point of CIRC in writing and language art is to design, implement and evaluate a writing process approach and language arts that would make extensive use of peers, in this technique, students will gain their various background knowledge by having reading

activity during learning writing and having group discussion.

Several previous studies have already proven that CIRC is very effective to be used in writing class. The first research was conducted by Safitri (2011). The researcher revealed that students improved their reading efficiently and effectively by using CIRC. The similar research was conducted by Astuti (2012: 122), she concluded there is a significant influence of the students ability in writing essay before and after using Cooperative Integrated Reading and Composition technique.

CIRC was developed in 1983 by Robert Slavin and Nancy Madden at the Center for social organization of schools at the Johns Hopkins University(WWC:2002). It is one of learning techniques based on teamwork which is designed to build up reading, writing and other language skills (Durukan:2011:102-109). CIRC is considered to help students that have different level of ability.

In CIRC, students are assigned to four or five members with heterogeneous ability in learning teams. For instance, students in team will read in pair, they make predictions about reading, summarize story, write responses to the stories, find out the main idea and work on vocabulary skill. Writing is especially stressed in the group with the goal to publish students' writing. The teams have regular quizzes on their work, but the unique feature of this technique is students do not take the quiz until the teammates say that they are ready (Slavin:1991).

According to Slavin (2005:200), Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program to teach reading, writing, and language arts in higher grades in elementary school. Meanwhile, according

to Sutarno, Enjang and Indikhiro (2010:1), CIRC type cooperative learning is a cooperative learning model that integrates a reading thoroughly and then composes it into important parts. Uno and Muhamad (2011:115) also argue, CIRC (Cooperative Integrated Reading and Composition) is one type of cooperative learning model which is an integrated composition of cooperative reading and writing (groups). It means that reading material that is taught from various sources and after that writing it in writing is done cooperatively. The CIRC technique was developed to improve students' ability to read and receive feedback from reading activities that have been carried out in the form of reading and writing.

Learning with the CIRC type of cooperative learning model is independent learning without always having to rely on the teacher's role, because they have been divided into groups that have the same abilities (students are selected based on grades). In learning this model the teacher is only tasked to provide assistance to the group if the group has not been able to complete the task.

There are four characteristics of CIRC, pair work and team work, individual student quizzes, team scoring, and recognition (Stevens & Slavin, 1995; Cruickshank, Jenkins, & Metcalf, (2006:241). Cruickshank, Jenkins, and Metcalf (2006:241) describe the teaching procedures for teaching of CIRC as follows: the teacher sets a lesson in some specific area of reading and composition, for example, identifying the main characters and ideas in a piece of literature. Student teams (of 4 to 5 members) are then asked to read the story and to note the main characters and ideas. Team members, who may work in pairs, interact to check each

other and gain consensus. They may then check their understanding with another pair on their team or against an answer sheet. While these paired and team activities are going on, the teacher convenes members from each team who have comparable proficiency or skill level in order to teach them a new reading skill, and the cycle continues. Teachers should be well prepared to create the materials and the lesson implementation plan as well in order to achieve optimum results.

There are some research findings that show the effectiveness of CIRC in teaching writing skills. Himawati (2011:50) found that CIRC could improve students' writing ability. Her research was conducted at MTSN Kudus in the academic year 2010/2011 and involved 39 students. She used an observation checklist and tests as research instruments. The results showed significant improvement achieved by the students: the average score in the pre-test was 35.8, whilst the minimum passing score was set at 65. After she conducted three sessions of treatment using CIRC, almost 90% of the students achieved a score of 80 or more. Durukan (2011:101) further investigated the influence of the CIRC technique compared with traditional reading and writing pedagogical methods for primary school students. The findings generally indicated that the CIRC technique and also traditional methods are effective for teaching reading comprehension and writing expression skills, yet the CIRC technique used with the class experimental were more effective for achievement and retention than the traditional methods.

## **METHOD**

This research is about the use of CIRC technique in improving students'

ability in writing an explanation text, an experimental study of the second grade of SMAN 5 Banda Aceh in academic years 2018/2019. The design that applies in this research is an experimental quantitative research. Arikunto (2006:12) states that quantitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result.

The model of this experimental design was called 'one group pre-test and post-test design' or quasi-experimental design which can be visualized by group experiment, pre-test, treatment and post-test. To know the significant difference of Groups Pre-Test Treatment Post-Test students' improvement, the writer applied treatment (X) or teaching in the second grade of senior high school as an experimental class. The writer gave treatment by using CIRC technique. The teaching was held in two meetings. But, before the treatment, the writer gave a pre-test to know the students' ability in writing

explanation text. At the end of the meeting, the writer gave a post-test to know the students' improving after treatment. 30 students were divided into six groups and the data were obtained from the students' test sheet.

Here is the hypothesis of the study

$H_0$  : There is no significant difference between students who are taught by using CIRC technique the students are not taught by using CIRC.

$H_a$  : There is a significant difference between students who are taught by using CIRC technique than the students are not taught by using CIRC.

## RESULT AND DISCUSSION

The following result shows the score of pre test before cooperative integrated reading and composition (CIRC) technique and the post test result that is after using cooperative integrated reading and composition (CIRC) in learning process.

**Table 1 : Students' Pre-Test score in experimental class**

No	Groups' Numbers	Pre-Test					Total score
		Organization	Content	Grammar	Vocabulary	Mechanic	
1	Group 1	16	10	11	12	12	61
2	Group 2	16	15	14	12	12	69
3	Group 3	15	10	14	11	12	62
4	Group 4	16	9	11	12	12	60

5	Group 5	16	10	12	11	12	62
6	Group 6	16	14	12	12	12	66

The data above shows the result of pre test conducted by the researcher before applying CIRC technique in teaching writing explanation text.

After analyzing the pre-test score, the researcher continued to analyzed the result of post-test in experimental class. For more explanation, it can be seen on the following table:

**Table 2 : Students' Post-Test score in experimental class**

No	Groups	Post-Test					Total score
		Organization	Content	Grammar	Vocabulary	Mechanic	
1	Group 1	17	17	14	15	14	77
2	Group 2	17	17	16	15	15	80
3	Group 3	17	17	14	15	14	77
4	Group 4	17	17	15	15	14	78
5	Group 5	17	16	14	14	14	75
6	Group 6	17	16	15	14	14	76

According to the pre-test result of experimental class, the highest score is 80 and the lowest was 75. To find the Mean of the Table, the researcher calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow:  $\bar{x} = \frac{\sum xi}{n}$  X= 77,16.

for this test is good enough to make students of whole class pass the examination of writing because the minimum average score of a writing examination 75. The students in this class got 77,16 of the average score. It means that the score reached to the criteria of success in using cooperative integrated

This score shows that the average score

reading and composition (CIRC) as a technique in writing explanation text.

The following step is examining the hypothesis of the relationship between two variables. In examining the hypothesis Sudjono (2009) explain that “t” test ( $t_0$ ) used to determine the significant examining of the students score. It was designed to measure and examine the significant between two means of pre-test and post-test. Then the result of calculation of the t-test value will be consulted to t-valuable. If the obtained value is higher than t-table of 5% alpha level, it means there is significant difference achievement between two test.

Alternative hypothesis ( $H_a$ ) and Null hypothesis ( $H_o$ ) was determined as follow;

$H_a$  : There is a significant difference of the ability in writing explanation text between the students taught using Cooperative Integrated Reading and Composition (CIRC) technique and the students taught without using CIRC thechnique.  $H_o$  : There is no significant difference of the ability in writing explanation text between the students taught using Cooperative Integrated reading and Composition (CIRC) technique and the students taught without using CIRC technique.

**Table 3. Analysis Pre-test and Post-test**

No	Groups	Pre-test	Post-test	Gain(d)	Xd=(d-Md)	X <sup>2</sup> d
1	Group 1	61	77	16	2,17	4,7089
2	Group 2	69	80	11	-2,83	8,0089
3	Group 3	62	77	15	1,17	1,3689
4	Group 4	60	78	18	4,17	17,3889
5	Group 5	62	75	13	-0,83	0,6889
6	Group 6	66	76	10	-3,83	14,6689
<b>Σ</b>		<b>380</b>	<b>463</b>	<b>83</b>	<b>Σx<sup>2</sup>d</b>	<b>46,8334</b>
<b>Md (Σd/N)</b>				<b>13,83</b>		

Based on the data analysis above, the researcher decided to accept or rejected the hypothesis. The statement was proved by use criteria below:

DF = N-1  
= 6-1  
= 5



Ho accepted and Ha rejected if t-score < t-table

Ho Rejected and Ha Accepted if t-score > t-table

The result showed that t-score (11,15) is higher than critical at level significant 0,05 (2,01505) for one test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different between two test.

Based on these statements, it can be seen that CIRC can improve students writing on an explanation text by using this technique students can improve their writing ability. It helped them to open their main idea. In this study, the implementation of CIRC as technique is done and can bring new achievement to improve students' writing ability in writing an explanation text.

## DISCUSSION

Based on the data analysis, the researcher found that the scores of post-test are more highly increased than the score of pre-test. After applying CIRC technique in experimental class, the researcher found the different score for pre-test and post-test. The mean score of post-test was 77,16 and pre-test got 63,33. This result shows that there is significant score difference of writing explanation text between the students taught by using Cooperative Integrated Reading and Composition (CIRC) technique and the students taught without using CIRC technique.

The result showed that t-score (11,15) is higher than critical at level significant 0,05 (2,01505) for one test. It means that there was significant different between two test. The alternative hypothesis (H<sub>a</sub>) is accepted and the null hypothesis (H<sub>0</sub>) is rejected. Therefore, it answers the first

research question that using Cooperative Integrated Reading and Composition (CIRC) technique improved the students' ability in writing explanation text. Based on the result above, there are several previous studies have already proven that CIRC is very effective to be used in writing class. The first research was conducted by Agung, (2014:51). The researcher revealed that students improved their writing efficiently and effectively by using CIRC. Another research carried out by Nurika (2014:114), showed that the using of CIRC technique can improve students' achievement in writing. The similar research was conducted by Astuti (2012: 122), she concluded there is a significant influence of the students ability in writing essay before and after using Cooperative Integrated Reading and Composition technique. So that, this technique is very important to help developing students' abilities in writing texts in English.

The use of this technique also gave beneficial contribution in improving students' writing ability during instruction process. After each activity in CIRC, students in SMAN 5 Banda Aceh developed their critical thinking. They learned how to talk about their thinking strategies and how to improve their writing skill. This statement is supported by the evidence result of the research that the use of CIRC technique could motivate the students to learn English and improve students' ability to compose explanation writing. Moreover, it helps them to be familiar to interact with others communicatively. It mean that, when students are in a tim and then they discuss the topic that want to write. They exchange arguments with each others. Thus, this process will familiarize students to communicate with their friends so that, it

can help students to develop their own speaking indirectly. Finally, students can talk more easily in front of the class when making presentations and other activities in the class.

## CONCLUSION

After completing this research, the researcher draws some conclusions and suggestions in terms of the use of CIRC technique to improve students' writing ability. As presented in the first chapter, the purpose of this study is to examine the use of CIRC technique to improve students' writing ability.

Based on the research results and discussions, the researcher concludes that the use of CIRC technique improves students' writing ability. This is proven by the improvement of students' learning outcomes. The mean score of post-test is higher than of the pre-test ( $77,16 > 63,33$ ). This indicates that there is a significant difference in score between two means. It can be concluded that the improvement of the learning outcomes is due to the use of CIRC technique.

Moreover, based on the t-test analysis, the obtained t-test score (11,15) is higher than the critical score at the level of significance 0,05 that is 2,01505, which proved that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It indicates that the use of CIRC technique has given a positive impact to improve students' writing ability.

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## CREATIVE THINKING USING METAPHORIC LANGUAGE TO IMPROVE POETRY WRITING SKILLS

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### Abstract

This study aims to examine the extent to which creative thinking skills and the ability to use metaphoric language affect students in improving their poetry writing skills. By taking randomly 176 samples from a student population of 314, data were collected through 3 types of tests and were analyzed by a regression test. The results show that the ability to think creatively has an effect on improving the students' poetry writing skills by 72.9% while the ability to use metaphoric language has an effect of 7.30% on their poetry writing skills. The implications that these effects provide cognitive and practical benefits are also discussed.

**Keywords:** *Creative Thinking, Metaphoric Language, Poetry Writing Skills, Critical Thinking, Poetry*

### INTRODUCTION

Poetry is one of the literary works that has almost been forgotten at this time, specifically in Indonesia. Poetry is considered as work among children and adolescents. Not surprisingly, some scholars have grappled with the term 'poetic thought' in recent years (Page, 2018). In fact, poetry not only shows us new ways of looking at the world, which is true, but can also help us understand the nature of the existence itself, poetry provides opportunities to listen, understand, process, and respond to others, writing poetry as well can help students develop their writing and reflection skills, and also poetry can contribute to the development and growth of counselors in a training (Page, 2018; Apol, 2016; Cronin & Hawthorne, 2019; McNichols & Witt, 2018). In contemporary times, a poet must have the training, practice, extensive oral reading, and publication of poetry that are considered "good" (Lahman, Richard, & Friends, 2018).

Writing poetry is not an easy matter because this skill requires, besides writing skills, also the ability to think creatively and the ability to use metaphoric languages. Writing is a process of changing the shape of mind or wishful meaning which both, thinking and writing, have a significant relationship (Afshar, Movassagh, & Arbabi, 2017) and are not only related to motivational issues but rather to the path to learning (Copping, 2016), including learning to write where creative thinking skills are considered as tools of writing skills, conversely, writing skills are assumed to be tools of creative thinking skills (Ebadi & Rahimi, 2018). The form of activities to convey ideas is very necessary and therefore, creative thinking skills are very necessary because 'creative thinking can create a framework for interpreting events and applying concepts learned' (Hooey & Bailey, 2005), while the delivery of messages, ideas, and opinions to others can be done through writing so that the message can be received and understood.

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On the other hand, metaphoric language 'can be chosen by the writer freely without having to, considering the will of the outside himself' (Lustyantie, 2012), 'increasing innovation and comprehensive development of communicative competence' (Pérez, 2018), 'influencing ways of thinking' (Thibodeau, 2016; St. André, 2017), and influence the 'direction of movement in reading and writing' (Zhou, Zhong, Dong, Li, Verguts, & Chen, 2019).

So far, not enough research has tried to investigate how the ability to think creatively and the ability to use metaphoric language can be used as a theoretical basis for improving poetry writing skills. Here, we want to see the extent to which the ability to think creatively and the ability to use metaphoric language influences poetry writing skills. Previous researches only looked at the effect of creative thinking on writing skills, not writing poetry (Copping, 2016; Wang, 2012; Tok, & Kandemir, 2015).

Poetry writing involves a thought process (Gintsburg, 2019; Lahman, et al., 2018; Cross & Holyoake, 2017; Lea, Rapp, Elfenbein, Mitchel, & Romine, 2008), using simple language that includes the content of ideas, the meaning of attitudes and taste, and are integrated so that they require deep interpretation to express and understand them. Thus, it can be said that students' metaphors about writing involve their positive attitude towards writing. According to Thompson (2009), writing with a focus on writing evaluation improves their ability to produce quality writing products. Complicated writing skills to be taught require mastery which is not only a device but also a conceptual and assessment element (Heaton, 1978).

Poetry writing skills certainly require other skills such as the ability to think creatively and critically, the ability to use metaphoric language, vocabulary mastery, and cognitive abilities. In general, writing skills do not need to use the ability to use metaphoric language because this ability does not become a fundamental assessment in writing skills in general. Writing, in general, means systematically organizing ideas and expressing them explicitly (Akhadah & Sakura, 2016). Another case with poetry writing skills that use beautiful language and using jewelry (Kosasih, 2014; LaBonty, 2015). So, if this is observed then we cannot deny that writing poetry is a skill that is more difficult to compare with general writing skills.

The skills in question are not only related to students' skills in compiling and writing written symbols, but also expressing thoughts, opinions, attitudes, and feelings clearly and systematically so that they can be understood by the person reading them, as s/he intended. Writing is one of the skills that is very difficult for students (Istiara & Lustyantie, 2017), especially in learning to write. Someone said to be skilled in writing if s/he can understand and master things that are physical and mental in nature to what s/he does

Indeed, the ability to think creatively can enable students to solve problems, socialize creatively to one's environment and background, and provide students the ability to analyze text content (Çetinkaya, 2014; Humble, Dixon, & Mpofu, 2018; Hürsen, Kaplan, & Özdal, 2014). However, poetry writing skills do not only prioritize explicit meanings but rather how the language they use becomes beautiful through the metaphoric languages

and requires creativity in thinking. Thus, writing skills are the process of changing the form of thoughts or dreams or feelings into symbolic forms or signs or writings that are meaningful.

## METHOD

This research was conducted at the SMA Negeri 2 Palopo, South Sulawesi. By applying regression techniques, this study took 176 random samples from a population of 314 students in the 2017/2018 academic year. We applied three types of tests to measure the three variables, namely creative thinking, metaphoric language abilities, and poetry

writing skills. In assessing the three variables, we applied several indicators and assessment rubrics. Assessment indicators for creative thinking focused on fluency in expressing ideas, flexibility in expressing ideas, originality of ideas, and elaboration of ideas. For metaphoric language assessment indicators, we emphasized 18 indicators such as Simile, Metaphor, Personification, Paradox, Hyperbole, etc., while for indicators of poetry writing skills, we emphasized diction, rhyme, teaching, style, content, and mandate. Data were analyzed with descriptive and inferential statistics namely regression coefficients.

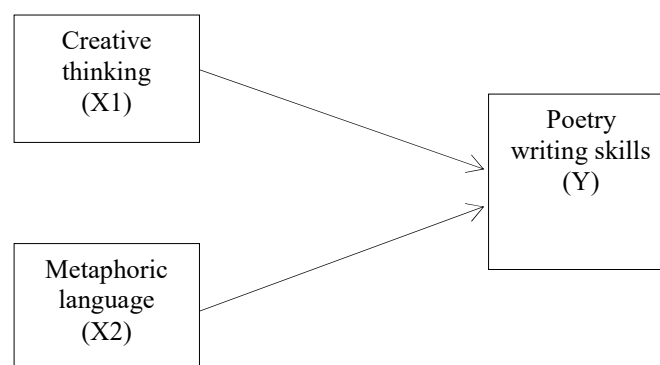


Figure 1. The influence model

Based on the design in Figure 1, we construct the following hypothesis.

1. There is an influence of creative thinking ability (X1) on poetry writing skills (Y)
2. There is an effect of metaphoric language mastery (X2) on poetry writing skills (Y)

Here is a statistical hypothesis for the relationship between variables.

First hypothesis

$$H_0: \beta_{y1} \leq 0$$

$$H_1: \beta_{y1} > 0$$

Second hypothesis

$$H_0: \beta_{y2} \leq 0$$

$$H_1: \beta_{y2} > 0$$

## RESULTS AND DISCUSSION

### Results

Based on the results of the calculation of descriptive statistics with the help of SPSS it was found that the variable of creative thinking ability had an average value of 72.32 with a standard deviation of 5.648; median value of 73; and mode value of 74. The following is the frequency distribution for the creative thinking variable as shown in table 1 below.

**Table 1. Descriptive Statistics of Creative Thinking**

Statistics		
X2		
N	Valid	176
	Missing	0
<b>Mean</b>		<b>72.3182</b>
Median		73.0000
Mode		74.00
Std. Deviation		5.64886
Variance		31.910
Range		33.00
Minimum		55.00
<b>Maximum</b>		<b>88.00</b>
Sum		12728.00

The following table 2 is the variable frequency distribution of creative thinking abilities. The table shows that from 176 students there were 31 variations

in grades with the lowest score of 55 as many as 1 person, with a percentage of 0.6%. While the highest value of 88 was 1 person with a percentage of 0.6%.

**Table 2. Variable Score Frequency Distribution of Creative Thinking Ability**

	Freq.	Per.	Valid Per.	Cum. Percent
	55.00	1	.6	.6
	56.00	1	.6	1.1
	57.00	1	.6	1.7
	59.00	1	.6	2.3
	60.00	2	1.1	3.4
	61.00	2	1.1	4.5
	62.00	3	1.7	6.3
	63.00	2	1.1	7.4
	64.00	2	1.1	8.5
	65.00	4	2.3	10.8
	66.00	4	2.3	13.1
	67.00	6	3.4	16.5
	68.00	9	5.1	21.6
	69.00	10	5.7	27.3
Valid	70.00	12	6.8	34.1
	71.00	13	7.4	41.5
	72.00	13	7.4	48.9
	73.00	13	7.4	56.3
	74.00	15	8.5	64.8
	75.00	10	5.7	70.5
	76.00	13	7.4	77.8
	77.00	10	5.7	83.5
	78.00	8	4.5	88.1
	79.00	8	4.5	92.6
	80.00	5	2.8	95.5
	81.00	3	1.7	97.2
	82.00	1	.6	97.7
	84.00	1	.6	98.3

85.00	1	.6	.6	98.9
87.00	1	.6	.6	99.4
88.00	1	.6	.6	100.0
Total	176	100.0	100.0	

From the results of the analysis and the calculation process carried out on the direct

influence part of the variables, the results can be summarized as shown in Table 3.

**Table 3. Influence between Variables**

No.	Direct influence	Corr. coe.	T <sub>count</sub>	t <sub>table</sub>		Sig
				0,01	0,05	
1	X <sub>1</sub> towards X <sub>y</sub>	.199	5.112	1,654	2.348	Sig
2	X <sub>2</sub> towards X <sub>y</sub>	.723	16.932	1.654	2.348	Sig

The results of the analysis with SPSS found that the metaphoric language mastery variable had an average value of 75.3 with a standard deviation of 5.744; a median

value of 75 and a mode value of 75. The following table 4 displays the frequency distribution for metaphoric language abilities.

**Table 4. Descriptive Statistics of Metaphoric Language**

Statistics	
X3	
N	Valid 176 Missing 0
<b>Mean</b>	<b>75.2841</b>
Median	75.0000
Mode	75.00
Std. Deviation	5.74496
Variance	33.005
Range	37.00
Minimum	56.00
<b>Maximum</b>	<b>93.00</b>
Sum	13250.00

Table 5 below shows that from 176 students there were 31 variations in grades with the lowest score of 56 as many as 1

person, with a percentage of 0.6%. While the highest value is 93 as many as 1 person with a percentage of 0.6%.



**Table 5. Frequency Distribution of Variable Scores for Metaphoric Language Capabilities**

	Freq.	Per.	Valid Per.	Cum. Percent
56.00	1	.6	.6	.6
57.00	1	.6	.6	1.1
58.00	1	.6	.6	1.7
59.00	1	.6	.6	2.3
60.00	1	.6	.6	2.8
61.00	1	.6	.6	3.4
64.00	1	.6	.6	4.0
65.00	1	.6	.6	4.5
66.00	2	1.1	1.1	5.7
67.00	2	1.1	1.1	6.8
68.00	2	1.1	1.1	8.0
69.00	7	4.0	4.0	11.9
70.00	7	4.0	4.0	15.9
71.00	9	5.1	5.1	21.0
72.00	12	6.8	6.8	27.8
73.00	13	7.4	7.4	35.2
74.00	16	9.1	9.1	44.3
75.00	18	10.2	10.2	54.5
77.00	14	8.0	8.0	62.5
78.00	14	8.0	8.0	70.5
79.00	11	6.3	6.3	76.7
80.00	12	6.8	6.8	83.5
81.00	11	6.3	6.3	89.8
82.00	5	2.8	2.8	92.6
83.00	4	2.3	2.3	94.9
84.00	3	1.7	1.7	96.6
85.00	2	1.1	1.1	97.7
86.00	1	.6	.6	98.3
87.00	1	.6	.6	98.9
89.00	1	.6	.6	99.4
93.00	1	.6	.6	100.0
Total	176	100.0	100.0	

Table 6 below shows the variable of poetry writing skills has an average value (mean) of 83.16 with a standard deviation

value of 6.073; a median value of 83; and the mode value is 81.

**Table 6. Descriptive Statistics of Poetry Writing Skill**

Statistics	
Y	
N	Valid 176 Missing 0
Mean	83.1591
Median	83.0000
Mode	81.00
Std. Deviation	6.07362
Variance	36.889

Range	31.00
Minimum	67.00
Maximum	98.00
Sum	14636.00

The following table shows the frequency distribution as seen in Table 7.

**Table 7. Frequency Distribution of Variable Score for Poetry Writing Skills**

	Freq.	Per.	Valid Percent	Cumulative Percent
67.00	1	.6	.6	.6
68.00	2	1.1	1.1	1.7
69.00	1	.6	.6	2.3
70.00	2	1.1	1.1	3.4
71.00	3	1.7	1.7	5.1
72.00	4	2.3	2.3	7.4
74.00	3	1.7	1.7	9.1
75.00	2	1.1	1.1	10.2
76.00	4	2.3	2.3	12.5
77.00	3	1.7	1.7	14.2
78.00	8	4.5	4.5	18.8
79.00	6	3.4	3.4	22.2
80.00	14	8.0	8.0	30.1
81.00	16	9.1	9.1	39.2
82.00	11	6.3	6.3	45.5
83.00	10	5.7	5.7	51.1
84.00	14	8.0	8.0	59.1
85.00	12	6.8	6.8	65.9
86.00	6	3.4	3.4	69.3
87.00	9	5.1	5.1	74.4
88.00	8	4.5	4.5	79.0
89.00	13	7.4	7.4	86.4
90.00	8	4.5	4.5	90.9
91.00	4	2.3	2.3	93.2
92.00	4	2.3	2.3	95.5
93.00	2	1.1	1.1	96.6
94.00	2	1.1	1.1	97.7
95.00	1	.6	.6	98.3
97.00	1	.6	.6	98.9
98.00	2	1.1	1.1	100.0
Total	176	100	100.0	
		.0		

The statistical test results obtained after conducting an analysis are used as a basis in answering hypotheses and drawing conclusions in this study. An explanation of the answers to these hypotheses can be described as follows.

From the calculation data for the preparation of the regression equation model between poetry writing skills and the

ability to think creatively obtained regression constant  $a = 7.617$  and the regression coefficient  $b = 1.045$ . Thus the relationship of the simple linear regression equation model is  $\hat{Y}_V = 7,617 + 1,045X_2$ . Before the equation model is further analyzed to be used in concluding, it first tests the significance and linearity of the regression equation. The results of the calculation of significance and linearity are

arranged in the ANOVA table as shown in table 8 below.

**Table 8. ANOVA for Linearity Test and Significance of Regression Coefficients**

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			6163.797	30	205.460	102.114	.000
Y	Between	Linearity	6093.095	1	6093.095	3028.293	.000
*	Groups	<b>Deviation</b>					
X		<b>from</b>	<b>70.703</b>	<b>29</b>	<b>2.438</b>	<b>1.212</b>	<b>.229</b>
2		<b>Linearity</b>					
Within Groups			291.748	145	2.012		
Total			6455.545	175			

Based on the table, in the Deviation from Linearity row, the value of  $F = 1.212$  with a significance value of  $0.229$  is greater than the value of  $\alpha = 0.05$  then the estimated point distribution forming a linear line can be accepted.

From the calculation data for the preparation of the regression equation model between poetry writing skills and language style mastery, regression constants  $a = 12.564$  and regression

coefficient  $b = 0.938$  are obtained. Thus the relationship of the simple linear regression equation model is  $\hat{Y}_Y = 12,564 + 0,938 X_3$ . Before the equation model is further analyzed to be used in concluding, then the significance and linearity test of the regression equation are first performed. The significance and linearity calculation results are arranged in the ANOVA table as shown in table 9 below.

**Table 9. ANOVA For Linearity Test and Significance of Regression Coefficients**

ANOVA Tabel							
			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			5287.069	30	176.236	21.870	.000
Y	Between	Linearity	5078.703	1	5078.703	630.232	.000
*	Groups	<b>Deviation</b>					
X3		<b>from</b>	<b>208.366</b>	<b>29</b>	<b>7.185</b>	<b>.892</b>	<b>.629</b>
		<b>Linearity</b>					
Within Groups			1168.477	145	8.058		
Total			6455.545	175			

Based on the table, in the Deviation from Linearity row, the value of  $F = 0.892$  with a significance value of  $0.629$  is greater than the value of  $\alpha = 0.05$ , then the distribution of points estimated to form a linear line is acceptable.

### Discussion

The results of the first hypothesis analysis produced findings that the ability to think creatively positively influenced the skills of writing poetry. Increased ability to

think creatively will result in increased poetry writing skills by 72.9%. As has been explained that poetry writing involves a thought process in which 'the thought process in writing demands various potentials such as mastering vocabulary and organizing ideas' (Gebhard, 2006) and 'providing a new framework that expands the way we think about human practice in creative writing' (Freiman, 2015). Creative thinking involves the ability of imagination and analysis of an object. A poet certainly

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needs a critical or creative thought process in compiling ideas in each verse of his poetry. By applying creative or critical thinking processes, the writing process can take place smoothly by 'using a variety of languages and thinking more critically or creatively in the use of language' (Liu & Stapleton, 2018), conversely, 'the practice of creative writing and knowledge of narrative construction can encourage creative thinking and self-reflection' (Adsit, 2017; Copping, 2016; Leeke, 2019).

Writing, like poetry, is a form of thought and value possessed by someone. Forms of thought and values are represented through everyday attitudes and behaviors, both observed and unobserved. Poetry writing involves a strong imagination, 'fantasy, and relaxation process that is very helpful in the process of creative thinking and creative writing' (Hershey & Kearns, 1979), even in children with disabilities (Jaben, 1983). Attitudes and 'behavior in writing can also enhance creative thinking in writing' (Calkin, 2018), and things like this are needed when writing a poem. Thus, Stukenberg (2016) shows that 'the practice of creative writing is very closely related to the habits of thinking of a writer and the habits of thinking of a writer transmitted through creative writing exercises also reveal key skills and other ways of thinking.'

Writing poetry shows one's ability to enter the realm of deep imagination and what is obtained in the imagination can be expressed in written form. This requires a creative or critical thinking process to penetrate it and tell all events in each line of poetry as real and meaningful. So, there is a collaborative process between creative or critical thinking and creative writing

skills such as poetry. Habens (2015) shows that his ability to write creatively and think creatively or critically enables him to explore the storyline, image, and historical authenticity of an abstract story. This is also in line with what is shown by Mehta & Al-Mahrooqi (2014) that 'the use of critical thinking skills can incorporate imaginative things into one's writing, and this can be useful both in academic contexts and as lifelong skills'.

From the analysis of the second hypothesis, it was found that mastery of metaphoric language had a positive effect on poetry writing skills. Based on these findings it can be concluded that poetry writing skills are positively influenced by the mastery of metaphoric language. Increased mastery of metaphoric language will result in increased poetry writing skills by 7.30%. In mastering poetry writing skills, in addition to mastering vocabulary, a person also needs mastery of the use of metaphoric language which is an embodiment of the use of language and a writer in presenting ideas and which has certain effects for his listeners or readers. Metaphoric language can animate sentences and give sentence motion. Poetry language is a metaphorical or figurative language so that the use of language style becomes a determining factor in completing the beauty and meaning of the poem written. Hoang & Boers (2018) shows that the use of 'the proportion of metaphorical language (style of language) can compose an essay writing and that the positive relationship between proficiency and the quantity of metaphorical expression applies exclusively'. Burrell & Beard (2017) also show that children's tendencies to manipulate the form, meaning, and use of language (language

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play) can be channeled more explicitly into teaching and learning to write.'

It turns out, 'combining the activities of reading and writing poetry in the process of engagement with language in an imaginative and linguistic style (metaphorically) also seems to be able to offer a strong explanation for the benefits of therapy' (Soter, 2016). This shows that not only is the influence of mastery of style on poetry writing skills, but the use of metaphoric language in a poem that is read and written can also provide therapeutic benefits for health, which although research in marketing science shows that metaphoric language (style of language) does not offer significant advantages in terms of persuasive power (Wu, Shen, Fan, & Mattila, 2017), both in oral and written form, except for buyers who have the knowledge that the seller also has expertise in the field of the object it offers (Packard & Berger, 2017). The difference in conditions like this, between the fields of health and marketing, is certainly also different from the field of language skills such as writing poetry in terms of the use of metaphoric language. The use of metaphoric language in poetry refers more to imaginative attitudes and behaviors that aim to convey meaningful messages and an abstract world as if it were real and alive. Besides, the meaning and beauty of poetry that is read or heard can be a therapy for health. On the other hand, the marketing field certainly prioritizes politeness in speaking which may also be expressed through the use of metaphoric language, however, the main purpose of marketing in using written or spoken language is to give the impression of persuasion and real conditions as they are even though use language that is metaphorical to attract its customers.

Furthermore, the figurative language is also a means to express the social dimension, is a negotiated relationship between several writing practices, social interaction with peers and teachers, and the work of objects and artifacts in the writing process, and is a metaphorical writing that can be improved through direct contact with nature or with natural spaces. (Delfino & Manca, 2007; Goff & Rish, 2019; Gardner & Kuzich, 2017). That is, mastery of poetry writing skills is greatly supported by mastery in the use of figurative languages which can substantively provide a wealth of poetic meaning written from social and natural situations and conditions.

## CONCLUSION

Writing skills are strongly influenced by one's creative thinking ability because writing poetry involves a thought process that is also a way of thinking and which aims to broaden the style of thinking. Besides, one's ability to use metaphoric language which is an embodiment of the use of language greatly supports the skills of writing poetry. A metaphoric language can animate sentences when the sentence is sounded when reading poetry.

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# THE APPLICATION OF ENGLISH IN FOREIGN TOURIST SERVICES AT ACEH TSUNAMI MUSEUM

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## Abstract

After the Tsunami disaster in 2004 in Aceh, it provided a great opportunity for the province to be known to the world. Tourism has become one of the sectors that is growing and in demand by foreigners. The tourism object of Aceh Tsunami Museum Aceh is proven to be able to attract a number of tourists which has increased significantly from year to year. One of the supports of the success of tourism is the role of capable and reliable guides in the service sector. Especially that guides who use English to interact with foreign tourists. Seeing the important role of English for the advancement of tourism, this research needs to be carried out with the aim of analyzing the understanding and quality of guides to the English language used in their field of work, as well as analyzing the obstacles found in the field in terms of communicating with English. The research subjects were guides and the head of guides at the Aceh Tsunami Museum. This study used qualitative research with a descriptive research design. The data collection techniques used are observation, documentation, and interview. The results showed that the application and quality of guides to English language skills when guiding foreign tourists was quite good. Some of the obstacles faced by guides in implementing English when communicating with foreign tourists are different pronunciations and accents, unstructured training, and guides do not guide regularly.

**Keywords:** *English, Guides, Aceh Tsunami Museum*

## INTRODUCTION

Tourism is one of the development sectors that is growing and developing in Indonesia. According to the 2017 Travel and Tourism Competitiveness Index (TTCI) 25, which was officially released by the 2017 World Economic Forum (WEF), Indonesia's tourism competitiveness index jumped up 8 places, from the top 50 positions in the world to rank 42. This result increased after previously Indonesia's position from the top 70 board to number 50 in 2015. Then, the Ministry of Tourism program as an effort to introduce all Indonesian cultural and cultural tourism globally namely "Wonderful Indonesia and the Enchantment of Indonesia (WI-PI)" that won the award namely "Brand of the Year Indonesia 2018" (March 9, 2018, Jakarta, Kompas.com). This achievement proved

that Indonesia was able to compete and prove the quality of Indonesian tourism in the eyes of the world.

Besides attracting domestic tourists, Indonesian tourism also has a large target to attract foreign tourists. Based on the latest data from the Central Statistics Agency 2017, the number of foreign tourist arrivals to Indonesia during 2017 reached 14.03 million. This number has increased by 21.88% compared to last year which reached 11.51 million visits. The majority of foreign tourists coming to Indonesia come from China, Australia, India, Japan, the United Kingdom, the United States, France, Germany, South Korea and Malaysia. This data shows that the tourists experienced a significant increase from the previous year and came from various countries.

The Law of the Republic of Indonesia, Number 10 of 2009 concerning Tourism defines tourism as all kinds of tourism activities and is supported by various facilities and services provided by the community, business people, the government, and local governments. The word 'travel' has the meaning of travel activities carried out by a person or group of people with a particular purpose for recreation, personal development, or to learn the uniqueness of the attraction visited in the interim period.

Aceh, known as the 'The city of *SerambiMekkah*' because the majority of the population is Muslim, needs to be grateful because it is equipped with diverse tourist attractions, namely regions rich in natural resources, stunning geographical areas, diverse historical and cultural attractions, and also stunning works of art. Travel Attractions are all things that have a uniqueness, beauty, and value in the form of diversity of natural wealth, culture, and man-made products that are targeted or the purpose of tourist visits (Law of the Republic of Indonesia Number 10 of 2009). This potential provides a great opportunity for the province to promote itself nationally and internationally.

The researchers took the Aceh Tsunami Museum as the object of research. The museum is a cultural asset that is a tourist attraction. The museum is an institution that is permanent, does not seek profit, serves the community, is open to the public, obtains, maintains, connects, and exhibits artifacts about human identity and its environment for the purpose of study, education and reaction (International Council of Museum). The museum is a means to care for and display cultural heritage objects, a place for providing information and informative cultural

guidance to students. In other words that the museum could educate the society related to the nation's life, the nation's personality, the national resilience, and the archipelago insight (Sultan Mahmud Badaruddin II Museum Handbook Palembang, 2013).

The Aceh Tsunami Museum is a museum that built as a symbolic building for the people of Aceh to honor around 240,000 victims in the incident of the occurrence of a major tsunami disaster on December 26, 2004 ago. The existence of this building is to give a message and be a lesson for future generations to always reflect that the great tsunami disaster had occurred in Aceh and claimed many victims. It is located on Jl. Sultan Iskandar Muda, No.3, Sukaramai, Baiturrahman, Kota Banda Aceh, Aceh.

The arrival of foreign tourists to a tourist attraction can't be separated from the management or service of the tourist attraction. One of the priority tourism services that need more attention is the tour guide. Udoyono (2008: 2) explained that a tour guide is someone who has special skills including foreign languages, knowledge of history, social, political, economic, and cultural conditions of Indonesia, and knowledge of tourist attractions in Indonesia, as well as has a positive mental attitude to provide services to tourists. Thus, the good tour guides determine the good tourist satisfaction.

Guides according to the Decree of the Minister of Tourism, Post and Telecommunications No: KM.82 / PW.102 / MPPT-88 dated 17 September 1988, what is meant by guides is someone who is in charge of providing guidance, lighting and instructions on attractions and helping everything needed traveler. Meanwhile, Suwantoro (1997: 13) states "A tour guide

is someone who gives explanations and instructions to tourists and other travelers about everything they want to see and witness when they visit a particular object, place or tourist area".

English is one of the keys to the success of guides in serving foreign tourists. English should be an international language which is dominated by foreign tourists from various countries, compared to other foreign languages. The quality of a tour guide's English will have a significant impact on the satisfaction and expectations of tourists in obtaining information.

The main function of language is as a medium of communication between community members (Keraf, 1997: 1). Communication is needed to convey ideas, thoughts, concept ideas or ideas with informative and communicative purposes. Communication can be established well if the speaker and listener have good language knowledge and realize the language skills appropriately (Omaggio, 1986).

English consists of 4 (four) skills, namely speaking skills, listening skills, reading skills and writing skills (Susanto, 2015: 243). In the world of tourism, the skills that become a priority that must be mastered by guides are speaking and listening. Meanwhile, reading and writing become supporting skills in developing information and insights about tourism.

However, according to the interview results obtained by researchers from the Aceh Tsunami Museum tour guide, the tour guide still had some obstacles in terms of implementing his English ability to communicate with foreign tourists at the Aceh Tsunami Museum. This might happen because English is not a native language that is used every day. Some of the guides still have little English vocabulary, lack of

experience, incorrect pronunciation and guides not English alumni.

Based on the background described above, the formulations of the problems to be investigated are: how is the application of English used in communicating with foreign tourists? And what are the obstacles faced by guides in implementing English when communicating with foreign tourists?

## **METHOD**

This research used a qualitative research approach. Qualitative research is the research that is used to describe, explain and answer the problems about phenomena and events that are taking place (Arifin, 2011: 41). Qualitative research is the research that aims to understand social phenomena on the research subjects including behavior, perception, motivation, action, and others as a whole that occur at certain times and conditions by describing them in the form of words and language, in a special and natural context (Moleong, 2011). The method used in this research is descriptive research design. This design is very appropriate in accordance with the characteristics of qualitative research. The subjects in this study were the local guides of Aceh Tsunami Museum, they are one head of guides and four guides. This research was conducted using three data collection techniques, namely: observation, interview and documentation study. Then, the data were analyzed through several stages, namely data reduction, data presentation, and data verification or drawing conclusions (Miles and Huberman in Sugiyono, 2012: 337).

## **RESULTS AND DISCUSSION**

### **1) The application and quality of the English language used in**

### **communicating with foreign tourists.**

In terms of the four types of language skills, speaking and listening are the two basic skills that are more dominantly needed in guiding matters. Specifically, this research prioritizes the discussions on speaking abilities possessed by guides at the Aceh Tsunami Museum.

This refers to the background about the importance of mastering English by guides to serve foreign tourists in the Aceh Tsunami museum. The ability to speak in English contributes greatly to providing information, clarifying information and convincing tourists. According to Brown: 2004, there are several components that affect the quality of speaking guides, namely: grammar, vocabulary, pronunciation and fluency. In addition, several other components, such as self-confidence and body gestures, also contribute to supporting the performance of guides.

According to interviews result, grammar in language does not become a major obstacle in guiding. The language used to guide is not a standard or formal language or in other words, information will be conveyed to tourists as long as the guide is able to use English with simple grammars such as pronouns, to be, WH questions, prepositions, simple tense, and special expressions. However, it would be more effective if the guide could keep improving his grammar skills to become a better guide.

Vocabulary is the main foundation of language, from saying a word, a phrase eventa sentence. The lack of vocabulary owned by a tour guide will have a bad effect on the fabric of communication to tourists. Most of the vocabulary used by museum guides is all vocabulary related to

tourism, tsunami events, Acehnese culture, history and description of museum buildings, contents of museums and disasters.

Pronunciation is also an important aspect in the delivery of information. Especially for a local guide who guides foreign tourists who have different language pronunciations. No matter how many guides master the vocabulary, but if it is not correct in its pronunciation to tourists, it will be feared to cause misunderstanding of intentions and information.

Confidence and fluency to speak are two components that complement each other. Confidence will arise when guides can master grammar, vocabulary and pronunciation well. Confidence can also be formed by frequent practice and experience. When self-confidence can be carried out well, then all the information that the tour guides want to disclose will be conveyed smoothly.

Body movements can be said to be a lifesaving component for guides. Body gesture is a nonverbal communication in which the speaker uses gestures or body movements that have certain meanings and intentions (Liliweri: 1994). Performing certain body movements will usually be used in an urgent condition that is when guides lose ideas or words in the delivery of information. Body movements are usually accompanied by verbal words as well as to provide support or reinforcement when communicating. This is very reasonable because seeing the background of different tourists and the conditions of the tour guides. Conveying messages through body movements can be done in the form of gestures, facial expressions, touch, eye sight, silence, and other body movements (Clayton: 2003).

Below are some brief dialogs that occur while the guiding process is ongoing.

#### *Greeting*

Guide : Hello, Good morning everybody?

Tourist : Hello, Good morning

Guide : Welcome to our country, especially to this Museum Tsunami Aceh.

Tourist : Oh yeahhh... thank you.

Guide : Do you ever visit it before?

#### *Introducing*

Guide : My name is Annisa

I'm glad to be your guide today. I know this place very well. I've been working in this museum since 2014. I'll accompany you to go around.

Tourist : Wow, that's nice... you had known about this place a lot. We hope you can give us much information.

#### *Telling about the Aceh Tsunami Museum*

Guide : Ladies and gentleman.

As we know that, Aceh Tsunami Museum is one of the famous tourism objects in Aceh and it's as a heritage monument for Aceh's society.

Tourist : We are not patient to explore it.

Guide : This building has the concept as...

This building consists of four floors....

#### *Explaining about the route trip that to be taken.*

Guide : Previously, I'll explain you about our route of our exploration today. We'll start from buying ticket before coming inside.

Then...

After that....

Later on....

Afterwards....

#### *Ticketing*

Guide : Ok guys, we'll buy ticket a ticket per person.

Tourist : How much is this?

Guide : Rp.3000 for one person

#### *In the "Memorial Room"*

Guide : This room is called "memories room" which means the victims of Tsunami was in the dark when the water destroyed them.

Guide : What do you mean?

#### *In the "Tsunami Showroom"*

Tourist : What is the purpose of this picture?

Guide : This is the condition of Mesjid Raya Baiturrahman area which is every object that is washed away from various place will gather there too much.

Tourist : Oh. I see. So messed up there.

#### *Closing*

Guide : Finally, we are at the end of our trip today. I hope you are satisfied for my guidance.

Tourist : We fell like that. Thank you very much.

Guide : You're welcome. Nice to meet you.

Tourist : Nice to meet you too.

Based on the result of collected data, it shows that being a professional guide on duty at the museum has a task that is not easy, in addition to having knowledge related to museum knowledge; they also have language competence to communicate well. Especially when guides serve foreign tourists, then English language skills must always be sharpened

for the achievement of interactive communication.

In order to welcome and serve foreign tourists, foreign languages are an important element that must be mastered by tourism operators. In an economic perspective, Parasuraman, Zeithaml & Berry, (1994) stated that the overall decision of customers or tourists might be related to their assessment of service quality. Tour guides are the people who interact the most, face to face and adapt to tourists starting from the beginning to the end of the visit. The foreign language referred to is at least the mastery of English, because it is considered as the most dominant language and the majority is used by foreign tourists from each country. It can be said that the mastery of English by a guide is assumed as the spearhead in the success of serving and fulfilling the satisfaction of foreign tourists.

Therefore, the quality of a tour guide has a big influence on tourist satisfaction. In this term, the using of English by a tour guide is assumed as one of the major service to satisfy the foreign tourists' purpose. The cumulative customer satisfaction is an overall evaluation based on the number of purchases and consumption experience with goods or services over time (Fornel, 1992; Bitner & Hubbert, 1994). The data also confirmed that when a traveler on his trip feels satisfied that meets his expectations, he will have a good experience and dare to pay more for something. But conversely if a tourist is not satisfied then he will stop buying (Reisinger & Turner, 2003).

## **2) The obstacles faced by guides in implementing English when communicating with foreign tourists**

Associated with the service and development of English for foreign tourists in the field, the guides were faced with several situations that are not always pleasant, including:

### **1. Different pronunciation and accent**

Each language has a certain pronunciation and accent. Likewise, the pronunciation of English by everyone from a variety is also different. Pronunciation is very important in the effort to make the communication process easy to understand. All guides stated that the English that was the most difficult to understand was that spoken by tourists from Japan compared to China and France. In the Messi article: 2014, it was revealed that there are five reasons why Japanese people find it difficult to learn English, namely: Japanese are conservative of English, Japanese are not active speakers, Japanese are afraid of making mistakes, Japanese people learn English with furigana, and English is not learned from an early age. In Japanese there are no sounds of death and ending in consonants. All words in Japanese end in vowels and only one consonant, "N". So in Japanese absorption words, the vowels are needed. For example: "passport" is pronounced "*pasuputo*". So, it can be said that even though they read a foreign language, the pronunciation still uses Japanese.

### **2. Irregular schedule of seminars and trainings**

One effort to improve the quality of guides by museum institutions is to provide guidance or training. According to the head of the museum guide, providing guidance and regular evaluation meetings conducted every month, or even more intensive according to the need to identify the latest conditions. However, involving guides in workshops, there was no training or

seminars schedule certainly not even there once every year. This condition occurs because of colliding with the schedule of events and also the availability of a minimal budget.

### 3. Guides did not guide regularly

The arrival of foreign tourists to the Aceh Tsunami Museum is unpredictable at any time. Thus, the guides could not apply their English skills directly and in a regular time. The Greek philosopher Aristotle said "excellence is an art that is won by practice and habits". Likewise what happens to guides, when they do not use English practice routinely, their abilities will not be honed so that it affects their performance.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of research and overall data analysis can be obtained the following conclusions.

1. The application and quality of guides for English language skills when guiding foreign tourists is quite good. Some important aspects that really support their professionalism are mastering vocabulary related to tourism, correct pronunciation, fluency in speaking, body language in conveying intentions, and self-confidence. Grammar mastery is not a major obstacle in guiding because the English language used to guide is not a standard or formal language.
2. Some of the obstacles faced by guides in implementing English when communicating with foreign tourists. (1) Different pronunciation and accent of each tourist, because not all tourists who visit use English as their mother tongue. Pronunciation and accent by Japanese tourists is the most difficult to understand compared to Chinese and French. (2) Irregular schedule of

seminars and trainings. The themes of guiding and English are very much needed by guides. (3) Guides did not guide regularly. The arrival of foreign tourists to the Aceh Tsunami Museum is unpredictable at any time. Thus, guides could not apply their English skills directly and in a regular time.

As for the suggestions, the authors can point out in connection with the results of the research obtained are:

1. Increasing the number of guides to provide excellent service to the tourists to maintain the image and existence of the Aceh Tsunami Museum as a tourist attraction. The guides provided should also include guides who have other foreign language skills besides English, such as Japanese, Chinese, and Arabic.
2. There is a need to supply knowledge and skills training in a structured, routine and equitable manner for all guides to develop the potential of guides in the Aceh Tsunami Museum. Expected training material related to guiding and travel content, as well as English language skills, such as speaking, conversation classes, and disaster vocabulary.

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# A COMPARATIVE STUDY BETWEEN GROUP DISCUSSION AND THINK PAIR SHARE STRATEGY TO ENHANCE STUDENTS' SPEAKING ABILITY

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## Abstract

*The aim of this study is to find out if there is any significant difference in students' ability enhancement between those who were taught using Group Discussion strategy and those who were taught using Think Pair Share strategy. This study is a quantitative research method using comparative design by using pre-test and post-test. This study was designed to find out the answer to the following question: Is there any significant difference in students' speaking ability enhancement between those who were taught by using Group Discussion strategy and those who were taught using Think-Pair-Share strategy. The sample of this study were two classes of grade X SMA Inshafuddi Banda Aceh. Grade X IPA 1 was taught using Group Discussion and grade X IPS were taught using Think-Pair-Share. The instrument used for this study was a speaking test, which contained a Congratulation topic. The result of this study showed from the mean score that both classes had an enhancement in their speaking ability. In addition, there was no significant difference between those who were taught using Group Discussion and those who were taught using Think Pair share strategy. However, it meant that both strategies were efficient in enhancing students' speaking ability.*

**Keywords:** *Think Pair Share, Group Discussion, Speaking Ability*

## INTRODUCTION

Learning a language means using it in communication in oral or written form and being able to express feelings, thoughts, and experiences in various contexts. Carrel (2012:54) says that one of the aims of the language programs is to develop spoken language skills that integrate both spoken and written language. Therefore, to know the language is to use or practice, as stated by Cruickshank (2011:51). He adds that the students do not know a sentence until he can speak it. Thus, the students should practice their English through speaking to have mastered the language.

Speaking is an interactive process in order to construct meaning. Florez (2010:1) defines that speaking is an interactive process of constructing meaning that involves producing, receiving, and

processing information". Therefore, the students have to interact and creative in speaking class, which are involves producing, receiving, and processing the information. They can not get anything if they do not communicate with another student. So, Speaking is a productive skill because we produce the language when we speak, and the students have to construct the meaning.

Furthermore, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is an important part toward the second language learning and teaching. Despite its importance, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues in teaching speaking that has been undervalued. Nevertheless, today's

world requires that the goal of teaching speaking should improve student's communicative skills. Then, students can express themselves and learn how to follow the social and cultural rules that appropriate in each communicative circumstance if they can master the speaking skill.

Brown (2001:271) adds in teaching oral communication; micro-skills are fundamental. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more than makeup to the whole. According to Thornbury and Slade (2006:7), speaking in social is the sense that established rapport and mutual agreement, maintain and modifies social identify, and involves interpersonal skill. This social element is expressed through wishes, feelings, attitudes, opinions, and judgments, which can clash with the precise nature of the classroom when teaching speaking. It means that speaking in the social context is a contradiction with speaking in the school.

Similarly, Thornbury (2005:9) pointed that speaking is also multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expression, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow.

From the definition above, it can be concluded that speaking is one of the most important roles in people's communicating life among one and another. By communicating, they can create a relationship, inform, share, and find information. In this case, speaking is the most important part of expressing the students' ideas, opinions, thoughts, or feelings, and they can communicate with

others by doing some activities in the classroom.

Speaking has some characteristics to learn. According to Brown (2012:326), "characteristics of spoken language can make oral performance easy as well as, in some case difficult: clustering, redundancy, reduce forms, performance variables, colloquial language, and rate of delivery, stress, rhythm, intonation, and interaction."

The same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that, the learner is now the producer. Bear in mind that the following characteristics of spoken language can make vocal performance easy as well as, in some cases, difficult.

First, clustering is phrasal as a fluent speech, not only word by word. EFL learners can organize their output both cognitively and physically (in-breath groups) thorough such clustering.

Second, redundancy is the speaker has an opportunity to make meaning clearer though the redundancy of spokelanguage. Learners can capitalize on this feature language.

Third, reduced forms are a contraction, elisions, reduced vowels, etc., these problems in teaching spoken English, for instance, students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.

Fourth, performance variables are one of the advantages of spoken language; its the process of thinking as you speak allows you to manifest several numbers of performances, such as hesitation, backtracking, pauses, and corrections. Learners should be taught how to pause and hesitate. For example, in English, our "thinking time" is not silent; we insert

certain "fillers" such as uh, um, you know, well, like, I mean, etc. Thus, one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

Fifth, colloquial language is making sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

Sixth, the rate of delivery is another salient characteristic of fluency is the rate of delivery. So, one of students tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

Seven, Stress, rhythm, and intonation these are the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey an important message. Eight, interaction, as noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

Speaking also has other characteristics. In order words, speaking characteristic is called characteristics of communicative competence. It includes linguistic competence, a range of other sociolinguistic, and conversational skills. According to Nunan (2013:226), communicative competence includes linguistic competence. Then he adds a variety of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, and when.

Speaking is a way to say spontaneously about what a person feels, and it can perform linguistic knowledge in

communication. Therefore, to speak English is not easy, because a speaker should be able to master the elements of its' such as grammar, vocabulary, pronunciation, intonation, fluency, body language, and gesture. If the students can master these elements, they will become the best speakers and can use this language in many opportunities, as it is known that if they look for a job.

Moreover, speaking as a skill that should be applied in our life and every student can measure their ability and develop their own knowledge. They must practice more in order to improve their speaking skills. Then, they can learn about speaking not only at the school but also at their homes, such as read books or newspapers, access the internet, watch the movie, and listen to English songs or others that can help them.

Walker (2014:30) states that teaching technique as a combination of students' activities is supported by the use of appropriate resources to provide a particular learning experience (process) and/or to bring about the desired learning (product). It means that teachers should give more benefits to students in the learning process; the teacher should help students by providing written texts to be learned to enrich their knowledge. A good learning situation should be created in making students happy, interested, and motivated.

In teaching second language learners, teacher should know how to speak in a best and creative way, some speaking activities can be used, such as role-play or simulation, group discussion, think pair share, debate, storytelling, interview, etc. Those activities can be applied to ESL and EFL classroom setting, together with suggestions for teachers who teach oral

language. In this study, the researcher used group discussion and thought pair to know the students' speaking ability.

A group discussion can be held for various reasons. When doing a discussion, the students can share ideas, find solutions, and arrive at a conclusion. Generally, the purpose of discussing activity is set by the teacher. In this way, the discussions are relevant to the purpose, then students did not spend their time in chatting with each other about irrelevant things. According to Harmer (2001:272), discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

It is essential that speaking should be equally divided among group members. In the end, the speaking class determine on the winning group who pleaded the ideas in a good way. Thus, the activity can be fosters critical thinking, give quick decision making, and students can learn how to express and justify themselves in polite ways while disagreeing with the others. The teacher can both assign the group members, or the students may determine it by themselves. Still, groups should be put in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Moreover, think-Pair-share is a strategy that encourages the students to think personally and give the students time to discuss in pairs. So, they have a chance to help each other during the discussion then share their ideas in class as a whole so that all students can listen to their friends and get new knowledge. Think-Pair-Share is one of cooperative language learning

(CLL) approach, which is used to teach cooperative activities such as pairs and small groups of learners in the classroom. Cooperative learning becomes a way of promoting communicative student-student, student-teacher interaction, as stated by Wallace, Stariha, and Walberg (2004: 14) that working together in twos, threes, or larger groups can facilitate more frequent and insightful communication. In a group of two students, students might speak for half a time and listen for half of the time. Both the speaking and listening can be concentrated on what students need to know or desire to investigate; with practice, students can correct one another and themselves.

Think-pair-share was developed by Frank Lyman in 1981 (Huda, 2011: 132). It gets its name from the three stages of students' actions, with emphasize on what students should do at each of those stages. 1) the teacher poses a question that usually uses a low consensus of the question; 2) students think of response; 3) students discuss their answers with a partner; 4) students share their partner's responses with the class. This strategy can be applied in teaching speaking to give the time for the students to think about the problem/topic, enhance students' oral communication through critical thinking and meaningful interaction where the students are free to suggest and give their opinion. As stated by Kusriani (2012:3) that Think-Pair-Share builds a democratic situation where the students are free to suggest and give their argumentation. By giving the discussion section to the students, this technique could get the students actively involved in speaking activities. As stated by Ledlow (2001:1) that this technique encourages a high pupil response and can help students on task.

Think-Pair-Share is one of the techniques that can be applied in teaching speaking. It also has some advantages such as gives the time for the students to think about the problem/topic, enhance students' oral communication through critical thinking and meaningful interaction and build a democratic situation where the students are free to suggest and give their argument. It is also useful to encourage students to interact with each other orally. Think Pair Share is a combination of language and fun. Students can practice and do activities with their friends.

Based on the explanation above, the researcher would like to discuss there any significant difference in students' ability enhancement between those who were taught using Group Discussion strategy and those who were taught using Think Pair Share strategy.

## METHOD

The method applied in this research was descriptive comparative. There were two classes used in applying group discussion and think pair share. The population of this research was the grade X students at SMA Inshafuddin Banda Aceh. The sampling technique used random cluster sampling, where the chosen class was grade X IPA 1 (used group discussion) and grade X IPS (used think

pair share).

The procedure of data collection is used in the congratulation topic. For the first class or X IPA I, the researcher asked them to sit in the large group by discussing the topic, and at the end of the meeting, they should perform it in front of the class, while the other group should pay attention and give the feedback to each other. For the second class or X IPS, the researcher divided them into two students in each group and discussed the material, then perform it in front of the class, while the other students must give them the feedback.

The data took the result of the student speaking frequency, which is consisted of how many times the students ask questions, answer the questions, and give their comments. Then, the researcher also categorize the students' activity according to Munir (2000), it consists of very active is 5, active is 4, fairly active is 3, less active is 2, and not active is 1. The data were collected by using the formula  $P = Fq/N$  (Gay, Mills, & Airasian, 2012) and were analyzed by using the SPSS Program.

## RESULT AND DISCUSSION

### Result

The following tables were the result of the research are as follow:

**Table 1. Group Discussion**

<i>Response</i>	<i>Frequency</i>	<i>%</i>
<i>Very Active</i>	10	31.25
<i>Active</i>	9	28.125
<i>Fairly Active</i>	3	9.375
<i>Less Active</i>	8	25
<i>Not Active</i>	2	6.25
<b>Total</b>	<b>32</b>	<b>100</b>

The table above shows about the students response: first, 10 frequency who

were *very active* or its about 31.25%, second, 9 frequency who were *active*

(28.125%), third, 3 frequency who were *fairly active* (9.375), fourth, 8 frequency who were *less active* (25%) and fifth, only

2 frequency who are *not active* (6.25).

**Table 2. Think Pair Share**

<i>Response</i>	<i>Frequency</i>	<i>%</i>
<i>Very Active</i>	9	28.125
<i>Active</i>	9	28.125
<i>Fairly Active</i>	3	9.375
<i>Less Active</i>	8	25
<i>Not Active</i>	3	9.375
<b>Total</b>	<b>32</b>	<b>100</b>

While the table.2 shows that in think pair share, the students' responses for *very active* were about 9 (28.125%), *active* were 9 (28.125%), *fairly active* were 3 (9.375), *less active* 8 (25%) and *not active* were 3 (9.375%).

### **Discussion**

From the result of the data, it showed that there is a quite similar frequency of the students' response toward group discussion and think pair strategy in teaching students' speaking ability. It means both strategies are applicable and good proven by the previous data shown in Tables 1 and 2.

The data from group discussion for the first item of student's response is *very active* with 10 frequency or about 31.25%, while for think pair share is 9 frequency or 28.125%. For this category, both of groups is different only in small frequency, it less 1 number of think pair class comparing to group discussion class. It can be said that the frequency of both classes for *very active* is different in students' speaking ability for group discussion class and also for think pair share class. Thus, the group discussion class performed well for this activity.

The second item is *active*, in which the frequency is 9 (28.125%) for group discussion class and 9 (28.125%) for think

pair share class. In this activity group discussion class and think pair share class have the same frequency in an *active* category. So, both of the class were achieved well in enhancement students' speaking ability between those who were taught through group discussion and think pair share.

The third activity is *fairly active*, which the frequency of group discussion class and think pair share class is the same frequency; it was 3 (9.375%). Thus, this activity of both class shares frequency similarly in doing this activity. Thus, there is no significant difference for each student in enhancing their speaking ability in using group discussion or think pair share strategy.

The fourth activity is *less active*, which the frequency of both classes shown the same number; it was 8 or 25% of each group. In this activity group discussion class and think pair share class have the same frequency in *the less active* category. So, both of the class have the same activity in enhancement students' speaking ability between those who were taught through group discussion and think pair share for *less active* category.

The last category is *not active*, the data from group discussion for this item of students response is 2 or about 6.25%, while

for think pair share is 3 frequency or 9.375%. For *not active* item, both of groups is different only in small frequency; it was one number of think pair class comparing to group discussion class. It can be said that the frequency of both classes for *not active* is different in students' speaking ability for group discussion class and also for think pair share class. Thus, group discussion class performed well for this activity rather than think pair share class.

## CONCLUSION

Based on the result finding and discussion above, there is no significant differences in the comparative of students' speaking ability enhancement between group discussion and think pair share strategy of students grade X IPA 1 and X IPS at SMA Inshafuddin Banda Aceh. For 5 categories of activity, both groups shared the same frequency for *active*, *fairly active*, and *less active*. While for *a very active* category, group discussion is higher for only one number rather than think pair share. Moreover, for *a not active* category, group discussion is less one number compares to think pair share class. Thus, both of the strategies can perform well by the students during speaking class.

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## I DO LIKE SPEAKING ENGLISH: A Multiple Case Study

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### Abstract

Speaking English skill has been trending in the mastery of foreign languages since the 19th century. However, at the beginning of the emergence of foreign language teaching in Indonesia, mastery of English speaking skills was only seen as an issue of formal learning outcomes in which English is a compulsory subject at the secondary school level. This condition led to the prestige of mastering English speaking skills starting to decline since the beginning of the 20<sup>th</sup> century where learning technology was increasingly sophisticated and brought formal learners of foreign languages on their own paths to master it. By using the Multiple Case Study, the issue that is the most underlying the students' achievement of the English speaking skills mastery, how they learn to achieve the skills, and how to keep on going on the skills were investigated. 10 informants were involved consisting of 7 active students and 3 alumni at and from Universitas Sembilanbelas November Kolaka, Southeast Sulawesi. Data were collected systematically through in-depth interviews, Focus Group Discussion (FGD), and documentation. Data were analyzed by applying six steps of Auerbach & Silverstein's analysis. The result revealed that a sense of liking was the most underlying issue in the informants' achievement in English speaking skills, especially the past sense of liking. The result also revealed that the informants had a unique way in learning the English speaking skills, it was in an unpredictable way; they learned whenever and wherever they like, according to their own desire or willingness or pleasure, situational and curious – based, and free from formal regulations.

**Keywords:** *Sense Of Liking, English Speaking Skills, English As A Foreign Language, Preferent Learning*

### INTRODUCTION

English Speaking skill is one indicator of overall proficiency specifically for countries where English is not a mother tongue. In Indonesia, the latest approaches, methods, and strategies for learning English have been implemented with the aim of achieving mastery of English, but it seems that the achievement is not very significant. For the secondary school level, both public and private, the National Examination result value data in the last five years (2015-2019) only reached a Mean score of 46.97 (Ministry of Education and Culture, 2019). No wonder the achievement of the English Proficiency Index on the Asia Pacific scale, Indonesia ranks 12<sup>th</sup> out of 17

countries (Hananto, 2018). This condition certainly impacts on achieving mastery of students' English language skills when they enter a University where English is no longer a compulsory subject.

Indeed, researches showed how speaking skills learning by applying various methods and strategies could achieve learning goals (Harunasari & Rahmat, 2015; Rachmawaty & Hermagustiana, 2010; Mistar & Umamah, 2014; Hayati, 2010; Munir, 2006; Siddiqui, 2014; Mireskandavi & Alavi, 2015; etc.), however, the situation and conditions of learning that took place at the Universitas of Sembilanbelas November Kolaka in connection with English speaking skills

seemed unable to achieve the learning objectives set when the intended learning situations and conditions could not be mediated.

In this regard, Bashir, Aze, & Dogar (2011) say that in the first stage, understanding activities to have the ability to speak, students must be able to internalize some of the vocabulary and grammatical structures in which students still have the ability to speak. very minimal even though in a real communication situation, students must be able to depend on the vocabulary they remember so they can find their needs in speaking. In a study conducted by Sekiziyivu & Mugimu (2017), the Communicative Language Teaching (CLT) strategy they applied in learning to speak German for students in Uganda, found that the strategy was not yet able to mediate the learning environment that existed at that time.

These situations and conditions certainly need to be re-investigated if there are gaps that occur in the learning process in connection with the application of theories, approaches, methods, and learning strategies. Learning theories that exist in the substance have been able to provide considerable opportunities to improve learning. Plato's theory, Theory of Recollecting (Scott, 1995), is the oldest learning theory that is philosophically the basis of the existing learning theories. This theory asserts that learning is an activity of collecting things that have been known before a person is born and then he forgets them. So, by Socrates, the emphasis is on the importance of eternal knowledge and irreversible forms that can underlie perceived realities.

Learning itself certainly has several elements or components that form the basis of indicators for the formation of an

essential learning. According to Banner Jr. & Cannon (1999), good quality; intelligence, language skills, and the ability to practice something in learning and dealing with tests or exams, are not helpful enough. One must also, on the other hand, need quality to convince himself that what is being learned can remain in thoughts and feelings and mature in true understanding. In connection with this, Banner Jr. and Cannon suggested that one needs and understands the elements of learning which include *diligence, enthusiasm, pleasure, curiosity, aspiration, imagination, self-discipline, politeness, cooperation, honesty, and initiation.*

*Diligence;* someone must work hard in what he considers to be his weakness. Banner Jr. and Cannon said that learning requires someone to make a relentless effort to remember what is temporarily studied and the most difficult task of a person is learning and learning by himself. Meanwhile, hard work will be clear and useful when someone can go beyond what is required to be studied, the effort to learn requires organization or arrangement.

*Enthusiasm;* success in learning anything tends to be a source of satisfaction, enthusiasm begins with one's interests, enthusiasm means letting love lead someone's way of learning. Enthusiasm grows by connecting what is learned with everyday life, it is better to be the object of attention than to behave against the teacher. Enthusiasm means desired or passionate, and this means having passion in learning.

*Pleasure;* pleasure in learning often requires a person to delay immediate pleasure. The pleasure of learning often feels alone, acquiring knowledge often requires effort, but ignorance actually causes misery. Therefore, mapping the

learning journey towards the acquisition of knowledge is the highest pleasure.

*Curiosity*; to have curiosity, just like a child who is always open to all experiences, opening up to experience, means producing curiosity and then directing it. Willing to know arouses curiosity, the absence of curiosity should not discourage someone. Failure in curiosity can be more creative, because sometimes a person cannot find an answer to satisfy his curiosity, the whole world can be satisfying and at the same time arouse one's curiosity if he wants to use it.

*Aspiration*; using learning as a path to lasting respect and appreciation and put what is learned for the common good. Developing own aspirations requires someone to learn the aspirations of others, always remembering the inheritance that one wants to leave to decide what will be left behind and require him to look inside himself. A hope can be a strong anchor for someone to achieve what he wants to achieve.

*Imagination*; allows one to see himself as a student, to be more creative and active than to be slow and passive. Because imagination is naturally not manageable, conditions can occur where students must be in discipline, can make someone like falling in love, produce humor, interest, and pleasure when someone learns and learns. Imagination is a person's ability to imagine images of events based on reality or events or experiences in general.

*Self discipline*; means considering the well-being of oneself as a student, refers to setting high standards for oneself, having to have direction, refers to delaying immediate gratification for future benefits, and greater. Discipline refers to attitudes and behaviors that adhere to values that are

believed to bring about an achievement. Etymologically, discipline comes from the word *discere* which means *study* or *practice*. This means that a disciplined person means he is studying or practicing to obey.

*Politeness*; the basis for the advancement of knowledge and the search for understanding and truth, tend to breed decency as well, politeness according to one's interests, comes in all forms both large and small. Politeness is an aspect of learning that requires someone to think about their responsibilities to others, not just themselves. Politeness always refers to certain cultural values that are used as the basis for behaving in the midst of the community.

*Cooperation*; introducing someone to the minds of others, facilitate learning, make someone responsible, and increase human interest in learning. Cooperation does not only aim for convenience but also lessons for mutual support or support. The principle of cooperation certainly has a common goal that can refer to cooperation between individuals, groups, and individuals and methods or strategies.

*Honesty*; saying the truth about yourself, both for yourself and others. Honesty requires clear self-evaluation and is the basis of what someone learns. Honesty also refers to what other people can trust someone to show off so they can learn from it. Honesty also refers to the meaning of directness, both directness to attitudes and self-behavior.

The last is *Initiation*; requires someone to set a challenge for himself and try to handle it himself. Initiation also means anticipating what lies ahead, means running the risk, starting your own learning makes someone ready to live. Initiation, etymologically, comes from the Latin,

*initium* which means *entry* or *beginning*. That is, initiation means always starting from oneself to enter into an action.

From this series of learning elements, the question arises whether the existing learning theories have been able to handle all the elements of learning? Looking at the phenomena that exist in the research location, it seems that there are still some learning elements that still cannot be mediated by existing learning theories in relation to speaking skills in English, so even though the various learning methods and strategies that have been applied, they still create conditions where learning objectives designed at the beginning have not been achieved. Learning components proposed by Banner Jr. and Cannon is basically a person's affective attitude that is general in relation to a goal achievement. Therefore, these things are still conceptual and require practical principles for certain actions of a person.

Elements proposed by Banner Jr. and Cannon do not seem to immediately become a barometer for EFL learning at the Universitas Sembilanbelas November Kolaka. It is seen that for approximately 6 years, the mastery of speaking skills was only dominated by a handful of students. The question is, do the other students not have a great motivation to achieve mastery of speaking English? Do they lack interest in achieving mastery? Are their motives still not right when they will enter the English education study program? The proof, they have become students in the English education study program.

According to Alderman (2004), the challenge of motivation is described in two frameworks of thinking. First, the perspective in terms of research motivation on the role of one's belief in a business and capabilities related to learning performance.

Secondly, perspectives that reflect motivational inequalities can affect academic achievement. This second perspective should be understood by educators and students themselves so that both can work together in finding and determining the ideal learning design with the aim of increasing motivation, both for educators and students themselves. Ideal learning requires ideas that are based on student's needs in order to increase learning motivation so that achieving goals can be easier and more real. According to Henning (2007), a motivation is described in two main things, namely *Needs-based ideas* and *Expansion-value Theories*.

According to Green in Palmer (2005), Expectancy-value Theory believes that students make decisions in their learning that are based on failed and successful expectations, and make conclusions about the benefits of learning content they experience. In substance, the student's need for academic achievement can be realized based on the principle of cooperation between educators and students. Educators provide what students need according to the characteristics of their respective learning styles as well as differences in their respective levels of motivation and vice versa, students provide the widest possible trust for educators in designing their learning models and helping each other in filling distance or vacancy of the learning process missions.

The problem then arised when the learning of the students' English speaking skills in the English Education Study Program reaped very alarming results where our observations for 6 years (2014-2018) showed that their English speaking skills were still very minimal. This was clearly seen in the Speaking 2 that was only 32.35% and Speaking 3 only reached

8.65% in semesters 3 and 5. That is, only 20.5% of achievements in the period of 2015/2016 - 2016/2017 academic year. Looking at this condition, there is a unique case that needs to be investigated, which is why the mastery of English speaking skills of students of English language study programs is only dominated by a handful of students and how they actually learn it.

This condition also, at once, showed that previous studies were only more on efforts to see the relationship or influence between variables by hypothetico-deductive method and the development of technological tools in helping foreign language learning, some studies had also investigated on what and how a phenomenon as it was but all certainly referred to certain characteristics of the phenomenon of foreign language learning were observed. Present research reveals multiple cases that implicitly are in the phenomenon of foreign language learning at the Universitas Sembilanbelas November Kolaka students.

## **METHOD**

This Multiple Case Study aims to investigate the things that are most underlying in students so that they dominate the mastery of English speaking skills in their peers and describe how they actually learn with the aim of achieving mastery. Data were collected from 10 informants selected purposively consisting of seven students who were considered to dominate mastery of English speaking skills in different academic years, namely the third semester and fifth semester. Three other informants were alumni of the Universitas Sembilanbelas November Kolaka who really knew the seven informants because they were the seniors of the seven informants. To strengthen the

validity of the data, we conducted data collection using triangulation techniques that refer to the techniques of in-depth interviews, Focus Group Discussion, memoing, and documentation.

In the first stage, we carried out an analysis on several documents which were the learning outcomes of the seven informants who also showed the overall learning outcomes of the students in the classes they attended. This was done to see the overall achievement of their English speaking skills in two consecutive semesters in the Speaking subject. In the second stage, we conducted a semi-structured interview with the seven informants with an initial question that led to the background of why they entered the English education study program. These interviews activity were conducted in one by one interview and we finished them within 8 weeks. This actually aimed to understand the past factors relating to the subject of English. In the third stage, we met three alumni who were considered to know the seven informants well and conducted interviews. This was done to understand how the seven informants struggled to achieve mastery of English speaking skills specifically when they were still in college and together with the seven informants. Every time we did an interview process, we made a memo with the aim of recording and understanding firsthand the important things and the situations and conditions during the interview. In the last stage, we conducted a Focus Group Discussion (FGD) with the aim of understanding together the results of our interim analysis, both on the documents and the results of the interviews, as well as to further explore what actually happened to them that they could say at the discussion session. In this session, we only

provided questions and statements and we asked them to discuss while we observed them while discussing.

The data we obtained from documents were analyzed quantitatively by looking at the percentage of their learning achievement in each class while highlighting the dominance of these achievements. For interview data, we analyze it by applying the stages of Auerbach & Silverstein (2003). FGD data were analyzed by applying a coding system to look for events that were closely related to the data from the interview results, while the Memos were used to confirm what we found from interview and FGD data.

## RESULT AND DISCUSSION

The results showed the reasons why informants could dominate the mastery of English speaking skills from semester to semester and this condition caused it to be unique to students in the English education study program. The results of the study revealed that *sense of liking*, especially in the past, was truly a determinant for informants in the present and future in terms of their English speaking skills achievement.

### *Sense of Liking*

A sense of liking is a psychological condition that is happy or fond and this is a preference. This situation can foster interest which is certainly useful to have an impact on one's motivation. In connection with learning, a person's learning motivation is strongly influenced by how high his interest in what is learned, and a person's interest in learning is largely determined by how much he likes. The informants stated that they learned English because they really had a fondness for English.

*Karna... saya suka... [Data 16, No. 64, p. 377]*

*[Because I do like it]*

*Selain kita jalani, lama-lama biasa, makanya suka. [Data 16, No. 68, p. 377]*

*[Besides we going on it, after a long time, so we like it]*

*bagaimana ya... saya suka bahasa Inggris, yes karena dari kesukaan itu saya... saya... karena sesuatu yang disukai pasti kita akan eee... akan mempelajarinya. [Data 17, No. 34, p. 380]*

*[how to say it ... I like English, yes because of that liking. because something that is liked for sure we will learn it]*

*tapi ironinya pak, ini muncul kecintaan saya pas ketika saya 2 bulan atau 3 bulan lagi pas mau lulus... [Data 18, No. 6, p. 384]*

*[but ironically sir, this appeared my like was right when I was 2 months or 3 months when I would graduate]*

*...saya belajar bahasa Inggris karena memang saya suka bahasa Inggris,... [Data 22, No. 42, p. 462]*

*[I study English because I really like English]*

*Susah untuk dijelaskan. Memang sejak dari dulu pak kayaknya saya senang(suka) bahasa Inggris. [Data 22, No. 23, p. 459-460]*

*[Hard to explain. Indeed, from the first time I thought I was happy (like) with English]*

*Itu yang sulit, Sir. Karena memang sukanya di situ(bahasa Inggris)... [Data 24, No. 20, p. 493]*

*[That's difficult one, sir. Because my likes are on it (in English)]*

*...kalau kenapa saya belajar bahasa Inggris, khususnya berbicara, ya memang karena suka, ...*[Data 25, No. 19, p. 502]

*[why do I study English, especially speaking, indeed because I like it]*

A sense of liking is not an inner driver because one's inner feelings are natural, both causal and non-causal, and static. What drives a person is motivation, both intrinsic and extrinsic. The interest and motivation of the informants to the English language only emerged after having a sense of liking or interest in it.

*Apa ya... eee... saya... dulu ya suka bahasa Inggris. Saya rasa oh bahasa ini kayaknya seru sekali kalau kita pelajari*[Data 16, No. 5, p. 372]

*[I was used to like English. I think oh this language seems very exciting if we learn]*

*Sebenarnya saya juga memilih bahasa Inggris of course karena seperti tadi orang tua juga bagus, seperti juga dari guru, guru juga support-nya eee... dia bilang kamu bagus di bahasa Inggris. Kamu bisa... jadi saya... saya bertekad kenapa tidak... orang tua mendukung, orang sekitar mendukung jadi ya saya pilih.*[Data 17, No. 36, p. 380]

*[Actually I also choose English, of course because parents are also good, as well as from the teacher, the teacher also supports it. He said you were good in English. You can ... so I was determined why not ... parents supported, people around as well, so yes I chose it]*

*Jadi, eee... seiring berjalannya waktu, rasa kecintaan itu masih ada,*

*rasa keinginan untuk belajar itu masih besar*[Data 18, No. 10, p. 384]

*[So, as time went on, the like was still there, the desire to learn was still great]*

*... mulai dari situ saya merasa Oh ternyata bahasa Inggris... apa namanya... saya cukup tertarik... mulai tertarik dengan bahasa Inggris...*[Data 22, No. 24, p. 460]

*[from there I felt that it turned out that I was quite interested in English]*

*... memang minat saya di situ, minat saya di situ karena ...saya menganggap pada saat itu bahasa Inggris adalah hal yang sangat jarang, kemampuan yang sangat jarang untuk dimiliki oleh seseorang, ...* [Data 24, No. 7, p. 491]

*[indeed my interest was there and I assumed at that time that English was a very rare thing, a very rare ability for someone to have]*

*... minat belajar bahasa Inggris Sir... iya itu tadi... ya suka kemudian saya rasa mungkin saya mungkin ada skillnya di sini makanya saya selalu mencoba bagaimana bisa lebih daripada sebelumnya begitu, Sir.*[Data 25, No. 18, p. 502]

*[interest in learning English Sir. I like it and I think maybe I have the skill here so I always try how it can be more than before, sir]*

It cannot be denied that interest in learning needs to be increased so that motivation can be mediated and stay awake in a person. Research conducted by Chien, Yunus, & Mohamad (2018) shows that to improve students' second language learning, especially in rural areas, it is necessary to increase their interest first. But one thing is Chien et al. forget that at the



beginning of language learning, they should first lead to students' liking for English because that will grow students' interest and then their motivation. The memo that we recorded shows that a perception built by informants on English can help generate that feeling.

**Memo 5 – Perceptions that cause liking:** *We see that the perceptions built by informants on English can be one of the causes of the past feeling of being stronger.*

**Memo 8 – Perception of learning can mediate learning:** *We see that the perceptions built by informant are an indication of how he mediates his learning. Of course, this departs from how he views the situation and conditions of learning as his learning experience.*

**Memo 35 – Building perception:** *We understand that when informant builds perceptions about English itself and how to learn it, it helps informant to improve his learning skills in English.*

**Memo 13 – Choice because of liking:** *We understand that the likes of informant are the main basis for learning. Whether there is support or not, the informant still considers that the thing he does is a provision from himself.*

**Memo 28 – The like is the main basis of learning:** *We understand that liking is the most important basis for informant's learning. This feeling arose in the past and can be clearly seen today.*

**Memo 32 – Fun in learning:** *We understand that informant do have preferences in learning, like for English so learning pleasure is*

*evident in his learning behavior. This behavior is evident in the past learning conditions of the present when he was still in school until now, doing activities that support learning, building hope in oneself, and so on. All of that is done by individual and collective learning even though all informants are the same in nature, namely lazy in learning.*

Here, the question may arise that whether motivation, especially intrinsic, is not the main basis? In general, in the realm of learning, motivation is indeed used as the main basis in learning, as has been said in several results of research such as Maslow (1943) as a proponent in Motivation Theory, he states that motivation is a determinant of one's attitude and this distinguishes it from the Behavior Theory always motivational, biological, cultural, and situational; Alderman (2004) also said that differences in one's motivation can affect one's academic achievement; Gopang, Soomro, & Bughio (2015) conducted a study by applying a student-centered approach in increasing students' motivation because this was very important in the learning process; Durksen, Klassen, & Daniels (2017) examined the relationship between motivation and learning done by the teachers. He found that there was a positive relationship between motivation construct and professional learning specifically if it was accompanied by collaboration; Bukhary & Bahanshal (2013) said that motivation is a fundamental factor to produce functional and effective learning; Finally, and many more, Ferradás, Freire, Núñez, Piñeiro, & Rosário (2017) found that two types of self-handicapping are

closely related to higher levels of motivation profile.

It can be seen that the likes of informants arise due to reasons of the past to the present. Past reasons are caused by things such as having experienced where informants converse directly with native speakers (YNI), seeing admired figures such as English speaking singers (DNI), closest siblings or family (HDY), and English teachers (NUR). The variety of learning experiences and strategies is an indication of the conditions of various cultures. In other words, the more diverse the culture in a place allows the formation of a variety of learning experiences and cultural intelligence and certainly requires students to determine various strategies. The informants live in areas that have a variety of ethnicity, languages, and cultures. This condition is in line with the results of research conducted by Rachmawaty, Wello, Akil, & Dollah (2018) which shows that there is a significant relationship between Cultural Intelligence and Language Learning Strategies. The following memo shows what is meant.

***Memo 2 – A stimulating past:** We see that the informant' fondness or interest in English in the past for various reasons such as being cool, can stimulate the brain, can go abroad, and so on. However, this feeling is only limited to likes. As time goes on, the feeling is more powerful and comfortable for the informant.*

The question arises that whether the likes or preferences experienced by someone in the past will be different from someone who has experienced a sense of liking in the present regarding learning foreign languages? The answer to this

question still needs further investigation. However, it cannot be denied that something that has been favored since a long time ago will greatly influence the actions or attitudes of a person in the present and even to the future. Such sense of liking is psychologically very strong in a person. Instilling like for positive things in learning with children as early as possible will be very beneficial for the achievement of learning in the future. How to grow it, is the task of teachers and parents and the environment in the child's learning process. Sense of liking is a psychological issue that can be embedded deep into the soul or just the opposite, away or disappear from one's soul. A person's courage in speaking in a foreign language is very much determined by how much his loyalty factor is about the like he has. Young (1990) says that the fear of speaking in a foreign language is closely related to the variety of complex psychological constructs and certainly according to Wong (2012), it will be a nuisance for those who have high anxiety. In other words, a great expectation for the emergence of the courage of children to speak in foreign languages is strongly influenced by psychological construction factors. The more aroused feeling towards foreign languages, the more courage appears in using it later and if not, it can become a disorder when anxiety arises in him.

### ***Unpredictable learning***

Next, in relation to how they actually learn English speaking skills, the learning patterns that they apply appear to be unusual compared to other learning patterns, especially for formal learning. Learning patterns that were captured from the results of data analysis showed that unpredictable ways were a form of

structure for the learning of the informants' speaking skills. Phrases unpatterned here means erratic or in other words according to their own wishes (free-will-whim). How the informant's speaking skills increase is caused by the way the informants learn that are not patterned and are based on their own likes or desires or preferences.

The phrase *unpredictable* refers to five things that are conceptually the basis of how the learning process is ideal for informants. The following five things are meant.

- 1) Learning anytime and anywhere; natural
- 2) As per own desire or will or pleasure; more to preference
- 3) Unexpected; suddenly; irregular; unplanned; flowing; do not have a certain way; informal (unpredictable)
- 4) Based on situation and curiosity (Situational and Curious - based)
- 5) Without regulatory pressure or discipline

*Learning at anytime, anywhere, and natural* is a feature of learning independent individuals. Independent learning requires a person to exist in his own learning process and not always depend on others.

***Karna di akademik khan sebentar cuma di kampus saja, selebihnya kita yang eee... meningkatkan di luar kampus.***[Data 16, No. 37, p. 375]

*[Because it is for a while in campus, the rest of us should increase it off campus]*

*...kalau saya bicara dengan diri sendiri begitu kapanpun dimanapun, Sir, bisa jadi waktu yang saya punya juga lebih banyak.*[Data 22, No. 142, p. 473]

*[if I talk to myself whenever and wherever, sir, it could be more time for me]*

***saya belajar kapanpun itu ketika... ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.***[Data 24, No. 44, p. 496]

*[I study whenever that is when I see something new, and that's where I find out, that's where my learning process is]*

*Kalau... sebenarnya natural Sir. Kenapa bisa... ya... tidak ada cara khususnya.*[Data 25, No. 37, p. 504]  
*[it is actually natural, sir. Why is that possible, because there is no particular way]*

Independent learning requires students to determine their own approaches, methods, and learning strategies. Independent learning is more ideal to occur in adolescence and above, although from an early age have actually been able to show an independent learning pattern. This is in line with the results of a study conducted by Meyer & Muller (1990) which shows that there are very different ways in which each student organizes his own approach to learning with regard to his own perceptions of different context variables. Suggestions from the results of Sert's (2006) study that increasing awareness about autonomous learning and its benefits will be able to improve self-regulation of students themselves which in turn can contribute to higher achievement and motivation which Macaskill & Denovan (2013) suggest that it can be done by applying a positive psychological approach. We recorded several Memos regarding this matter.

**Memo 48 – Indiscipline in learning:**

*We see that basically informants have an indisciplined attitude to learning so that the learning behavior that they apply becomes irregular.*

**Memo 58 – Indiscipline in learning:**

*We see that indisciplined behavior actually makes informants become learners who are free to learn to acquire knowledge and skills, especially speaking skills in English.*

**Memo 55 – Irregular ways of learning:**

*We see that the way the informants learn is indeed irregular or free in learning. However, some informants felt that the learning process was not hard work and some said that they were temporarily working hard. An enthusiastic attitude and the application of the principle of cooperation also show how the informants learn.*

**Memo 7 – Inconsistent diligence attitude:**

*We understand that basically, informants have a lazy attitude to learning. Informants will be diligent only at certain times such as academic processes and academic exam schedules.*

*Learning in accordance with own desire or will or pleasure (preference) is also an indicator of a learning system that is unpatterned. Desire or willingness that is based on pleasure certainly leads a person to the principle of complete achievement.*

*Kalau ingin ya belajar...Kalau tidak ya... [tidak][Data 16, No. 33, p. 374]*

*[If I want to learn, I learn ... If not, I don't]*

*dan mereka bilang eee... bagaimana caranya bisa seperti itu... iya... dan saya bilang tergantung dari*

*kemauan sih.[Data 17, No. 28, p. 380]*

*[and they ask, how can it be like that, and I say it depends on the will]*

*...memang sesuai dengan keinginan saya sendiri.[Data 31, 2#IV-2, p. 631]*

*[indeed according to my own will]*

*...Lebih efektif kalau pada saat memang saya merasa memang mau belajar,... situasinya memang saya memang senang,... apapun yang saya pelajari begitu, Sir.[Data 31, 9#IV-2, p. 632]*

*[It is more effective if when I feel I really want to study, the situation is indeed I am really happy, whatever I learn, sir]*

*...iya, ada efeknya, pak (belajar sesuai keinginan sendiri). Buktinya... eh saya bisa berbicara lebih dari teman-teman saya sebagian, di bidang penguasaan grammar, kemudain listening, writing...[Data 31, 48#V, p. 656]*

*[there is an effect, sir (learning according to own will). The proof is, I can speak English more than my friends in part, in the field of grammar mastery, then listening, also writing]*

*... pokoknya, senang... saya lakukan... (sesuai keinginan sendiri) [Data 31, 50#VI, p. 665]*

*[Anyway, I'm happy ... I do it]*

*... tidak, memang dari diri sendiri (sesuai keinginan sendiri)...[Data 25, No. 79, p. 509]*

*[no, indeed from myself (according to my own will)]*

**Memo 44 – Learning according to own will:** *We see that the way informant learns is inpatterned or*

*irregular. The freedom of learning shown actually shows the achievement of mastery of speaking skills in English significantly.*

**Memo 13 – Choice for liking:** *We understand that the like of informant is the main basis for learning. Whether there is support or not, the informant still considers that the thing he does is a provision from himself.*

Feelings of joy or sense of liking in learning do not refer to routine activities but rather activities in leisure time. It is different from doing learning in formal conditions which certainly has academic regulations and becomes a routine process. Brandstatter (1994) said in his research findings that leisure time (pleasure activities) can provide better opportunities for satisfying social motives than when in work situations (regulatory excitement) and according to Cameron & Kulick (2003) pleasure or desire is certainly one dimension of all linguistic exchanges. This is certainly one of the determinants of the success of one's speaking skills. Some Memos show what is meant.

**Memo 1 – Self-study:** *We see that in learning, informant does it individually or with self-initiation, either by teaching, taking part in competitions, courses, and every day at least he has conversations in English.*

**Memo 59 – Learning preferences:** *We understand that learning behavior based on liking is a major factor in improving speaking skills in English. Preference in learning provides a great opportunity in gaining general knowledge for*

*achievement of skills. Such behavior forms learning patterns that are not systemic.*

**Memo 60 – Self-initiation in learning:** *Because of the attitude of preference in learning, irregular ways of informant's learning are formed by always initiating his own learning on his own desires. There are no specific methods applied in learning. Everything is based on what is needed to be learned.*

What is the main goal for people to study? Does the learning process have to be a compulsory activity or is it a fun pleasure activity? Simply put, learning is a process that aims to reduce ignorance. Willingness or great self-interest in learning which is of course based on pleasure will lead someone to the principle of 'reducing ignorance' because principles like this are closely related to great curiosity and this curiosity will certainly provide the necessary knowledge (principle of inquiry). Learning is not only understood as limited to people's perceptions such as reading literature activities that are closely related to the process of cognition, but learning actually covers all activities related to affective, cognition, conative, psychomotor, and interpersonal.

Unpatterned also means *unexpected; suddenly; irregular; unplanned; flowing; do not have a certain way; informal (arbitrary).*

*tidak... tidak melulu misalnya... kalau libur ya libur, kalau ada waktu ya belajar.* [Data 16, No. 36, p. 375]

*[not just learning, for example, if I'm on holiday, I take a vacation, if I have time, I learn]*

*Untuk cara belajar saya eee... seperti saya harus menghafal 10 vocab satu hari, eee... mungkin saya **tidak terlalu** untuk keda... **untukke... teraturan**[Data 17, No. 26, p. 379]*

*[For how to learn, like I have to memorize 10 vocabs one day, maybe I am not too regular]*

*...walaupun mungkin saya tidak eee.. sistem apa... **latihan speak tidak terpola**, tapi ketika pada saat saya belajar, memang efektif begitu, ... [Data 22, No. 57, p. 463]*

*[although maybe I am not systematized, speaking practice is not patterned, but when I learn, it is effective for me]*

*...**pola** **seperti itu**(sesuai keinginan/tidak terpola) memang **efektif untuk saya**... [Data 16, No. 36, p. 375]*

*[such a pattern (based on desires / unpatterned) is effective for me]*

*... kembali lagi ke basiknya, pak.**Tidak terpola**, ...[Data 31, No. 54#V, p. 657]*

*[back to the basics, sir. Unpatterned]*

*... **pola saya memang tidak teratur**. Saya akui itu dan... tapi lewat pola yang saya lakukan ini pak, meskipun tidak maksimal, tapi ada ji efeknya buat saya...[Data 23, No. 47, p. 477-480]*

*[my pattern is indeed irregular. I admit that but through this pattern I do it, sir, even though it isn't optimal, but there is an effect for me]*

***Saya pak datang-datangan biasa**. Itu mungkin karena **polaku memang tidak beraturan**... datang-datangan ji saya biasa, pak.[Data 23, No. 53, p. 480]*

*[I am an ordinary erratic, sir. That might be because my pattern is indeed irregular. Usually I am uncertain, sir]*

*... **tidak ada misalnya kayak waktu-waktu khusus** untuk belajar ini... saya **belajar kapanpun** itu ketika... ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.[Data 24, No. 44, p. 496]*

*[there is no such as special times for learning English. I study whenever that is when I see something new. That's where I find out, that's where my learning process is]*

*Kalau **kedisiplinan dalam belajar** (laughing) bahasa Inggris **tidak sama sekali**, Sir.[Data 25, No. 55, p. 506]*

*[For discipline in learning English, not at all, sir]*

***Tidak teratur**. Makanya saya butuh orang yang di sekeliling.[Data 25, No. 72, p. 508]*

*[Irregular. So I need people around me]*

*Iya. **Sama sekali tidak terpola**. [Data 25, No. 38, p. 504]*

*[Yes. It is not patterned at all]*

The principle of unpatterned learning is not considered to be the principle of learning casually or simply but this principle of learning is more concerned with an independent or autonomous attitude in learning that provides the highest opportunity for each individual. The main principle is preference or liking or pleasure so that learning patterns are preferred and this is a way of indicating personal preference or pleasure but more to a pleasure in determining every single topic to learn. Pleasure is certainly understood as an experienced way that acts as a personal

force for personal change (Hughes, 2011) and may change collectively.

Improving the speaking skills in a foreign language such as English should not only be understood and carried out in a formal way that is full of academic regulations but should be done in an irregular or preferable pattern on the grounds that language is a preference which generally means depending on one's desire; based on random choices; more in a personal way than based on a reason or system; action of an unreasonable desire; unpredictable; without reason or motive. All of this shows something irregular and does not have a certain way of doing things (free of will).

Unpatterned learning also means Situational and Curious - based, meaning that learning is always based on the situation and students' curiosity towards the object of learning itself without binding regulations. Situational learning can increase the curiosity of students so that their interest increases. On the other hand, regulation of learning, besides binding, can also reduce learning variations and over time, conditions such as this can reduce one's interest.

*Kalauada yang memang mau ujian besok, minggu depan ujian, atau mau ada tugas, yang ingin dituju, saya usaha belajar. Tapi kalau kalau hari-hari biasa toh, libur-libur beginiya...* [Data 16, No. 40, p. 375]

*[When there is a test tomorrow, or next week's exam, or there is an assignment, then I try to study. But if it is a normal day or holiday, I could not study]*

*Eee... kalausaya... semuanya mengalir... mengalir sepertiitu...* [Data 17, No. 24, p. 379]

*[in my opinion, everything flows. Flow like that]*

*Nah, kenapa... karena di samping sayaeeee... mem... mempelajari hal lain atau saya juga berinteraksi dalameeee... menuntut hal lain, sayajugabisa di... eee... saya juga bias memanfaatkan momen untuk berinteraksi dengan teman-teman saya dalam berbahasa Inggris. [Data 18, No. 96, p. 394]*

*[Well, why is that, because besides I learn other things, I also interact to demand other things, I can also take advantage of the moment to interact with my friends in English]*

*...Lebih efektif kalau pada saat memang saya merasa memang mau belajar,... situasinya memang saya memang senang,... apapun yang sayapelajaribegitu, Sir.[Data 31, 9#IV-2, p. 632]*

*[More effective when I really feel like learning, the situation is indeed I'm happy, whatever I learn is definitely effective, sir]*

*Eee... rasa ingin tahu yang itu pak. Dari rasa iri, rasa ingin tahu baru timbul motivasi. ... lepas mi dari focus kupak, kembali lagi keseperti saya yang pada dasarnya. Kalau pola tidak beraturan. Hanya termotivasi pada saat itu saja.[Data 31, 55#V, p. 657]*

*[that curiosity, sir. From envy, curiosity then arises motivation. Get out of my focus, sir. Come back to like me basically. If my learning pattern is irregular. Only motivated at that moment]*

*Ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.[Data 31, 44#VI, p. 663]*

*[when I see something new, that's where I find out, that's where my learning process is]*

*...saya belajarnya tidak terpola, ya tergantung dari situasinya memang juga.* [Data 31, 38#VII, p. 675]

*[I learn not to be patterned, so depending on the situation, too]*

Unpatterned learning is very useful to increase students' curiosity towards things that are new and then interest arises so that they are motivated to do things that they consider to provide knowledge. With regard to situational interests, Schraw, Flowerday, & Lehman (2001) suggest three of the six ways to increase situational interest, namely by offering meaningful choices for students, choosing well-organized texts that generate interest, and presenting preliminary knowledge needed to understand the topic. This is so that students can be involved in the principle of independent learning to gain knowledge about the problem at hand, so that students can share insights gained from the principle of independent learning, and synthesize information with the help of educators, and describe in detail what they find (Rotgans & Schmidt, 2011). However, there is no need to increase interest by increasing knowledge acquisition but should maintain a level of situational interest so that everything needed for learning can be mediated (Rotgans & Schmidt, 2014). Unpatterned learning, then labeled as *preferent learning*, allows individuals to facilitate their own learning, both in a formal environment such as on campus or school and workplace as well as in informal environments such as in places where they are detached from binding regulations. Places like this can give students the responsibility to improve their own solution

strategies and can benefit adaptive expertise (Carbonell, Stalmeijer, Könings, Segers, & Merriënboer, 2014). Adaptive expertise, according to Carbonell et al., is a flexible condition that allows individuals to work at high levels in the face of changing tasks (learning topics) and work methods (learning methods) and therefore, sense of liking in learning is highly recommended.

## CONCLUSION

A *sense of liking* is the most underlying thing in informants to achieve mastery of English speaking skills because the sense of liking refers to psychological conditions that have existed in the past to sustain continuity of learning in the present and future. In addition, informants have learning patterns that look more preferential and independent with principles of naturalness, unpredictable, situational and curious based, and unregulated. So, the sense of liking and unpredictable learning can provide great opportunities in achieving the objectives of foreign language learning, specifically English speaking skills.

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# ANALYSIS OF STUDENTS' PROFICIENCY ON ENGLISH PRONUNCIATION USING YOUTUBE-BASED VIDEO MEDIA

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## Abstract

Pronunciation is a fundamental element in English required by students in order to succeed in speaking and writing. From preliminary studies, preliminary information was obtained that the ability of students' pronunciation in English is still low and that they often have difficulty in pronouncing vocabulary is another problem faced in schools both by students and teachers. If students cannot pronounce vocabulary clearly and precisely, it might cause misunderstandings so that it is possibly bother both written and oral communication with other speakers. Other problems are the selection of media and learning methods that are not appropriate. Based on the results of current research, English pronunciation learning through an effective media and up-to-date approach can improve students' abilities so that these problems need to be addressed. Therefore, the use of YouTube-based video media is strongly believed to improve students' pronunciation skills. Learning English with appropriate methods in order to improve students' pronunciation skills is highly needed so that teachers are expected to be able to provide enjoyable learning experiences through YouTube-based media with appropriate methods so that students' pronunciation skills improve. This study aims at providing an alternative teaching of English pronunciation skills for students in junior high school through the use of YouTube-based video media with relevant activities. This research was conducted using a mixed method approach; quantitative in the form of quasi-experimental and qualitative. Quantitative data sources from the pre-test and post-test conducted to find out whether the use of YouTube-based video media can improve the pronunciation of the eighth year students of SMP 2Mesjid Raya or not. In addition, qualitative data is also needed as a clarification of test results derived from field notes and interview. The results of the study indicate that there is a significant improvement from pre-test to post-test on students' ability in English pronunciation through the use of YouTube-based video media where the Sig or P Value is  $0,000 < 0.05$ .

**Keywords:** *Pronunciation, Media, YouTube-based, Video, English*

## INTRODUCTION

The development of information technology using multimedia has had a positive impact on the world of education in particular. Shifting educational models, especially in learning in the classroom should follow the latest technological developments. It is time for teaching in schools to be no longer done conventionally with limited media such as blackboards, books and others but it can be instructed by utilizing multimedia technology. The use of multimedia with

the presentation of information combining audio, visual and text as well as graphic arts, is expected to improve the performance and skills of teachers in classroom learning.

Learning media is an integral component of the learning system where media is a component of learning resources containing teaching implementation material that can stimulate students to learn (Arsyad, 2011). Apart from being a source of learning, learning media can also be used

as a tool that can help the teaching-learning process and serves to clarify the meaning of the message conveyed by the teacher, so that it can achieve better and perfect learning goals (Kustandi, 2013). In addition, Nana & Rivai (2011) revealed that the learning media used can improve the teaching-learning process and learning outcomes. The use of multimedia in learning is very good because some senses function optimally as revealed by Aloraini (2012) that multimedia is one of the best educational techniques because it handles more than one senses simultaneously; sense of sight and hearing. Thus, it can be concluded that the media provides great benefits that can help teachers in the learning process in the classroom.

One of the online media that can be used as learning media is YouTube. This media presents a lot of video-based information that can be used as learning material in class, one of which is learning English. English learning using audio visual media with attractive and varied display designs, such as YouTube, can attract interest and motivate students to learn. In addition, teachers and students can easily access various learning contents such as videos on YouTube. This media can increase enthusiasm and support current students' learning styles. This is due to YouTube offering new experiences in learning with the use of up-to-date technology that will be useful for them going forward (Burke, Snyder, & Rager, 2009). In addition, YouTube is also believed to encourage students' independence in learning because students can self-study independently wherever and whenever.

In YouTube-based videos, students can see, hear and imitate the

native speaker language so that the pronunciation of the words can resemble exactly like native speaker. Regarding with the teaching of pronunciation, the vocabulary contained in the YouTube video must be in accordance with the context of the use of the original (target) language. This is in line with Broughton (2003) which states that the teaching of pronunciation must always be arranged in the context of the use of native languages in order to become proficient in understanding and speaking.

Pronunciation is a part of speaking skill that is very important to make communication run well. Communication may work well if all components of the pronunciation skill are taught in an integrated manner. This is in accordance with Permendikbud No. 68 of 2013 concerning basic competencies and curriculum structure (BSNP, 2013) where pronunciation skills in the junior high school curriculum, Curriculum 2013, are taught in an integrated manner with speaking skills.

In the context of foreign language learning, mastering the target language or English sound system theoretically and practically is seen as very important (Bachman, 1990, Allen & Vallette, 1977). In this case, Gimson (1970: 1) asserts that mastering the sound system of a language is an important requirement if foreign language students want to be able to communicate verbally well in the target language. By mastering the sound system of the target language, English for Second Language (ESL) learners will have good confidence in communication verbally.

Pronunciation learning must be thorough and include all its components. According to Celce-Murcia & Olshtain

(2000), English pronunciation has the following components: (1) sounds, (2) sound linking, (3) stress, (4) intonation and (5) speech flow. In principle, in teaching English pronunciation, there are 26 letters and 44 sounds (Konar, 2011). Teaching pronunciation for ESL students should consider the level of their ability in mastering the sound system of the target language as well as the problems they might have. Its teaching and learning towards ESL learners or beginners may start with the basic materials such as pronouncing consonant and vowel sounds, and then words, phrases and short sentences by utilizing effective and interesting media.

The success of speaking skills is largely determined by how words or phrases are pronounced. Thus, pronunciation becomes a very important aspect to be sharpened continuously because if a word is pronounced incorrectly, it may cause a misunderstanding. In learning English, pronunciation must also be emphasized even though students already have good grammar and vocabulary skills. As revealed by Kelly (2001) that inaccurate phoneme production can cause misunderstandings even if students already have good grammar and vocabulary. This can be a serious problem in communication between the speaker and the listener.

Several studies related to pronunciation skills and the use of video media has been carried out. Among them are studies conducted by Ariyani, Marbun & Riyanti (2013) and Conscience & Rosyada (2015) using Classroom Action Research. The results of the study showed that the students' ability in pronunciation increased from each cycle

through the technique of loud reading. In another study with different techniques conducted by Riswanto & Haryanto (2012), the results of the study showed that the use of communicative drilling techniques could improve the pronunciation skills of students at SMA 07 Bengkulu Selatan. Furthermore, through a different approach, research conducted by Arif (2015) results show that the use of Homophones Intersperse can improve the pronunciation skills of students of X2 grade 1 Gebog Kudus.

Another study using an up-to-date approach, namely the use of audio-visual media and narrative text transcripts in improving pronunciation skills is as conducted by Shodiqin, Apriliaswati & Bunou (2015) where the results of their research revealed that audio visual and narrative text transcripts can help improve students' pronunciation. In a study conducted by Lestari (2017) with a more up-to-date approach, the results of her research showed that the videos on YouTube can be used as a medium of learning English.

So far, research related to pronunciation from year to year continues to increase and experience renewal in order to improve teaching performance. It can be assumed that a number of studies conducted related to improving students' pronunciation skills but the learning media are still conventional. It is necessary to conduct studies with a more up-to-date and effective approach in increasing students' interest and pronunciation skills, such as research through the use of audio-visual media and YouTube videos considered successful in improving students' English pronunciation skills.

Many studies have been conducted as an effort to overcome the difficulties of students in pronouncing English vocabulary, but in reality the problem in improving the ability of junior high school students in English pronunciation has not been overcome properly. Some aspects related to pronunciation problems are; the lack of pronunciation skills of students in English, the selection of instructional media and the learning methods that are less precise. Therefore, this research is expected to be able to improve students' ability in pronunciation through YouTube-based video media as well as it can give a positive contribution to English teachers in conducting the learning process in the classroom through new learning experiences that can make their students more lively and dynamic. Hence, this present study seeks to find out of how the pronunciation ability of the eighth year students of SMP 2 Mesjid Raya before and after being given the use of YouTube-based video media.

## **METHOD**

This study was designed to examine the use of YouTube-based video media to the ability to pronounce English words as well as to see students' interest of the eighth year students through YouTube-based video media in learning pronunciation. This research was conducted at SMPN 2 Mesjid Raya in Neuheun, Aceh Besar. This is a quantitative form of a true quasi experimental research design; using one experimental group, which involved pre-test, treatment and post-test. This study also applied a mixed-method approach; a combination of quantitative and qualitative. A qualitative method

approach was also applied in this study as a clarification of test results.

The preliminary surveys were conducted at the school, and field notes were also collected from the teaching process, as well as preliminary interviews with teachers were also conducted about the condition of students, problems and the process of learning English in class. From the preliminary study results, data obtained that the English language proficiency of students grade VIII SMPN 2 Mesjid Raya is still lack especially in pronunciation skills and they have difficulty in these skills as well as the selection of media and learning methods are less appropriate in the classroom.

The instruments in this study were test consisting of pre-test and post-test, semi-structured interview lists, and field notes. The list of semi-structured interviews was also used for teachers to dig deeper information about the problems of students and teachers in this study at the preliminary study stage. Field notes were used to analyze the teaching process in the preliminary study.

Pre-test and post-test were designed in an oral version. Pre-test was designed to find out and collect initial data on the abilities and knowledge of students before conducting research treatments. The post-test was also designed to test the students' increased understanding after the treatment and teaching process was carried out. Pre-test and post-test data were analyzed using SPSS 18,0 of Mann-Whitney U method to find out the significant improvement in students' ability in English pronunciation. The results from interviews and field notes as the qualitative data were also analyzed as a clarification and support of test results.

## RESULTS AND DISCUSSION

The test results were converted in the percentage after tabulated and counted based on 1 to 4 score of four aspects of

assessment including sound, stress, sound linking and intonation. The following table shows the results of the pre-test and post-test scores.

**Tabel 1. Data pre-test dan post-test**

No	Participant	Score of Pre-test	Score of Post-test
1	C N	43,75	62,5
2	W C	31,25	68,75
3	Na	25	62,5
4	Z A	31,25	87,5
5	A M	25	68,75
6	R N	31,25	100
7	Z Ph	56,25	75
8	U N	25	68,75
9	N R	25	75
10	E S	25	93,75
11	N U	43,75	93,75
12	R A	31,25	81,25
13	N W	25	93,75
14	S L	62,5	93,75
15	D D	31,25	68,75
16	A D A	37,5	81,25
17	A T	43,75	81,25
18	Z A	62,5	81,25
19	N N	43,75	87,5
20	Mh	25	81,25
21	N F	25	87,5
22	A R	43,75	87,5
23	P A	25	68,75
24	R R	37,5	87,5
25	F M	62,5	87,5
26	R A	43,75	81,25
27	Nw	37,5	81,25
28	N M	25	75
29	M J	25	81,25
30	N I	25	75
<b>Mean</b>		<b>35,833</b>	<b>80,625</b>

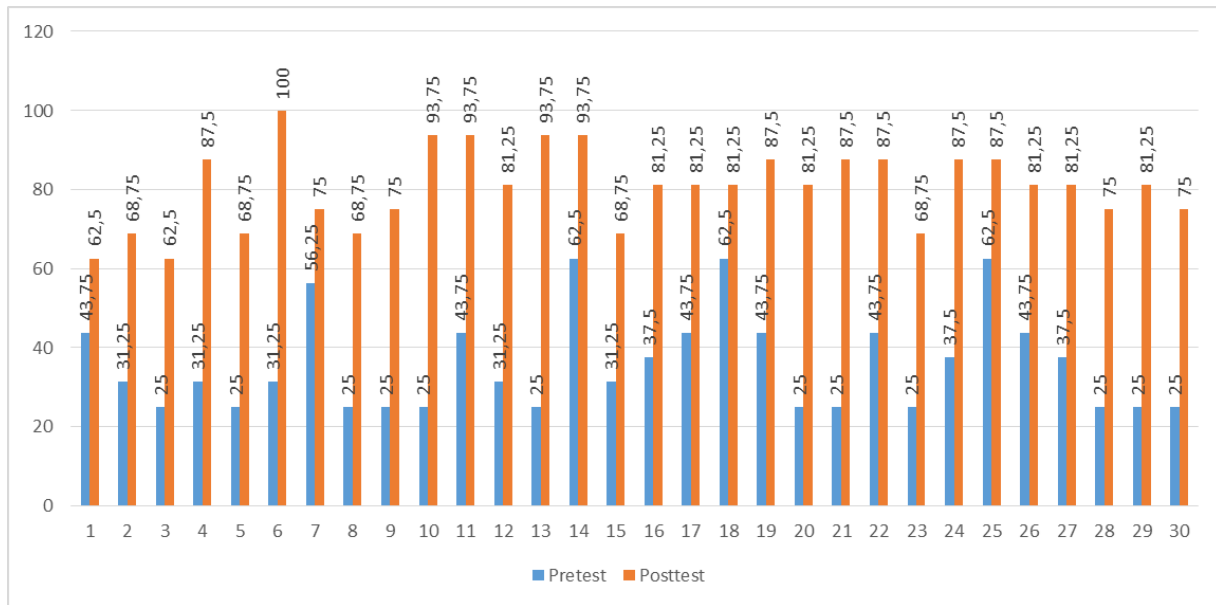
Based on the results of the Mean obtained, the pre-test score is 35.8, while the post-test score is 80.6. It can be concluded that there was a significant increase in results after the treatment was

given using YouTube-based video media where the post-test score was higher than the pre-test score.

The following is a chart of the data based on the table 1 above:



**Figure 1. Pre-test and post-test comparison result**



Based on the illustration of chart above, the results obtained at the post-test are higher than the results obtained at the pre-test. This means that the results obtained are highly significant since there

was an improvement in students' learning outcomes after being given treatment.

The following are the result data tables based on normality and homogeneity test:

**Table 2. Test of Normality**

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	1	.211	30	.001	.810	30	.000
	2	.159	30	.053	.951	30	.181

Based on the normality test result, the value of p value (Sig) Group 1 (pre-test) is  $0.001 < \alpha 0.05$  which means the data are not normally distributed. While the value of p value (Sig) Group 2 (post-test) is  $0.053 > \alpha 0.05$  which means the data are normally distributed. Because there are groups whose data are not normally distributed, the t-test (parametric test) could not be applied in

this study. It is necessary to transform the data so that normality assumptions can be met. However, after transforming the data using "ln", "exponent", and "log10", the assumption of normality remains unfulfilled. Therefore, researcher conducted data analysis not using non-parametric tests, namely the Mann-Whitney U method.

**Table 3. Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	2.027	1	58	.160
	Based on Median	.902	1	58	.346
	Based on Median and with adjusted df	.902	1	51.027	.347
	Based on trimmed mean	1.770	1	58	.189

The Levene test is recommended in this study because it can be used to test the homogeneity of variance in data that are not normally distributed. The value of the Levene test is shown in the *Based on Mean Value* line, with a Sig (p value) of 0.160>

0.05 which means that the variance of the two groups is similar or what is called homogeneous. Then, the second assumption of homogeneity has been fulfilled.

**Table 4. Ranks**

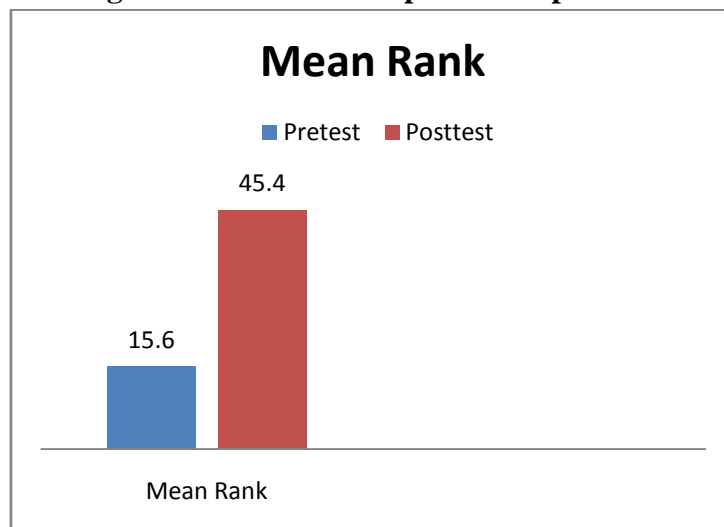
	Group	N	Mean Rank	Sum of Ranks
Value	1	30	15.60	468.00
	2	30	45.40	1362.00
	Total	60		

Based on Table 4, it shows that the Mean Rank or average rank of each group, namely in group 1 (pre-test) the average rating is 15.6 which is lower than the average rating of group 2 (post-test),

namely 45.4. This means that there are statistical differences between the two groups which are statistically significant.

The following is a chart of Mean Rank between pre-test and post-test:

**Figure 2. Mean rank of pre-test & post-test**



Based on the Figure 2, it can be concluded that there is a significant difference between the mean rank pre-test

and post-test where the mean rank at post-test is higher than the mean rank at pre-test.

**Table 5. Mann-Whitney U (Test Statistics<sup>a</sup>)**

	Value
Mann-Whitney U	3.000
Wilcoxon W	468.000
Z	-6.657
Asymp. Sig. (2-tailed)	.000

From Table 5, it is shown that Sig or P Value is 0,000. If the p value is  $<\alpha$  0.05, there is a significant difference between pre-test and post-test. Therefore, it can be concluded that H1 is accepted and H0 is rejected, where there is a significant increase in students' ability on English pronunciation through the use of YouTube-based video media.

The responses from the results of interviews which were conducted with the English teacher using semi-structured interviews about the difficulties faced by students and teacher in learning English, especially speaking and pronunciation, in which the questions consisted of 8 questions, were; the ability of students' pronunciation in English is low, and learning media that are generally used daily are textbooks and blackboards, and the use of multimedia in learning English is quite rare. In addition, the methods used in the teaching-learning process are also generally conventional. From the results of field notes, information obtained that the process of learning English is generally still conducted conventionally. The choice of media and learning methods applied is also monotonous in which the teacher more often used conventional media and methods, so that it makes students less eager to learn English.

## CONCLSIONS

From the result, it proves that the use of YouTube-based video media has successfully improved the students' pronunciation ability. The use of YouTube-based video media gives students a new learning experience in learning English especially pronunciation skill. Also, it makes the learning activity more interesting since the students can feel the real of English use and the way of how to pronounce the vocabulary directly from the native speakers in the video.

Teaching English pronunciation towards students at the initial level is focused on improving students' ability to communicate verbally with clear and understandable pronunciation. This is clear because in language learning, pronunciation skills are one of the keys to achieving communicative competence. A successful teaching and learning English pronunciation depends on how the teacher presents and develops the lesson utilizing various effective media to make the circumstances of class more lively, enthusiastic and interesting. Hence, there are some suggestions for English teachers as follow. First, teachers should enhance students' motivation in learning English by using effective, interesting and up-to-date media and

assist them in pronouncing words, phrases and sentences correctly as well as assist them to imitate the speakers in the video as natural as possible resembling the native speakers. Second, teachers need to combine and adapt the materials from the authentic sources matched with the standard of competence provided in the curriculum. Finally, teachers always give space to students to improve their speaking and pronunciation skills by using the target language extensively.

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## STUDENTS AWARENESS OF PLAGIARISM IN PARAPHRASING ENGLISH TEXT

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### Abstract

This study was conducted to find out the students awareness of plagiarism while they're paraphrasing the English text. Researchers took 30 samples from private universities namely Universitas Muhammadiyah Aceh and the state university UIN Ar-Raniri Banda Aceh. This study uses questionnaire to investigate this research which contain 13 questions. The result of this study shows that more than seventy percent of the samples taken by researchers understand what paraphrase and what plagiarism are. However they still faced some problems how to avoid plagiarism in their writing. 10 percent of the students said in order to avoid plagiarism is by providing references even in their personal notes, 16,7 percent said that when using the ideas of others, it must clear who the original author was, then 33,3 percent said that to avoid plagiarism is only by writing notes in their own words and the last 40 percent of the students choose all the answers to answer all the way to avoid plagiarism.

**Keywords:** *Paraphrasing, Plagiarism, Student's Ability, English Text, Writing*

### INTRODUCTION

Writing in English is very difficult for students who study English as a Foreign Language (EFL). Besides having to pay attention to the structure of language, they must also be able to transfer their ideas and thoughts from their mother tongue into the target language (English).

EFL students especially the final level who are writing their thesis must be able to write without copying other people's ideas. For that they must first learn how to write properly and correctly by taking writing classes on their campus. This was done to avoid plagiarization of other people's writings.

One way to avoid this besides quoting and summarizing is by paraphrasing the source text. Most students do (quoting) or quote writings or ideas from experts in their thesis. But their thesis is filled with direct quotes from experts without using their own words, so that the thesis is no longer

original or seems to be plagiarized by someone else's writings. They may do one or two direct quotes, but may not do it for one full thesis.

As for summarizing and paraphrasing, students sometimes misunderstand the difference between the two. As said by Hirvela and Du (2013) that paraphrasing is rearranging or elaborating ideas from the original text by using new words and grammar. Whereas summarizing is capturing the main information which is the key of the original text by creating new sentences using their own words.

Students often summarize rather than paraphrasing, sometimes they even replace or change ideas from source text. This happens because EFL students do not understand the ideas intended by the original authors. According to Escudero (2019) when students read a text, they must not only know the meaning of the words of the text but they must also understand the

contents of the reading. He added that when students already have knowledge of what they have read, then an understanding of the contents of the reading or the text can be easily obtained.

From the above opinion it can be concluded that students must really understand the reading text so that they can easily paraphrase without changing the ideas of the original author.

For most people, writing activities especially writing academically is an activity that is challenging and even somewhat difficult. This is because there are many things to consider when someone writes a scientific article. Unlike writing fiction, an essay or scientific work must be based on facts supported by data from previous studies. In addition, writers must reduce their writing into a form that can be understood by readers. Talking about data and information taken from previous research, a writer must have the ability to paraphrase the ideas of previous researchers and quote them into the writing he made. This ability is difficult to apply because incorporating the ideas of others into our writing can cause misunderstanding for readers of our writing.

To develop paraphrasing abilities, a writer of scientific work must learn how to integrate ideas from sources into their own writing. However, the limitation of the vocabulary and grammar of a non-speaker in English is often a very serious problem. One way that can be done is to increase reading and practice reproducing common vocabulary. The most effective way is to increase the frequency of the practice of writing original texts in their own words.

### **Definition of Paraphrase**

Paraphrasing is the process of rewriting a quote with the editor of a new

language without changing the ideas and meanings of the original authors. This means that paraphrase sentences have the same meaning but the words and syntax are different. Thus, the writer must understand well the ideas of others before paraphrasing so that the information conveyed is not contrary to the original idea.

According to many researchers, paraphrasing is the activity of quoting other people's ideas and rewriting them using their own words without changing their intentions. In the Big Indonesian Online Dictionary (2017), paraphrases have the notion of "re-expressing a speech from one level or kind of language into another without changing understanding". In paraphrasing writing, one must change the language's editor to convey the ideas of others to support his scientific work. In other words, the principle of paraphrasing is to change the writing structure of the source text into a new text but has the same purpose (Injai, 2015).

In paraphrasing, it is possible for writers to quote other people's ideas without changing or confounding the meanings and intentions of the original speaker by using different words or sentences. These quotations can come from writings and sayings of experts who are intended to make scientific work written to be more academic and can be justified. The process of paraphrasing a quote is also intended to make the scientific work easier to understand. In addition to the main idea, in writing a paraphrase, the source of the quoted text such as the author's name and year must be included in the article to avoid the element of plagiarism (Gaspar & Shepherd, 2009).

So it can be concluded that paraphrase is the process of rewriting someone's idea by referring to the source

with the editor of a different language without changing the meaning and intentions of the original author or speaker.

In addition, paraphrasing activities can also help writers to gather more new vocabulary. Paraphrasing is also the most important tool for integrating sources clearly. According to McInnis (2009), a writer with good paraphrase knowledge can easily integrate all types of sources because they have a good understanding of plagiarism. In other words, he can paraphrase without resorting to plagiarism.

### **Types of Paraphrases**

Keck (2006) suggests four types of paraphrases in a scientific work, namely near copy (near original), minimum revision (minimal revision), moderate revision (intermediate revision), and substantial revision. Categorizing the results of paraphrases refers to the language criteria that are grouped (determination is done by a computer program) into lengths (the length of the paraphrases in the number of words), reporting phrases (the presence or absence of report phrases, for example; author A suggests that), unique links (taking words and location which is exactly the same as the original source) and general link (taking the exact words but in a different position from the original source).

A writer can be categorized to do close copy paraphrase if half (50%) or even more of the paraphrase results are approaching the original source that is used as a reference. Furthermore, the criterion which is classified as a minimum revision is if the paraphrase has the words 20% - 49% similarity to the original source. In moderate revision paraphrases, a writer tends to only take a small fraction of the language structure in the original source, only about 1% -19% similarity. Finally,

paraphrases that have almost no language resemblance to the original source, but still retain the idea and purpose of the source, are helped to be a type of substantial revision paraphrase. The following are taxonomies and examples of the four types of paraphrases proposed by Keck (2006, p. 268).

### **Problems in Paraphrases**

In the case of sentence paraphrases, findings by Hirvela and Du (2013) reveal that although paraphrasing sentences looks easy, for second language students, paraphrasing is difficult and complex. This is mainly due to a lack of confidence in their English skills and also a lack of vocabulary so paraphrasing from an English-language source is not an easy thing to do.

This can also be seen in Keck's (2006) study which found that second language writers generally paraphrased very closely (near copy) from the original source. Injay (2015) also found that students in Thailand produce a lot of paraphrases near copy (54.32%) and minimal revision (34.09%). Choy and Lee (2012) mentioned that paraphrase techniques can be taught so that second language students can make text editors in their own language. Research conducted by Perin and Hare (2010) revealed that most students had difficulty in finding the main points or ideas in the text to be paraphrased.

### **METHOD**

This research used quantitative method which analyzed the questionnaire for its data collection technique. The researcher analyzed the questionnaire by taking the percentage value. The writer gave the 13 questions adopted from Dung (2010) of Da Nang University. These questions used to



find out their former knowledge about paraphrase and plagiarism also the difficulty faced by the students in paraphrasing the English text. The sample of this research was 30 students which randomly chosen on the condition that they have taken a writing class and learned how to paraphrase English text previously. Those 30 students were from two universities in Banda Aceh, one from private university namely Universitas Muhammadiyah Aceh and the other one from state university namely UIN Ar-Raniri Banda Aceh.

## RESULT AND DISCUSSION

### Result

The students involved in this research as the respondent asked to answer the questionnaire related to plagiarism in paraphrasing and their difficulty in paraphrasing the text. In order to find out students' perception, the researcher took question number 1, 8 and 9 while to investigate the students' awareness on plagiarism, the researcher took question number 12 and 13 to be analyzed.

The percentage of the students' understanding of paraphrase can be seen in the following table.

**Table 1. Understanding about paraphrase.**

What is paraphrase?	Rewrites information from outside sources into your own words without changing its meaning.	73,30%
	Puts the main idea into your own words, including only the main point.	3,33%
	Must be identical to the original, using a narrow segment of the source.	0%
	All of the above.	23,30%

The researcher identified that majority of the students which were 73,3 percent of the sample already understand what paraphrases are, 23,30 percent lack of understanding since they chose all the available answer choices and 3,33 percent

of the sample think that paraphrases are only change the text by using their own words.

The percentage of the students' preference in paraphrasing English Text is in the table below.

**Table 2. Students' preference.**

Preferences	Changing the word	43,90%
	Changing the structure	22%
	Changing the structure of ideas	17,10%
	Changing word order	17,10%
	Word level	26,70%
	Phrase level	3,33%
	Sentence level	33,3%
	Paragraph level	36,70%

From the table above we can see that 43,90 percent of the sample chose changing the word, 22 percent chose changing the structure, and 17,10 percent chose changing the structure of ideas and word order. While the preference in language level in paraphrasing the text, the students prefer to paraphrase in paragraph

level as many as 36,70 percent, in the sentence level as much as 33,3 percent, 26,70 percent in word level and the last in phrase level as many as 3.33 percent.

The percentage of students' understanding of plagiarism can be seen in the following table.

**Table 3. Understanding of plagiarism**

What is plagiarism?	Using exactly the same words as the original author without using quotation marks or saying where the words are from.	86,70%
	When the original author's words are used and connected together in a different way.	0%
	Changing the words and grammar of the	0%

	original text.	
	Putting the main thoughts or ideas into your own words, but it is necessary to include the "main points."	13,30%

Students' understanding of plagiarism based on the table above is that 86,70 percent of the students have understood how an article can be said do plagiarism which is taking people's words without giving references. Whereas 13,30 percent

students said that writing other people's main thoughts or ideas into their own words but necessary to include their main points too.

We can see ways for students to avoid plagiarism in the following table.

**Table 4. How to avoid plagiarism**

How to avoid plagiarism?	Takes notes in your own words	33,3%
	Acknowledge quotations, even in your own notes	10%
	If you use ideas of other people, be explicit about it	16,7%
	All of the above	40%

In the table above 40% of students choose all answers choices to answer ways to avoid plagiarism. 33.3% of students said that to avoid plagiarism is only by writing notes in their own words, 16.7% said that when using the ideas of others, then it must be clear who the original author was, and 10% said in order to provide references even in their own or personal notes.

Based on the table above we can conclude that more than half of the sample

or 60 percent of students do not understand how to avoid plagiarism in their writing.

Furthermore, in order to know student's difficulty in paraphrasing the English text, the researcher took question number 3 and 4 to be analyzed.

The percentage of difficulties that are often encountered by students when paraphrasing the text are in the following table.

**Table 5. Student's difficulty**

What difficulties do you often meet when paraphrasing?	Changing word orders	20%
	Changing sentence structures	16,7%
	Changing words	10%
	Changing structure of ideas	53,3%

In the table above it can be seen that the difficulty that is often encountered by students when paraphrasing English texts is when they change the structure of ideas which is more than half of the sample or 53.3 percent. 20 percent said that they had difficulty changing word orders, 16.7 percent in changing the structure of sentences and finally 10 percent of the students had difficulty in changing words.

### **Discussion**

The result shows that the students already know and understand well what paraphrasing is. This can be seen in [table 1](#) where more than half of the students chose the right answer.

Moreover, it is difficult for the student to change the structure of ideas when they paraphrase the text. This happens because they seem to do not fully understand about the content of the text. Since they chose changing the word is the easiest one than changing the structure of ideas which can be seen in [table 2](#).

In addition, [table 3](#) also indicates that the student understands what plagiarism is since they chose the right answer. However, they seem to do not understand how to avoid plagiarism in their writing. This happens because they thought that in their own

writing note, acknowledgement of other people's ideas is not important. This can be seen in [table 4](#).

Furthermore, the students find that changing the structure of ideas is very difficult for them in paraphrasing the text. It is easier for them to only change the word by using synonym or antonym. This is the same with the reason above that they do not understand the content of the text or what the writer wants to say in their writing. This result is shown in [table 5](#). For them it is very complicated to paraphrase the English text by replacing the structure of ideas that contained in the original text. This is due to the lack of practice in paraphrasing English texts.

### **CONCLUSION**

In conclusion, student's awareness of plagiarism in paraphrasing English text were quite low. It was because the students still faced some difficulties in avoiding plagiarism since they might not understand how to quote or paraphrase other people's idea. The students seem to do not fully understand the whole meaning of the text. They only change the synonym or antonym of the words without knowing what the writer wants to convey in their writing. Therefore the students need more practice

in paraphrasing the English text so that they are accustomed to it. Students are also encouraged to read more academic writings so that their vocabulary increases, not only by using synonym or antonym, but also using other various vocabulary. By doing this, their ability in writing also can be better and their writing will no longer be the same as the source text but still have the same points or ideas.

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## THE LOCAL WISDOM VALUE OF SHORT STORIES IN LITERARY STUDY AT SENIOR HIGH SCHOOLS AT BANDA ACEH

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### Abstract

Entitled with the local wisdom value in the short story of literature study in Senior High Schools' in Banda Aceh, this study was designed to investigate the local wisdom's value in the short story of literature study in Senior High Schools Banda Aceh. The study aims to know the value of local wisdom in the short story of Senior High Schools in Banda Aceh. The method deployed in this research is a descriptive analysis through a structural approach. The source of the study are the short stories in the literary study in Senior High School in Banda Aceh. The result of the study shows that the local wisdom being portrayed through the short stories in the literary study at senior high schools in Banda Aceh is rich with social, art, etiquette, and religious value. All the content in the short stories is a reflective entity of Acehnese people from time to time. The short stories in the literary study can improve students' understanding of the value in Acehnese local wisdom.

**Keywords:** *Short story, Local wisdom, Senior High School in Banda Aceh*

### INTRODUCTION

Gino (2000: 18) stated that learning is a process of teaching and learning as an effort to achieve the objective of education. Generally, all the subject matters that taught in the school are designed to help students in understanding the knowledge, skill, and personal characters. Literary study is a part of teaching and learning that relates to reading, writing, speaking, and analyzing a work. Rahmanto (1993:15) stated that literary study should be implemented in the right way to make the teaching and learning process contributive excessively to solve the problem found in society.

The literary subject is a study that requires both students and teachers to handle the literary creation and creativity during the process of teaching and learning process. A literary study is sharply bounded with four language skills such as listening, reading, writing, and speaking.

One of the literary genres is a short story. According to Susanto (as cited in Tarigan: 2008. 176) short stories are literary works that are shorter in terms of form and content compared to novels. The statement implies that the short story is a concise fiction that is clear both in terms of content and shape. Moreover, In terms of structure, the limitation of short stories is ranging from 2-10 pages; some even reach 15 pages. Meanwhile, in terms of content, it can be in the form of the story, plot, depiction of background and characters, depiction of conflict, and story ending.

Short stories are a form of fiction because it shows the characteristics of a very short form of events, content, story, the number of actors, setting and also includes the number of words and pages (Priyatni, 2010: 126). The statement is also justified by other experts who consider this short measure to be more related to the limited development of its elements. Short

stories must have a single effect but yet simple.

Short stories are works of fiction that are representative of people's lives. It is because the short story is very practical both in writing, reading and studying its contents. Such values do not found in any novel. Hence, it consumes time and energy both in writing, reading, and studying its contents.

Aceh's short stories tell a lot about the nuances of Aceh both in terms of ideas, conflicts, as well as portrayals of figures and settings. In 2000, the contents of the Aceh short story were colored by the nuances of the hustle and bustle of the armed conflict and tsunami, even though the contents of the story were inseparable from the values of local wisdom.

Short stories as part of the literature aspect of prose that is of surely very demanding of a creative teacher. A smart teacher is those who are good at developing a short story as learning models. This statement is inline with the teaching of the 2013 curriculum about learning short stories. In the 2013 curriculum, literacy learning, especially text-based short stories that emphasize literary study is more than theoretical aspects to be taught.

However, the short story as a part of the literary genre in the scope of prose certainly demands the teachers' creativity. The professional teacher is those who are intelligent enough in designing and developing the teaching model of short stories technique. The statement is in line with the teaching process in curriculum 2013 in the part of short stories where the literary subject more focuses on the discussion of the literature itself than its' theoretical aspect.

The short story is not only a teaching material that is capable of

developing students' theoretical and skill but also consisted of the values that beneficial for students life in terms of students' understanding and their characters' building, such as understanding the local wisdom value. Fajarini (2014: 123) stated that the local wisdom is a living landscape, knowledge and life strategy that is implemented in the social activity that could affect response to various challenges that one community face to fulfill their necessity. Jim (as cited in Permana, 2002:4) categorize the local wisdom value into six dimensions, they are (1) local knowledge, (2) Local Value, (3) Local Skill, (4) Local Resources (natural resources), (5) Local decision making, (6) Local solidarity in a community.

The local wisdom of the Acehnese value is largely influenced by the teachings of Islam in terms of customs, manners, and social behaviour. This is indeed common since Muslim is the majority population of Aceh. Moreover, Islam is the main foundation of all aspects related to local wisdom and greatly influences all levels of social life and behaviour. In Aceh, there is a Qanun or religion based law that regulates all activities or joints of community life.

The local wisdom is somehow connected to human activities, such as the tools that have been transformed into an identity of a particular community. Thus, educating and shaping students' points of view toward local wisdom value is an obligation of both main parties of education; they are the parents or students' guardians and teachers that have direct contact with students in the school. However, fulfilling that demand could be achieved through proper teaching and learning media that could improve students' understanding and insight on the local wisdom value. And one of that media is a



short story. It is because the fictional media is more attractive to the students' world.

## **METHOD**

Denzin and Lincoln (as cited in Moleong, 2010:5) stated that quantitative is a research approach that deploys the natural background as an attempt to portray the natural phenomenon that occurs by involving various existing methods. Qualitative approach is often defined as naturalistic research methods since it is conducted in a natural setting. Moreover, it also called an ethnographic method since it is because this method was initially mostly used to investigate cultural anthropology. Besides, this method is called qualitative since the data were procedurally collected and analyzed in qualitative (Sugiyono, 2013: 8).

The data used is in qualitative research, which intended to analyze and describe findings. Qualitative research is inseparable from the subjective aspect which means that it emphasizes more on individual views or thoughts that are more on the description or review of research data. This methodology is inversely proportional to the objective aspects in the description more to the numbers in which the truth of the data is absolute.

The research was conducted by describing the existing data and continued by analytical local wisdom value inside of the short stories found in a literary study at Banda Aceh senior high schools.

While the technique of data collection is library research, the research data collection is procedural as follows.

1. Reading the short stories in the textbook that used in Banda Aceh Senior High Schools.
2. Coding the existing data by classifying them based on its importance to answer the research questions.
3. The collected data were identified based on the research questions in the research.
4. The next step is categorizing or selecting the corresponding data in the research.

While the data analysis procedure in the research is displayed as follows.

- (1) The writer reads the entire content of the short stories.
- (2) The writer describes the data found from reading the short stories.
- (3) The researcher analyzes the local wisdom value inside of the short stories.
- (4) Drawing a conclusion.

## **RESULTS AND DISCUSSION**

### ***Results***

This section the researcher elaborates on the identification of local wisdom value inside of the short stories in the literary study at SMA N 1 Banda Aceh, SMAN 5 Banda Aceh, and SMAS Inshafuddin that are elaborated in this following table.

**Table. 01. SMA N 1 Banda Aceh**

NO.	The Title	Identification	Local Wisdom Values	
			Description	Learning Output
1.	Ibu (Herman RN)	Culture and Courtesy	Culture and courtesy is a behavior that allows individuals to maintain politeness between individuals and themselves or between an individual and their environments and society. There are some common culture and courtesies that mostly become the primary concern of the Acehnese people, such as visitation, meeting, being in public place, eating and drinking manners, etc.	The short story "Ibuku Tidak Bersayap Merah" deserves to be a learning text in the literary study because the story sets the best role model for the students that relate to character building and life value, such as the eating manner while everyone requires to be quite. Hence the short story could plan a good behavior for the students inside of the learning activity.
2.	Safrida Askariyah (Alimuddin)	Traditional Building and tools.	Rumoh Inoeng is a typical Acehnese house that becomes a pride of Acehnese society since a long time ago. There are three parts of the Acehnese house that known Seuramoe (Serambi), rumoh inoeng (main house), and rumoh dapu (kitchen and well). Meanwhile, coffee shops in Aceh consist of many tables and wooden benches that line in the back of the house.	Rumoh Inongarchitecture is obviously described in the Safridah Askariyah short story. This description could be a significant source for students to enrich their local wisdom knowledge about the cultural value of Acehnese people in the scope of traditional house architecture. In the modernization era, most of the students are not familiar with this Aceh traditional house, and through this short story, they could broaden their understanding of Aceh building.

3.	Menunggu Cut Bang (Ramajani Sinaga)	Granting the name, title and greeting model.	Cut Bang is a title that used to greet an older man, husband, and other men. This greeting has been prevalent in the Aceh community.	This short story is very suitable in literary learning since it can enrich student understanding, especially those knowledge related to Acehese greetings. This greeting in Aceh has specific values. The greeting words in the Acehese language can add students' insights, especially to something that related to the local wisdom's value.
4.	Dibalut Lumut (Azhari)	Granting the name, title, and greeting model.	Pocut is a woman greeting in Aceh for a noble class of older sisters, a sister, or someone older than the caller. Po, which means sister and cut, is a title of aristocracy in Aceh. This is part of the values of Aceh's local wisdom.	This short text is one of the literary learning texts at SMAN 1 Banda Aceh. This short text also gives students an understanding of the greeting that is already prevalent in the life of the Acehese people.

**Table. 02. SMA N 5 Banda Aceh**

NO.	The Title	Identification	Local Wisdom Values	
			Description	Learning Output
1.	Lelaki Cacat Itu (Arafat Nur)	Traditional building and tools.	Meunasah, in the context of Aceh society, is one of Aceh's unique buildings that is used as a place of worship and religious activities. It can even be used as a place for holding meetings, a place for carrying out various kinds of domestic activities.	Lelaki Cacat Itu is one of the short stories used in learning at SMAN 5 Banda Aceh. Through this short story, students could increase their understanding and insight into the function of certain buildings in Aceh. Especially, Meunasah, which is the pride of the Acehese people.
2.	Nek Yat dan Temanku yang Kurus (Alimuddin)	Social Value	Traditional toys for children in Aceh are made of simple materials that can be easily obtained	The short story of Nek Yat dan Temanku yang kurus contains many values, especially in

			from the yard or edge of the forest, such as thatched trees, flip-flops, and wood. Acehnese children in the village are very creative in making traditional toys, and it has become a habit of the children of the village with a low economic capability, and that is the spirit of cooperation that continues to be fostered by the society.	terms of cooperation that are fostered from an early age. This short story is very suitable for learning material since it teaches moral values.
3.	Idang Raja (Mustafa Ibrahim Delima)	Ancient Myths and Beliefs	Myth is a belief in the events that occult things that occur and affect human activities. The culture of giving and offerings to a king who will be offered to 'sabihat' to call the rain is a minor example of a myth.	Idang Raja's short stories as a learning literature text at SMAN 5 Banda Aceh can increase students' understanding of cultural acculturation in Aceh. During the transition from Hinduism to Islam, there were still remnants of a culture that were partly contrary to Islamic teachings. Some cultures can be accepted by religious leaders and the people of Aceh and become part of the values of local wisdom.
4.	Hikayat Asam Pedas (Azhari)	Traditional Culinary	Aceh cuisine is typical and rich in spices. An example is Asam Kueueng, which composed of fish or side dishes like a mixture of seasoning AsamSunti (star fruit that has been dried in the sun), cayenne pepper, and turmeric leaves, and so forth.	This short story is used in literature learning at SMAN 5 Banda Aceh to enrich students' understanding of Aceh's cuisine.

**Table. 02. SMAS Inshafuddin Banda Aceh**

No	The Title	Identification	Local Wisdom Values	
			Description	Learning Output
1.	Mak (Ihan Sunrise)	Ancient Myths and Beliefs	Myth is a belief in the supernatural that is considered real. One of the myths is Saket Donya. It is a term in the social life of the Acehese people and a belief in dark magic that can bring "occult disease" to the target.	Mak is a good learning source for students; it can increase students' understanding of both the process of cultural acculturation from Hinduism to Islam in Aceh and shirk actions that deviate from Islamic teachings such as the practice of Penyakit Donya.
2.	Geugasi dalam Cerita Kakek (Herman RN)	Literature and Cultural Arts	Aceh's literary and arts are rich in treasures of local wisdom. One of the great prose literature in the community that developed in the daily life of the Acehese people possess the characteristics that are a wild, giant, cannibals, and the sound its clattering steps always haunt every character in the story.	Geugasi Dalam Cerita Kakek can also enrich students' insights about Aceh's literature, especially about folklore that develops in society.
3.	Tukang Obat Itu Mencuri Hikayatku (Herman RN)	Literature and Cultural Arts	Storybook is a genre of literature in Aceh. Unlike the Malay saga, which is one of the works of fiction written in the form of prose, the Aceh saga is a work of fiction that is written in the form of poetry. There are many examples of Hikayat in Aceh's literature, such as the Hikayat of the Malem Dewa, Hikayat of Dangderia, the Hikayat of Apa Bangai, and so forth.	The short story of <i>Tukang Obat Itu Mencuri Hikayatku</i> contains a lot of local wisdom in Aceh. This activity is loaded with learning values for students. Through this literary learning text, educators teach students to teach students indirectly to love and preserve their own culture, especially about Aceh's literary arts.

4.	Mutiara yang Terselebung (Ellijas Meutia)	Granting the name, title, and greeting model.	Cut Kak is a nickname for a sister or woman who is somewhat older from the caller in the traditions of Acehnese society.	This short story is one of the very decent texts used as teaching material. Through this text, students will know things about greetings in Acehnese.
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### Discussion

The short story in studying literature in Banda Aceh Senior High School (SMAN 1 Banda Aceh, SMAN 5 Banda Aceh, SMAS Inshafuddin) is loaded with Acehnese socio-cultural values. The local wisdom values contained in the Aceh short story are social, cultural, cultural arts, the grant of names /titles/greetings, etiquette, myths, buildings and equipment, and the economic system.

The social aspect encompasses the social issues related to the acts of cooperation and cooperation that have been inherent in the life of the Acehnese people since the ancestral period. Aceh's cultural arts are aspects of local wisdom that are rich in treasures. In Aceh there are literary arts such as poetry, syair, nazam. Meanwhile, oral art has the hikayat and traditional dances. Giving a title/greeting in Acehnese terms is also a sacred thing in the life of the Acehnese people. Myth is a belief in ancient, magical, and mystical things that are still considered to occur in daily life today.

Buildings and equipment are important facilities in supporting the social activities of community life. The economic system is also related to Aceh's local wisdom, for example, determining weekdays, abstinence from doing work on certain days. All of those aspects are part of

the traditions of the Acehnese life. This local wisdom is important learning for students in schools because besides being a character-building, it can enrich students' insights.

### CONCLUSION

Local wisdom depicted in short stories in literary learning at Banda Aceh senior high school is full of social values, cultural arts, manners, and religious teaching. Moreover, the building and equipment that typical of the Acehnese races are also described in the short story. All of the things related in the short story are a reflection of the traditions of Acehnese life throughout generations. The description of local wisdom contained in the short story is also inseparable from the experience of the Acehnese writers who grew up in the environment of the people of Aceh.

Short stories that are used as literary learning could develop students' understanding of the local wisdom's values. It can also instill love, pride, and a sense of belonging to their own culture. Besides, these values can shape their character.

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# INCREASING STUDENTS' HIGHER ORDER THINKING SKILL (HOTS) BY USING AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR EFL CLASS

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## Abstract

Teaching English in educational system nowadays is more focused to increase students' language skills through transferring knowledge and giving test activities only but less focused on increasing learners' thinking ability. Higher order thinking skills (HOTS) are one of thinking skills that must be increased in teaching English besides language skills. Furthermore, authentic materials is a good media that can be used in teaching English since they offers the real language and genuine materials to increase learner's motivation. By using authentic mterials, students can feel the real exposure of the target language they learnt. So that, English learning are more meaningful. This research is experimental study in form of pre-test post-test control group design aimed to investigate the influences of video authentic materials to increase learner's higher order thinking skills. The participants of this study were English students of STKIP Bina Bangsa Getsempena Banda Aceh. To collect the data, instrument used are tests and questionnaires. Based on data analysis, the result of the study indicated that the scores of students learnt by using video authentic materials increased significantly. It is based on the result of t-test showed that the t- score was 2.641 and the significance score was 0.011. This significance value is smaller than 0.05, so it can be stated that Ha is accepted and Ho is rejected, which means that there is a significant difference in the results of the experimental group post-test and the control group posttest. It can be concluded that teaching English by using authentic video as media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh.

**Keywords:** *HOTS, Video Authentic Materials, Teaching English*

## INTRODUCTION

In general, teaching activities are believed as some activities focused on transferring knowledge and giving test to measure students achievement. This is parallel with the situation happened in most educational system in which students do some learning activities such as listening lectures, finishing test, responding and memorizing facts, concepts, and theories given by teachers. This kind of teaching and learning activities are not enough for students since they do not get sufficient skills to compete in era revolution industry 4.0.

Higher Order Thinking Skills (HOTS) are skills that are important to be

developed today to achieve better quality in education. Thinking skills are fundamental in educational process because the way of a student think influences her/his ability and effectiveness in learning. Therefore, during teaching process, a teacher should combine thinking skills and learning process to equip students with both knowledge and skills. In cognitive stages, HOTS is at the highest level of the hierarchy of thinking skills because it needs ability to think deeply and thoroughly. It helps students dominate the challenges of too much information with a limited processing time (Phillips, 2004). HOTS is one of skills that requires someone to apply new information or knowledge got before and manipulate



the information to get the possibility answers or ideas in a new situations (Heong et al, 2011). In other words, HOTS happens when a student gets new information, links it with existing knowledge in his memory and uses this information to solve certain problems.

In order to make learning more meaningful, students should be introduced to learning materials found in everyday life. Learning material found easily in everyday life is classified as authentic materials. Martinez (2002) as cited in Al-Azri and Al-Rashdi (2014) defines authentic materials as materials which are aimed at native speaker's daily life and not for teaching purposes. Meanwhile, Klickaya (2004) characterises authentic materials as materials which expose the real world and how it is used in the target language. Based on some definition above, it can be concluded that authentic materials are materials which are not produced for learning purposes and they are created in target language country by the people who using the target language and for daily life usage.

Authentic materials have some advantages in teaching and learning, they are: first, this kinds of materials enable learners to experience the real language and have a closer interaction of the target language even though they are not in the target language country. Klickaya (2004) stated that the use of authentic materials gives learners genuine exposure of the target language. It is mean that by using authentic materials, students can feel how the language they learned is used in the real context. Besides, Huang, Tindall & Nisbet, (2011) agree with the use of authentic materials. They argue that by experiencing the real language in the classroom, it will prepare learner better to employ English

outside the classroom and use them to communicate effectively.

Second, authentic materials can motivate students to learn English. This is based on peacock (1997) reseach finding that learner's anthusiasm, concentration, and persistence with the larning task increased significantly when authentic materials are used in learning. Third, authentic materials provide rich cultural content. Kelly et al. (2002) argue that cultural content increases learner's undestanding

Authentic materials could be in form of printed, video and audio that can be found around them such as newspapers, magazines, photos, reality shows, soap operas, short films, radio broadcasts and others. Furthermore Authentic materials are not created specifically for use in the classroom, but authentic materials can be appropriate learning materials to achieve learning goals. Herod (2002) explains that authentic teaching materials are materials or learning activities designed to imitate real-world situations. Audio visual based teaching material is one of authentic materials which preferred and developed continuously to achieve educational goals. One of the important principles in language teaching communicative is the use of authentic language in all types of language learning (Hedley, 1993). This authentic audio visual teaching material can be in the form of television advertisements, news, comedy shows, dramas, soap operas and others.

Video is one of media that can increase students' understanding in learning English. By using authentic video, learners are easy to figure out the topic and problems presented in learning proces and increase learners' motivation. McNulty and Lazarevic (2012:153) claim that the

most prominent feature of the use of video in learning is that it contribute to the overall learning motivation

Skill to think critically and creatively can also be applied in learning English. Various types of methods have been applied to improve students' skills in mastering English, however in fact students are only able to master the language skills alone by describing English material that has been received but they are unable to improve thinking skills to a more complex stage. Problems faced by English students related to thinking skills is the use of teaching materials that only focuses on increasing students language abilities but nothing to do with thinking skills. Therefore, this study aims to investigate the influences of using video authentic materials towards students language skills and thinking skill to EFL learners. It is hoped that the use of authentic audio visual based teaching materials can improve students' ability to think in cognitive higher level including: analyzing, evaluating and creating besides the ability to speak, listen, write and read.

## **METHOD**

To collect complete data related to students' achievement in thinking skills by using authentic materials, kuantitatif and kualitatif approach were applied. This study used experimental study to investigate the influences of video authentic materials toward students' higher order thinking skills. True experimental design in form of pretest - posttest control group design were used to compare the students' achievement in thinking.

## **Participants**

The study was conducted on English Department students of STKIP

Bina Bangsa Getsempena Banda Aceh. The participants were 50 students from academic years 2017 selected randomly. Those students were divided into two classes, control group and experimental group.

## **Instruments**

Instruments used in this research were tests and questionnaires. The tests were given twice, pretest and posttest for each group which measured students' higher order thinking skills. Moreover, students were given 5 essay questions related to content of video that have been watched previously. The questions measured students' thinking skills based on taxonomy Bloom such as: analyzing, evaluating and creating. The answers were graded based on the completeness and the depth of students understanding toward the questions given. The range of score was between 5 to 25 point for each question.

Furthermore, the questionnaires were given to find out students' responses toward application of video authentic in learning English. The statements given divided into three categories namely: student's responses toward the quality of video, student's difficulties during learning by using authentic materials, and student's achievement in English and thinking skill. Moreover, in responding the questionnaires, there are five options available that can be chosen by the students. They are: strongly agree, agree, netral, disagree and strongly disagree.

## **Procedures**

English students who chosed randomly devided into two groups, experimental and control groups. Experimental group was taught by using video authentic materials while control

group was taught by using reading text. The study was conducted in five weeks for both of groups. The main point of these activities was to find out the influences of video authentic materials toward students' higher order thinking skills. The steps taken in conducting this research are: 1) Giving pretest for experimental and control group to measure the level of students thinking skill before treatment, 2) Teaching English by using different method and media, 3) giving posttest to measure the increase in thinking ability after treatment, 4) Distributing questionnaires for experimental group to find out students responses toward the media used. The data from the test were analyzed quantitatively by using SPSS and the data from questionnaires were analyzed qualitatively by explaining the result of students' responses.

## RESULT AND DISCUSSION

### Result

This research tries to investigate the influence of video authentic materials in teaching English for students of STKIP Bina Bangsa Getsempena Banda Aceh. The videos

presented during conducted the research were different such as talk show, fairytales, and inspiring stories. This is intended to measure students' higher order thinking skills besides listening and writing skills. To collect the data, students were given some tests and questionnaires. Students' thinking ability wanted to be developed in this study are: analyzing, evaluating, and creating.

At the first meeting, experimental and control groups were given pretest in order to measure their thinking ability before giving treatment. The questions asked have the same level of difficulty. The scores got by the students in control group (n =25) were vary from 20 to 55. Based on analysis data from pretest, Two students got the highest score 55 in this test while one student got the lowest score 20. Having given test for the control group, the researcher gave the pretest to the experimental group in the same number of questions. The result of the test showed that the lowest and the highest score for the experimental group (n=25) were same as the control group, one student got 20 and three students got 55. The average scores of pretests for both groups are presented below:

**Table 1. Pretest Average Score**

No	Class	N	Average scores
1	Eksperimental	25	39.8
2	Control	25	38.2
<b>Total</b>		<b>50</b>	

Having finished the pretest, each group given different treatment for four weeks. In the control group, students learnt English by using reading text. The texts were presented with various topics including fairy tales, inspiring stories and factual events. The students discussed the topics in groups and they were also taught the ability to answer

some questions related to higher order thinking skills. Meanwhile, the experimental group was taught by using video authentic materials as teaching media and the topics presented were same as the topics given in the control group. The students of experimental group asked to sit in groups to discuss the questions given related to the content of

video. The questions were set to measure students thinking abilities such as analyzing, evaluating and creating.

To find out the influences of treatment, the experimental and the control groups were given posttest. The questions in the test were same for both classes. Yet, the experimental group answered the questions related to video authentic while the control group referred to a reading text.

The analysis of posttest result indicated that the highest score of control group was 85 and the lowest score was 55. Besides, the highest score for experimental group was 95 and the lowest score was 65. The average scores of both groups were presented as below:

**Table 2. Posttest Average Scores**

No	Class	N	Average scores
1	Experimental	25	78
2	Control	25	73
<b>Total</b>		<b>50</b>	

Based on the data from average scores above indicated that scores post test of both groups increased significantly. Then, in order to test hypotheses (video authentic materials influence students higher order thinking

skills), the researcher used normality, homogeneity and t-test.

The data of normality test is presented as below:

**Table 3. normality Test**

**Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Kontrol	,117	25	,200*	,959	25	,404
Kontrol	,176	25	,044	,929	25	,083
Eksperimen	,122	25	,200*	,951	25	,268
Eksperimen	,179	25	,038	,942	25	,161

\*This is a lower bound of the true significance.

**a. Lilliefors Significance Correction**

Based on the table above, it can be seen that the pre-test control group has a significance level of 0.404 or more than 0.05, it can be stated that the data is normally distributed. For the post-test distribution, the control group has a significance value of 0.083 or more than 0.05, then the post-test data can be said to be normally distributed. For the pre-test data the experimental group

has a significance value of 0.268 or more than 0.05, it can be said that the data is normally distributed. Moreover, distribution of post-test data of the experimental group has a significance value of 0.161 or greater than 0.05, it can be said that the data is normally distributed. From the results of the normality test it can be concluded that the data obtained are normally distributed.

Moreover, the data of homogeneity tests are shown as below:

**Table 4. Significance value of pretest score of experiment and control groups**

**Test of Homogeneity of Variances**  
VAR00005

Levene Statistic	df1	df2	Sig.
,699	6	17	,654

**Table 5. Significance value of posttest score of experiment and control groups**

**Test of Homogeneity of Variances**  
VAR00006

Levene Statistic	df1	df2	Sig.
,062	4	19	,992

From tables 4 and 5 above, it can be seen that for the homogeneity test in the pre-test of experimental and the control group has a significance value 0.654, and the significance value of the post-test experimental group and the control group are 0.992. From this data, it can be seen that all significance values are greater than 0.05. So it can be concluded that the population has homogeneous variants or the data derived from populations with the same variant.

In addition, the data from analysis t-test show that significance value of the pre-test of the control and experimental group was 0, 575. The significance value was greater than 0.05, it can be stated that  $H_a$  was rejected and  $H_0$  was accepted, which means there was no significant difference in the results of the pre- experimental group test and control group. So it can be concluded that the experimental group and the control group have the same ability.

Besides, the results of the t test analysis in the posttest showed that the t-value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that  $H_a$  is

accepted and  $H_0$  is rejected. It means that there is a significant difference in the results of post-test scores between the experimental group and the control group. thus it can be concluded that video authentic materials influences the students' higher order thinking skills.

After teaching and learning at experimental and control groups were finished, the researcher distributed some questionnaires to experimental class only to find out students' responses toward the media used. The questionnaire consisted of 10 statements that require students' responses about the quality of video, student's difficulties during learning by using authentic materials, and student's achievement in English and thinking skill.

### **Discussion**

Based on data analysis, it is obtained that the results of students average score in the experimental group is 39.8 with the highest score 55 and the lowest score 20. While the students' average score in control group is 38.2 with the highest score 55 and lowest score 20. Furthermore, analysis data

from post tests result showed that the average score for experimental group is 78 with the highest score is 90 and the lowest score is 65. While the average score of control group is 73 with the highest score is 85 and the lowest score is 55. Referred to the data above, it can be seen that the enhancement in the average scores for learning result in the experimental group is greater than the average scores got by the control group.

The difference in average scores of both groups shows that learning English by using authentic teaching material is more effective in improving students' higher-order thinking skills than learning using conventional methods. This is in accordance with the opinion of Guariento and Morely (2001) which states that authentic teaching materials help increase students' motivation to learn languages where this technique makes students feel like they are learning a real language.

In addition, the result of t test at pretest between experimental and control groups showed that the significance value of the pre-test of the control and experimental group is 0, 575. This significance value is greater than 0.05, so it can be stated that  $H_a$  is rejected and  $H_o$  is accepted, which means there is no difference a significant pre-test result of the experimental group and the control group. So it can be concluded that the students of experimental group and the students of control group have the same thinking ability.

Moreover, the results of the t test analysis at posttest between experimental and control groups showed that the t value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that  $H_a$  is accepted and  $H_o$  is rejected, which means there is a significant difference in the

results of the experimental group post-test with the control group. Thus, it can be concluded that there are significant differences in the results of the experimental group's post-test learning using instructional video media and the control group learning using academic reading texts.

Therefore, it can be concluded that there is a significant difference between the experimental group and the control group post-test results. Based on the results of the analysis of this data it can be said that the increase in students' higher order thinking skills is influenced by the use of videos authentic teaching material.

The implementations of teaching and learning method between the control class and the experimental class are differ in the kind of media used by the teacher. In the experimental class, the teacher uses audio-visual media in the form of authentic teaching material videos. The video created is not for learning purposes but this material can be used as learning material. While in the control class, the teacher uses text reading media about academic reading or academic reading material which this material is intended for learning activities.

Based on data analysis of pre-test and post-test and observation of activities during learning, it can be concluded that learning method using authentic video teaching media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh. This is caused by the application of authentic video that makes students more motivated and more enthusiastic in learning.

Moreover, questionnaire results related to students' responses toward media used were divided into three categories:

a. The quality and function of video used

First category of questionnaire consisted of 4 statement asked about the quality and function of video used during learning. The first statement is “ the videos presented are interested to be watched”. Related to this statement, 80 % students responded strongly agree. At the second statement, 85% students responded agree to the statement “I am motivated in learning English by using video authentic materials”. Then, 92% agree with the third statement “I am pleased learning English by using authentic materials”. In the last statement “I want to learn English by using authentic materials next time”, 96% students agree to study by using this media at another time.

b. Students’ difficulties during learning by using video authentic materials

The second categories of questionnaires asked about students difficulties in learning english by using video authentic. For the statement “vocabulary used in the video is difficult to understand”, 72% students agree and 28% students considered the vocabulary is difficult. Next statement is “I can analyze meaning and problem in each topic given”, 76% students agree and 24% students disagree. For the last statement “the video used idiom and language style that are easy to understand”, 57% students agree and 43% students experienced difficulties in understanding the idiom and language style.

c. The video increase students thinking skill and language skill

There are three statement presented to find out the result of treatment toward students thinking skill based on students’ perception. 88% students agreed with the statement “Learning by using video

authentic can increase my language skill”. Moreover, 78% students responded positively agree that learning by using authentic materials can increase their ability in thinking. For the last statement “the questions given related to video equipped me with ability to analyze, evaluate and creating things” 92% students agree with this.

Based on data from the results of this questionnaire it can be concluded that learning English with video media authentic teaching materials can improve language skills as well as higher order thinking skills of Englishstudents STKIP Bina Bangsa Getsempeña students.

## CONCLUSION

This study was conducted to investigate the influence of video authentic materials in teaching English toward the students’ thinking skills especially the ability to analyze, evaluate, and creating the ideas based on existing information. To conduct the research 50 students from english class were divided into two groups randomly, namely experimental and control groups. The students in experimental group were taught by using video authentic while the students in the control group were taught by using reading academic text. The result obtained from analysis data showed that average scores of both groups increase significantly. The average score of control group increased from 38.2 become 73 and the average scores of experimental group increased from 39.8 to 78.

Meanwhile, the result of t test at pretest between experimental and control groups showed that the significance value of the pre-test of the control and experimental group is 0, 575. This significance value is greater than 0.05, so it can be stated that  $H_a$  is rejected and  $H_o$  is accepted, which

means there is no difference a significant pre-test result of the experimental group and the control group. So it can be concluded that the students of experimental group and the students of control group have the same thinking ability.

Moreover, the results of the t test analysis at posttest between experimental and control groups showed that the t value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that  $H_a$  is accepted and  $H_o$  is rejected, which means there is a significant difference in the results of the experimental group post-test with the control group. It can be concluded that learning method using authentic video teaching media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh. This is caused by the application of authentic video that makes students more motivated and more enthusiastic in learning.

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# THE EFFECTIVENESS OF USING *HIKAYAT PRANG SABI* IN PjBL APPROACH TO IMPROVE STUDENTS' CRITICAL THINKING

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## Abstract

Various types of methods, strategies, and learning approaches are developed because the development of the era occurs very quickly and rapidly. At this time, education provided to students must train them to be able to deal with various problems in real life. To support and assist students in this case, project based learning or PjBL is formed to be applied as a learning approach. This study aims to know the effectiveness of using Hikayat Prang Sabi in PjBL approach to improve students' critical thinking. The study was conducted in STKIP BumiPersadaLhokseumawe with several students who randomly selected as the objects of this research. Through this approach, the learning process will be carried out in a team where the students are required to be able to take steps that consist of Determination of basic questions (essential), Designing project planning, compile a schedule, monitor project progress, testing learning processes and results, evaluating the experience of making a project or experience of learning activities. This research is a kind of qualitative research which is in collected the data used interview, FGD, and document review. In analyzing the data, it uses the style of Miles & Huberman method.

**Keywords:** *Effectiveness, Project\_based\_learning, Hikayat\_Prang\_Sabi, Critical\_thinking*

## INTRODUCTION

In this globalization era with rapidly changes, education must be able to train students to be able to deal with various types of problem in their daily life, which include being able to think and find solutions of problems as quickly and precisely as possible (Soleimani, Rahimi, & Sadeghi, 2015). In each of these learning processes, they cannot avoid an activity called critical thinking. Students need a critical mindset to solve problems as needed in the world of work (Rodzalan&Saat, 2014).

Critical thinking is an act of carefully claimed and decided the right or wrong of a case (Tamim& Grant, 2013). Therefore, this critical mindset is very important for students as the member of academic society. The classroom learning must relate to students' lives, experiences, and interests, so that they can connect them

to the real world (AESS, n.d.). The more mature a student is, the more rich and complex the assessment is given (Rodzalan&Saat, 2014). Likewise, on the contrary, a lack of a critical thinking can lead to wrong reasoning and wrong decisions with severe consequences (More & Parker, 2009).

To support and assist students in this regard, Project Based Learning or PjBL was formed to be applied as a learning approach. This approach is a complex learning where the results are a product, activity, and presentation that is realistic because the learning process goes through the activities of observing, researching, understanding, finding alternative solutions, and applying them in the real world (Martelli& Watson, 2016). This approach is instructional in the form of real tasks that can provide challenges for students to be solved by diverse solutions (Carless, 2015),

as well as innovative ones that teach a variety of critical strategies to be successful in the 21st century (Heijltjes&Paas, 2014). In PjBL, students can gain knowledge and skills through activities from various fields (Kean &Kwe, 2014). They obtain knowledge by giving questions that concern their natural curiosity (Heijltjes&Paas, 2014).

In this study, the writer will raise a literary work called *Hikayat Prang Sabi* (HPS) as a project in the Project Based Learning approach that will be applied in STKIP BumiPersadaLhokseumawe students to improve their critical thinking patterns. HPS itself is one of Aceh's literary work that was written by TeungkuChik Pate Kulu on his voyage from Jeddah to Penang as a trigger to increase the spirit of the Acehnese against invaders in 1873 (Mulhayatiah, 2014).

By seeing that *Hikayat Prang Sabi* is one of the great literary works found in Aceh, the writer took the initiative to raise this work as a literary works analysis in order to improve students' critical thinking through Project Based Learning approach in English students of STKIP BumiPersadaLhokseumawe. Through this approach, learning will be carried out in teams where students will be required to be able to take steps consisting of: Determination of basic questions (essential), designing project planning, arranging schedules, monitoring progress of the project, testing the process and results of learning, and evaluating the experience of making a project or experience of learning activities (Bell, 2010).

### 1. Effectiveness

Effectiveness in learning will make sense when context and goals are specified; effective for when or effective for what?

Eggen&Kauchak (2012) said the class that shows the students' activeness in learning process; especially in organizing and finding information, can be categorized as the effective learning. Therefore, the more active students are in learning, the more effective learning is carried out. So, according to the definition above, effective learning can be promoted by some activities in the classroom, such as learner's collaboration in learning, learner responsibility, and learner's activeness. According to Slavin (2000), the effectiveness of learning can be measured by using four indicators as follows:

- a. Quality of learning or quality of insurance, means how much the level of information is presented so that students can easily learn it or the level of error is small. The smaller the level of mistakes made means it gives more effective learning. Determining the level of effectiveness of learning depends on achieving mastery of certain teaching goals, usually called mastery learning.
- b. Suitability level of learning or appropriate level of instruction, namely the extent to which the teacher ensures the level of readiness of students in accepting new material.
- c. Incentives, it is about how much efforts that the teacher gives to motivate students to complete or do the tasks and study the material provided. The greater the motivation given, the greater the students show their activeness, so that learning will be effective.
- d. Time, it is the time needed to complete learning activities. Learning will be effective if students can complete the lessons in accordance with the specified time.

According to Agsha (2015), she said that the effectiveness of the learning program is characterized by the following characteristics such as successfully deliver students to achieve instructional goals that have been set, provide an attractive learning experience, involving students actively so as to support the achievement of instructional goals, and having facilities that support the teaching and learning process.

So that it can be concluded that a good learning model is how teachers successfully deliver their students to gain knowledge and provide an active learning experience.

## 2. Critical Thinking (Critical Thinking)

Humans are not just destined to decide something, but are given the mind to be able to consider the right or wrong of a decision (Tamim & Grant, 2013). This thinking process is called critical thinking. So it is said that critical thinking is the art of analyzing and evaluating thinking with a view in order to improve it (Delisle, 1997). However, critical thinking is a skill that must be trained. The more people practice their thinking, the better the analysis they produce. This shows that a critical mindset is not a set of thoughts that can be used at any time in any context, but requires regular practice in order to succeed well (Paul & Elder, 2006).

Anyone is able to think because it is human nature, but many of those thoughts are left to the point of being biased, distorted, partial, ill-informed and incorrect prejudice (Delisle, 1997). This will affect the quality of life and the results achieved by someone, because whatever the quality of the mind, it greatly affects the quality of life (Delisle, 1997).

Critical thinkers who are well-nurtured will be able to formulate the problems they face

clearly and precisely. They will collect and assess information to interpret it carefully, so as to produce conclusions and solutions that make sense because they pass the testing process with relevant criteria and standards. They make assumptions, think openly, recognize and assess as needed, then imply it. Besides, they are also able to communicate well in finding solutions in complex problems. Briefly, critical thinkers can be identified as self-directed, self-disciplined, self-monitored, and self-corrective thinking (Delisle, 1997).

## 3. Project Based Learning (PjBL)

Project-Based Learning was first introduced by David Snedden to teach science in vocational agriculture in America (Willingham, 2007). Then this learning model was developed by John Dewey and Kilpatrick to emphasize the importance of conducting learning based on experience and action (Beckett & Miller, 2006). The project method proposed by Kilpatrick in 1918 emphasized direct student involvement in creating knowledge while solving the problems they faced during the project (Cho, 2010). So that it can be said that the emergence of the PjBL approach started from a constructivist view that refers to contextual learning (Brubacher, 1947). Students who learn from texts and teachers without practicing and gaining experience directly during the learning process can reduce their ability to solve problems later on, moreover if they remember that life is static and constantly changing (Kamdi, 2007). In the other words, they will be less prepared to see and take the opportunities that exist at this life to face the world that continuously grow in the future.

The project method has been known as an alternative learning in the field of literature

of general education. (Dewey, 1938; Cremin, 1964), and PjBL is one of the learning approach involving a project (Gull, 1933). This learning model is designed to be used in complex types of problems which require investigation in understanding it. In this learning model, the opportunity to convey ideas, listen to other people's ideas, and reflect on their own ideas on others can be applied well. The application process is a form of knowledge empowerment experience (Carless, 2015). The project is carried out by students both individually and in groups, who collaboratively, innovatively, uniquely, and focus on problem solving will be carried out within a certain period of time. The resulting product will then be displayed and presented.

#### 4. *Hikayat Prang Sabi*

*Hikayat Prang Sabi* is one of the most famous classical literature in Aceh. *Hikayat Prang Sabi*'s manuscripts that still exist today are about 56 texts. The manuscripts are stored in libraries throughout the world and some of them are private collections (Jagantar, Adnyana, &Widiyanti, 2014).

*Hikayat Prang Sabi* itself eventually became a term used to refer to all texts or manuscripts that tell about the holy war, whether entitled as *Hikayat Prang Sabi* or not. *Hikayat Prang Sabi* which was created and recited during the war in Aceh was divided into two types, namely *tambah*; which contains warnings and advice, and epics; which contains stories or *epics* (Nushur, 2017). As for *Hikayat Prang Sabi* which is appointed in this study is a *tambah* genre, the lyrics in the verses of this literary work invited people to join in the holy war or *Prang Sabi*.

The first script of *Hikayat Prang Sabi* was written by an Acehnese cleric named TeungkuChikPanteKulu. Then he handed this text over to his teacher and good friend named TeungkuChik Di Tiro during the war against the invaders (Abdullah, 2008). He made *Hikayat Prang Sabi* as an encouraging war in leading Acehnese soldiers in Lam Barieh, Aceh Besar (Abdullah, 2008). When encouraging the soldiers, he read the verses of *Hikayat Prang Sabi* vigorously and asked them to join TeungkuChik Di Tiro in the holy war (Abdullah, 2008).

Actually, there are several studies on PjBL have been done before. Among them was the study entitled “*Pengaruh Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Hasil Belajar Biologi Ditinjau Dari Gaya Belajar Siswa SMA*” (The Effect of Project Based Learning on Biological Learning Outcomes Viewed from the Learning Styles of High School Students) (Jagantara, Adnyana, &Widiyanti, 2015). The aim of this study was to examine differences in PjBL and learning models that were taught directly by reviewing student learning styles. In addition, similar studies was also conducted in the field of language education to improve students’ writing skills (Agni, 2017).

There was also a study entitled “*Model Pembelajaran Berbasis Proyek Disertai Audio-Visual Dalam Pembelajaran Fisika di SMAN 4 Jember*” (Project-Based Learning Model AccoSeveral studies on PjBL have been done before. Among them was the study entitled “*Pengaruh Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Hasil Belajar Biologi Ditinjau Dari Gaya Belajar Siswa SMA*” (The Effect of Project Based Learning on Biological Learning Outcomes

Viewed from the Learning Styles of High School Students) (Jagantara, Adnyana, &Widiyanti, 2015). The aim of this study was to examine differences in PjBL and learning models that were taught directly by reviewing student learning styles. In addition, similar studies was also conducted in the field of language education to improve students' writing skills (Agni, 2017).

There was also a study entitled "*Model Pembelajaran Berbasis Proyek Disertai Audio-Visual Dalam Pembelajaran Fisika di SMAN 4 Jember*" (Project-Based Learning Model Accompanied by Audio-Visual in Physics Learning at SMAN 4 Jember) to study the effect of the learning model on physics learning achievements, describe students' skill of science process during the learning process, and study the relationship between students' skill of science processes and physics learning achievements (Fikriyah, Indrawati, &Gani, 2015).

Some of these studies show that PjBL is often carried out in various fields of knowledge, especially in the field of science. But it is still rarely found in the field of literature and language, even though this learning approach is also very suitable to be applied in this field. Therefore this research was carried out with the title "Improving Student Critical Thinking Through Hikayat Prang Sabi As a Project Based Learning Approach at STKIP BumiPersadaLhokseumawe".

## **METHOD**

The methodology used in this research was qualitative method. In this study, data collection was conducted through Interview and FGD (Focus Group Discussion) techniques, and document review. Interviews will be conducted after

the learning process using the PjBL method was applied in order to know their opinion or perception about their improvement in thinking critically. On the other hand, this interview has the purpose to measure the level of students' critical thinking.

Then the FGD stages will be carried out when the learning process takes place; that was when the students hold discussions related to the *Hikayat Prang Sabi* script given, the results of the discussion will be narrated into drama scripts and will be displayed in colossal drama performances. The script and the appearance of the drama was being a project that must be carried out by the students in this study.

In the document review, the drama script produced by the students became the document that reviewed as research data. From the results of the study, it would be known how far the critical level of their thinking was, and also to what extent the learning model had been successfully applied to the students of STKIP Bumi Persada Lhokseumawe.

The method in analyzing or reviewing the collected documents was used the analysis style of Miles &Huberman (1984), which the stages of the assessment include data reduction, data presentation, and conclusion drawing / verification. According to Miles &Huberman (1984), activities in analyzing qualitative data occur interactively and continuously during the research process so that there is not any new information founded in the data, or the data becomes saturated. Then, the population targeted in this study was STKIP Bumi Persada Lhokseumawe, and the research sample was students from the English education department of STKIP Bumi Persada Lhokseumawe. The sampling technique used the stratified random sampling

technique, which took proportional randomly from the English Education department of STKIP Bumi Persada Lhokseumawe, namely four students who were active as students there.

The data collected during the research process took place was analyzed according to the method of analyzing the data in the qualitative research, which will be explained clearly below;

#### Data Analysis Model

The data analysis model used in this study was the analysis of qualitative data from Miles & Huberman [28], in which activities in the analysis included data reduction, data display, and conclusion drawing and verification. The stages will be described below;

1. Data Reduction, or reduce the data that is considered unnecessary, at this stage all data that has been collected in the research process will be sorted and decided about which data is considered important and which are not. So, the process of presenting data can be done more easily.
2. Data display or data presentation. Data that has been previously sorted will be presented in narrative form. Because this is qualitative research, the presentation of data will be done in narrative.
3. Conclusion of drawing / verification, or drawing conclusions and verification. At this stage, all details of the data that have been presented will be concluded and verified so that the conclusions obtained are considered credible.

## RESULT AND DISCUSSION

### *Result*

The results in this study are described based on the results of the interview, FGD, and document review as briefly discussed below;

#### Interview

The questions given in the interviews are started from really common questions to the purposed questions which need a deep kind of thinking. The purposed question slightly modified in order to stimulate the sharpness of their thinking.

From the results of interviews, it can be seen that the four students who became objects in this study experienced is significant increase in critical thinking, although not all of them had the same critical level. This can also caused by many aspects, for example different social life and activities backgrounds of the students. Judging from the family life and social background, student-1 resides around a traditional market where the topics discussed are rarely about hard issues and deep discussion, student-2 resides in a village area where deep discussion are also rarely happen, but because he works as a school operator in one of the high schools in his area, the critical discussions are more often than in traditional market or shopping areas, moreover he often deals with various problems found in the school where he works. Students 2 and 3 live in urban areas, but based on their answer in the interview, the deep discussions are also rarely happen in their daily and social life.

In order to be seen more clearly, the differences in the level of critical thinking of the students are divided into three parts; namely good, sufficient, and low. At the level of good criticality of thinking, student – 2 experienced the highest improvement in criticality among his friends, and then followed by students – 3 and student – 4 at the sufficient level of criticality, and

students – 1 who was at the low critical level.

In student-2 with a good critical level category, the answers he gave in the interview show satisfying answers. According to the answers, the learning process using Project Based Learning or PjBL approach with analyzing *Hikayat Prang Sabias* the project in it stimulated his thought to be more critical than before. He said that the sharpness of giving answer and opinion while the teaching and learning process was going on, were improve in every meetings. The demand for thinking deeply during the *Hikayat Prang Sabi* analysis process stimulated his thinking in a good way. Even though this kind of learning is quite unfamiliar to him, but he can enjoy the learning process. After the learning approach was applied, the answers he gave start being more specific or lead to the points of what his friend or the people who ask him want to get. It is because he began to feel accustomed to the activities of analyzing and thinking deeply before answering the question brought up. Moreover, he also can relate his answer to some examples of the events that often occur in the daily life.

Then, at the category of sufficient criticality level, student 3 and student 4 gave quite different answers from the students 2 in the interview. They said that analyzing the *Hikayat Prang Sabi* did make them think deeper, and that did also change the way they thought, it make them more easy to give deeper opinions in the discussion, but the difficulties they experienced in analyzing the *Hikayat Prang Sabi* give them a few troubles in facing it because many of the terms used in the *Hikayat* are cannot be easily understood, that is because the words used were the classic Acehnese language and also are very rarely used in

now days daily life. But after all, they also can enjoy the discussion activities and the learning process in the class room. They said that in the early meetings, the opinions they gave were relatively short and general, then after few meetings, the way they think continuously change and improve, they can give more specific and direct answers. But they cannot deny that their answer were still lacking in giving examples for each solution presented, they still hard to find the suitable examples and also hard to explain them deeper in the specified time.

For the Student – 1, who is at the low criticality level of thinking gave the quite unsatisfactory answers in the interview, but in this case he just remained to be honest. He said that there was not much improvement in the way he thought. Based on his answer, he did not give much effort in analyzing *Hikayat Prang Sabi*; he can easily understand the content of *Hikayat Prang Sabi*. It could influence by his daily language used which is Acehnese language. But he enjoyed the class and discussion process. It is just because of his ignorant character, he only answered the questions given modestly just when his friends ask him to. In some parts of the contents of the *Hikayat Prang Sabi*, his friend could not understand because of some unfamiliar terms, so he only translated them according to what he could understand.

#### FGD

In the implementation of the FGD, this method was carried out five times during the learning process using the PjBL Approach, which was during the understanding of the script and the writing of the drama script. From here it was also found that the critical stages began to increase or improve from the 1st FGD meeting to the 5th FGD meeting. At the 1st and 2nd FGD, student-1 seemed more

enthusiastic in reading and understanding the *Hikayat Prang Sabi's* reading context because he felt familiar with his language, where in his daily life and social environment more often use the language of Aceh. While students 2, 3, and 4, are more visible trying to understand the contents of the reading. They did not really understand the contents of *Hikayat Prang Sabi* which is a form of Acehnese prose; moreover there are many words that are not commonly used in the current daily life. Although their social life also generally uses the Acehnese language, the Acehnese language contained in *Hikayat Prang Sabi* which was written by Teungku Chik Pante Kulu indeed use literary language that is high enough to be understood by young people today.

In the 3rd FGD, the four students began to be able to follow and understand the contents of *Hikayat Prang Sabi*, so that enthusiasm also began to appear. The way of discussion also looks even better and smoother. Each student gave opinions about what they understand from the reading. In the 4th and 5th FGD, the students began to master the reading, so the discussion process was more interesting and the writing of the drama script was getting better. They can smoothly comment on each other for the storyline that will be written in the script of drama, which is the project for this learning.

#### Document review

In the document review, the drama script produced by the students from the reading of *Hikayat Prang Sabi* was analyzed by the researcher. From the script analyzed, It can be seen that students' understanding of the reading context; *Hikayat Prang Sabi*, began to be adequate. This was reflected in the neatly arranged and easy to understand storyline. Although it cannot be categorized

as a perfect drama script, their understanding of the stories contained in *Hikayat Prang Sabi* can be represented in the drama script produced.

#### **The Effectiveness of Learning**

As stated by Slavin (2000), the effectiveness of learning can be measured by using four indicators, they are; quality of learning, suitability level of learning, incentives, and time. So here below the effectiveness of learning will be explained according the categories;

##### a. Quality of learning

Quality of learning can be seen by the mistakes made by students. The fewer mistakes they made, the more effective the learning approach is. But in increasing the criticality of students' mindset, the answers of the questions given in this study cannot be just grouped into "correct" and "wrong" answers. All the answers given by students are correct; it' is the depth of the answers, the way students explain a problem in detail, and how they relate it in the social life is being the measurement.

Here, according to data collected in interviews, FGDs, and document review, it shows that the depth of the answers given, the detailed explanations, and the way they relate them to the daily life has significant improvement. So that in terms of quality of learning, project based learning is very effective to implement.

##### b. Suitability level of learning or appropriate level of instruction

In measuring the effectiveness of a study, the appropriateness of the level of material provided must be considered. In this research, the Project Based Learning approach with using the analysis of *Hikayat Prang Sabi* as a project that must be done by students is suitable to be applied.



For the university students, the process of analyzing in depth on a given subject is a demand. So if it is viewed from the suitability of the learning level, the Project Based Learning approach is very effective to be applied.

c. Incentives

Incentives mean the extent to which a teacher as a facilitator in learning provides motivation to students. The higher the motivation given by the teacher in the teaching and learning process, the higher the level of effectiveness possessed. In this class of Project based learning approach, students' learning motivation continuously increase, because here the students being the centers and take more roles in the learning process. In addition, interactions and collaboration among the students also increase, so that learning motivation is maintained. Here, the teacher's role is as a facilitator, where every constructive input is also continuously given. So, in terms of incentives, the project-based learning approach is very effective to be implemented.

d. Time

One other category that identifies the effectiveness of a study is the timeliness set. In the PjBL program by analyzing *Hikayat Prang Sabi* as a project that must be carried out by the students, every time has been plotted, so that every target determined at each meeting can be achieved. So, according to this, PjBL approach is also very effective to be applied.

Based on the explanations in the learning effectiveness category above, it can be concluded that the Project Based Learning approach is very effective to be

applied in the classroom; both scientific and social classes.

### **Discussion**

From the interviews, FGDs and drama scripts presented, it can be seen that the ability of analysis and critical thinking of the four students at the English Language Study Program of STKIP BumiPersadaLhokseumawe has increased even though not maximally. It can be influenced by the background of their life and society which are different. For instance, Student-1 comes from the family that are life in the traditional market society, where Acehese language is common used. But on the other hand, even the Acehese language is familiar to him, but the critical discussion is rarely happen.

Student-2 comes from one of the village in North Aceh, where the used of Acehese language is also common, but his social life usually in the school where he works as the operator. Then, with so many education issues that usually consumed by the Academic people in the school, it can influence him in the way how he think, especially in the critically.

Student-3 and student-4 are the people who live in the town where the Acehese language is rarely used. Besides, their social life is also very common as the university students, then rarely participated in the academic event.

From those backgrounds of life of the students, it can be concluded that their activities that can increase the critical thinking is very rare, so that was why their critical thinking is also low.

From the result of this study, there were still many shortcomings founded, for example, the storyline of the drama script they produced was not strong enough, or the answers of the interview were less

profound and specific. But their exposure to the solution of a problem began to look better. For this reason, there are many projects and discussions that they must do to continue to hone their thinking skills so that their thoughts can become increasingly sharp and critical in uncovering various problems that they find in social and real life.

## CONCLUSION

After went through the analysis and discussion of the result of this research, there are some conclusions given, such as:

1. The critical thinking of the students improve through the project based learning approach with raised the *Hikayat Prang Sabi* as the project they have to do in the learning process. This literary work as the local issues can stimulate their thinking in the learning process.
2. Student's interest in the learning was much higher while they did the project in the learning process than while they did the very common learning process such as teacher centered method or just doing the common discussion all the time, that why PjBL is very effective to be applied in the learning process.
3. Raised the local or traditional works of issues as the project in the PjBL approach is very suggested to be applied in the learning process because it can relate the students directly to their real life.
4. There are some others alternative ways of learning that can make the learning process are more interesting, especially in leaning language, can be applied as the project in PjBL approach.
5. It is important to relate and stimulate student's thinking to their real life or

familiar condition in order to gain the best result of the learning.

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# GALLERY WALK: AN ALTERNATIVE LEARNING STRATEGY FOR STUDENTS' WRITING ACHIEVEMENT

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## Abstract

This study aims to improve students' ability to write complimenting English texts. The subjects of this study were 28 students of class X-IPA1 SMA 5 Banda Aceh. This research is a classroom action research (CAR) consisting of 2 cycles. Each cycle includes planning (planning), implementation (Action), observation (Observation), and reflection (Reflection). The data of this study were collected through performance, student observation sheets and management of learning by the teacher. The results showed that the students' ability to write English complimenting texts in the first cycle reached 60.09% and in the second cycle increased to 83.33% of students who achieved KKM 75. This means that the established indicators have been reached which determined that this study was successful if 85% of students reached KKM 75. By

thus it can be concluded that the application of the Gallery Walk method can improve capabilities students in writing a complimenting texts. In this connection, it is recommended that teachers apply the Gallery Walk method in teaching English, especially for teaching writing skills.

**Keyword:** *Gallery Walk, Writing, complimenting English texts*

## INTRODUCTION

The ability to understand these aspects will determine success in the communication process. These aspects of communication include listening, speaking, reading and writing skills. Basically, the four aspects stand alone, but the use of language as a communication tool cannot be separated but must be integrated. This shows that language is an integration of several aspects. In accordance with the 2006 curriculum requirements, one aspect of language skills that must be taught to high school students is writing skills. Writing skills emphasize writing methods (processes) not just writing products, so both of these must be considered. Writing competence is also emphasized on the purpose and function of writing (see SK / KD in the syllabus). In the process of learning, children learn from their own

experience, construct knowledge then give meaning to that knowledge. Through a process of learning that experiences itself, find yourself, especially in groups, the child becomes happy, so that grows interest in learning, especially learning English.

One of the teacher's tasks is to foster interest and attractiveness of students towards the lesson in order to achieve the expected learning objectives. Teachers are expected to be active in developing appropriate methods and delivery approaches so that students are expected to understand well the material being studied. The selection of appropriate learning methods is important to create an active student and interesting learning. If a teacher succeeds in creating a learning atmosphere that can motivate and activate students in learning, chances are students will get the learning outcomes as expected. For this

reason, an effective learning method is needed that empowers students' achievement in writing. A learning method that does not require students to memorize facts, but a method that encourages students to construct in their own minds (Uno, 2011).

The fact that was discovered by the researchers while teaching in SMA 5Banda Aceh, the ability to produce and write texts of most students (65% of the total number of students) is still relatively low. This might occur because students do not really understand the process of writing well and the teaching methods applied by the teacher do not help students develop their skills in writing English texts. The tendency to give assignments that are individual is one of the causes of students' limitations to develop the ideas they have. Seeing this fact, researchers are interested in researching this problem. The solution is to apply the Gallery Walk learning method in teaching writing. Gallery Walk learning method is a way to assess and celebrate what students have learned after a series of study lessons.

Gallery Walk, according to Silberman (2007: 264), who called it the Gallery Learning, "is a way to assess and celebrate what students have learned after a series of study lessons". Then the same thing also stated by Machmudah (2008: 152), called the Gallery Walk as the Learning Gallery. "Learning Gallery is a way to assess and remember what students have learned. According to Francek in the Journal of College of Science Teaching (2006: 27), "Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. It consists of two words, namely Gallery and Walk. Gallery is an exhibition. Exhibition is an activity to

introduce products, works or ideas to the general public. The steps for applying the Gallery Walk method (Teaching Team: 2011) are as follows:

- 1) Participants are divided into groups.
- 2) Groups are given flipchart / flip chart paper.
- 3) Determine the topic / theme of the lesson.
- 4) The results of group work are posted on the wall.
- 5) Each group rotates observing the work of other groups.
- 6) One group representative answers each of the questions asked by other groups.
- 7) Correction together.
- 8) Clarification and conclusion.

According to Uno (2011: 50), the Gallery Walk method is called the group traveling method. This method has the goal so that each group member gets the opportunity to contribute and listen to the views and thoughts of other members.

## **METHOD**

This research is a classroom action research study consisting of 2 cycles. In this research activity researchers collaborated with 2 SMA 5Banda Aceh teachers. Researchers take action in the classroom as a teacher and 2 other teachers act as observers in charge of observing the learning process in class. In accordance with the type of research chosen, namely action research, this study uses a spiral-shaped action research method from one cycle to the next. Each cycle includes planning (action), action (action), observation (observation), and reflection (reflection). The next step in the cycle is revised planning, action, observation and reflection. Data collection tools in this study were (1) practical work (2) observation sheets of student activities. This research is

considered successful if it meets the following indicators:

1. 80% of study groups reach a minimum value of  $\geq 75$  in writing analytical exposition text
2. Student activities reach good criteria (76% - 86%)

## RESULT

### Cycle I

The implementation of teaching and learning activities for the first cycle was held on 5 August to 2 September 2019 in class XI-IPA1 SMA 5 Banda Aceh with 28 students.

**Table 1. Result of students' Writing on complimenting English texts Cycle I**

No	Group	Score	Note
1	I	45	Not Complete
2	II	75	Complete
3	III	40	Not Complete
4	IV	55	Not Complete
5	V	75	Complete
6	VI	40	Not Complete

The table above shows the value of analytical exposition text writing obtained by students from the practice of writing in groups when the learning process takes place. From the table above it can be seen that from the 6 study groups that were formed only 2 groups who scored 75 while other groups scored below 75. This means that only 2 study groups (30%) achieved

the KKM score while the other group (75%) had not yet achieved the KKM.

### Student Activity

Observers' observations are also aimed at student activities and data on student activities can be seen from the following table:

**Table 2. Student Activity Data on English Learning Cycle 1**

No	Aspect	Student	Percentage
1	Pay attention to the teacher's explanation	7	87,5
2	Work in groups	4	50
3	Asking questions during class discussions	3	37,5
4	Answering questions in class discussions	3	37,5
5	Correct wrong answers	3	37,5
6	Present the results of group discussions	6	75
7	Summarizing the subject material	4	50
Percentage(%)			53,57

From table 4.5 above it can be seen that from 8 students in the 2 groups observed the percentage of student activities 53.57%. This shows that the activities of students are classified as less and still less than expected by researchers. Improvements must be made in the next

cycle by way of more motivating and guiding students during class and group discussions. This percentage is still below the lower indicator well (76% - 86%) as specified in the indicators of success. Reflection is done at the end of the cycle, as a basis for reflecting learning activities.

Based on observations of learning activities are (1) students enthusiastic about reading, (2) atmosphereclass is rather noisy because students who are able to dominate activities, (3) teachers still lack motivation to students, (4) students' writing abilities reach an average of 69.09 and a percentage of 53.57%. Based on the description above, obtained activities students are not good, teacher activity is not good, and classical learning outcomes have not been completed, the implementation of research

cycle I has not been successful. Thus the implementation of the second cycle must be continued by correcting the weaknesses in the first cycle.

### Cycle II

The action II was carried out by the lead researcher (teacher), while members of researchers 1 and 2 were observers. At the end of learning students are given a formative test.

**Table 3. Result of students' Writing on complimenting English texts Cycle II**

No	Group	Score	Note
1	I	75	Complete
2	II	85	Complete
3	III	60	Not
4	IV	75	Complete
5	V	85	Complete
6	VI	75	Complete

The table above shows the value of analytical exposition text writing obtained by students from the practice of writing in groups when the learning process cycle 2 takes place. From the table above it can be seen that from the 6 study groups formed, there were 5 groups that scored 75 and above while 2 other groups get a value below 75. It means that there were 5 study

groups (83.33%) that achieved the KKM score and only 2 groups (11.67%) had not yet reached the KKM score.

### Student Activities During Learning

The result of observations on student activities can be seen from the following table:

**Tabel 4 Student Activity Data on English Learning CycleII**

No	Aspect	Students	Percentage
1	Pay attention to the teacher's explanation	8	100
2	Work in groups	7	87,5
3	Asking questions during class discussions	6	75
4	Answering questions in class discussions	7	87,5
5	Correct wrong answers	6	75
6	Present the results of group discussions	8	100
7	Summarizing the subject material	7	87,5
Percentage(%)			

The data from observations on student activity has increased from 53.57%

in the first cycle to 87.5% in the second cycle. A large increase in the percentage of



student activity occurs in aspects of working in groups, asking questions in class discussions, answering questions, correcting wrong answers, and presenting group work. At the reflection stage, it is examined what has been done well or that is still not good in the teaching and learning process by applying Gallery Walk teaching methods. From the data that has been obtained can be described as follows:

1) During the teaching and learning process the teacher has implemented almost all aspects of learning well. Although there are some aspects that are not yet perfect, the percentage of successful implementation for each aspect is quite large.

2) Based on observational data it is known that students are active during the learning process.

3) Deficiencies in the previous cycles have experienced improvements and improvements so that it becomes better.

4) Student learning outcomes in cycle II achieve completeness

Therefore it can be concluded that this research was successful and could be stopped until the second cycle.

## **DISCUSSION**

### **1. Writing Practices Work Results**

During the learning process, students do practical work writing analytical exposition texts in groups, each group consisting of 4-5 students who are divided heterogeneously. This writing activity is carried out through a process that starts from the stage of editing the outline, refinement, correction and revision. The results of writing in the first cycle showed that only 2 study groups (20%) were able to write with the results reaching KKM 75 while the other 4 groups had not yet achieved the KKM value. In cycle II, the number of groups that can write up to reach

the KKM value increased to 4 groups (80%) and only 2 groups (20%) have not reached the minimum value of 75. This means that the students' writing ability is increasingly experiencing improvement and the first indicator of success is determined researchers have fulfilled. This success was greatly influenced by the application of the Gallery Walk method because the results of student writing were displayed in every corner of the classroom to be witnessed and corrected by each study group. This activity provides a direct opportunity for students to assess the extent of their writing abilities and in what aspects they experience deficiencies that ultimately they must correct based on input or correction from other groups besides the teacher.

### **2. Student Activities While Learning**

Based on data analysis, obtained student activity in the process of learning English on analytical exposition text writing material with the Gallery Walk learning method proved that student activity increased from cycle I to cycle II. In cycle I student activity reached 53.57% and in cycle II it reached 87.5%. This percentage has met the specified success indicators so that it does not need to proceed to the next cycle.

## **CONCLUSION**

Based on the results of research that has been carried out for two cycles, and the presentation of the results of the entire discussion can be concluded as follows:

Gallery Walk learning method has a positive impact in improving the learning process, especially in aspects of writing analytical text exposition. Gallery Walk learning method has a positive impact in improving student learning outcomes which is characterized by an increase in student

mastery learning both individually and in groups. Gallery Walk learning methods can increase student activity, especially in group discussions and presentations of group work. Students can work independently or in groups, and are able to take responsibility for all individual and group assignments.

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# TARGET NEED INTERVIEW IN DEVELOPING TEACHING ENGLISH ESSAY MATERIAL BASED ON BRAINWRITING STRATEGY

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## Abstract

The study in this research is an interview in needs analysis of students and lecturers or target needs to determine the basis to be used in developing a product in the form of teaching essays in English. Analysis of this need is a step or procedure that must be done in research and development. The procedure in this research is interview. This research was conducted at an English Education Program at STKIP Kusuma Negara Jakarta. One of the motivation of researcher to conduct this research is the existence of information on the ability of most students in writing English essays that are still below the average and one reason is because the English essay writing material used is less interesting and difficult to understand, so students not interested in studying thoroughly. With this, researcher was inspired to develop teaching material models for writing essays in English. One of the procedures carried out in developing the teaching material is needs analysis. Based on the target needs interview, the researcher found the characteristics of teaching materials in writing English essays needed by students and lecturers, these characteristics are almost similar to the characteristics of brainwriting learning strategies. Thus a brainwriting strategy will be integrated into the preparation of English essay writing teaching material.

**Keywords:** *Target needs interview, English essay writing material, brainwriting strategy*

## INTRODUCTION

The concept of teaching material that is understood by most people is in the form of textbooks or book used for training or courses that directly refer to a material. But the concept is actually is a set of teaching material that refers to anything that is used by the teacher or lecturer in the learning process. Not only in the form of textbooks, but also teaching material be in the form of VCDs, videos, pictures, dictionaries, grammar books, you tube, or others. In addition, teaching materials can be taken from the results of photography, newspapers, television, and so on. Based on this, it can be concluded that the teaching material is anything in any form that is used by the teacher or lecturer in the learning process which aims to improve student knowledge.

Teaching material leads to everything that is used by lecturers and students to facilitate language learning to improve language knowledge and experience, for example essay writing skills. While the development of teaching material is what is done by writers, instructors or students to provide input sources of various experiences designed to improve language learning (Tomlinson, 2014).

Teaching material is very important to convey to students. With legal and technological norms as approved content, industrial registration courses are the basic courses in an approved curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms. Developing work-oriented and project-based teaching materials is a trend of

curriculum reform in vocational schools (Ding, 2014). The importance of teaching material also stated in research conducted by Brownsword that teaching material is very important for the achievement of teaching goals. With legal and technological norms as the main content, industrial regulation courses are the basic courses in the framework curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms (Brownsword, 2013).

In this study, why teaching materials for writing essays in English were used as the object of research, because based on observations related to teaching material writing English essays given to students was only a presentation slide and based on information from several students they found it difficult to understand the material given to students. In addition, the researcher obtained data on learning outcomes in writing student essay which is still below the minimum value determined by the campus.

Based on the statement above, researcher inspired to carry out research by developing teaching materials to write English essays that were tailored to the needs of lecturers and students. Thus the English essay writing material developed can reach the target and can be used by students and lecturers and can improve the ability of students to write English essays

The research focus is on a preliminary study precisely on the analysis of the needs of students and lecturers related to English teaching materials. This is intended so that in the preparation of teaching material writing English essays can be combined with a basis that is a strategy or learning technique. Based on the analysis of the need for teaching material,

writing this essay in English is different from the usual teaching material. The preparation of teaching materials for writing English essays will be prepared on the basis of learning strategies whose characteristics are similar to the characteristics of the teaching material needed by students.

## **METHOD**

The method in this research is basically a mixed method or mix method in research and development, only focused on one of the stages in it, namely interview on needs analysis. Analysis of teaching material needs is a matter that must be done in research and development, this is a very important and fundamental activity in the development of curriculum material, and also in the development of teaching materials. Need analysis or also called need assessment in a language learning program, not only identifies learner needs, but also those related to the language itself and determining goals and objectives. Goals are general statements related to the ability to be achieved and meet the needs of learners. While objective is the ability that must be mastered by the learner to achieve the goal (Brown, 2003).

Respondents taken for interviews were lecturers and students of English study education programs. Lecturer respondents were as many as five lecturers who taught writing 3 courses in English language education programs. The student respondents were 15 people, of which five were students who were studying kulish writing 3, five were students who had taken writing 3 and five were alumni of the English education study program.

## **RESULT AND DISCUSSION**

### ***Result***

#### **Interview with the lecturer who teaches writing 3**

Based on the responses of the five lecturer informants from the interview results, the teaching material for writing English essays that are being used is assessed: (1) Teaching material for writing essays in English that is being used based on the content of the teaching material is not yet in accordance with the syllabus used on the campus. also the material given by the lecturer to students is a slide in the form of power points whose material is taken from several sources including from the internet. There is one lecturer who uses textbooks but the book used by the lecturer is considered too high in the level of difficulty to be given to S1 students. (2) teaching materials for writing English essays are made in accordance with the learning objectives stated in SAP writing 3 courses, but because they are in slides, they are not as perfect as teaching materials in the form of books in general; (3) The material for writing English essays delivered by lecturers is made only for each meeting. Students cannot see what form of teaching material is written in an English essay that they will discuss for the next meeting, they only know what topics are discussed at the next meeting. The ability of students in writing English essays is still a lot of students whose grades are below the target. The results of interviews with lecturer respondents in writing III can be seen in the appendix (Inggris, n.d.)

#### **Interview Results with Students Taking Courses Writing 3**

Questions asked to students who are taking writing 3 courses are as many as seven questions. The information about

teaching materials for writing essays in English resulting from interviews with students who are taking 3 subjects include: a). learning to write English essays in one semester is only studied once in one semester, namely at the sixth meeting. This is in accordance with the SAP used by lecturers. Topics that dominate writing 3 courses are paragraph writing and thesis proposal writing; b) Teaching material for writing English essays used by lecturers is in the form of slides that are directly presented by lecturers, while with a special book for writing essays in English is only shown or is only directed as a reference in learning English essay writing: c) controlled with relation teaching material writing essays in English with the syllabus used, students do not really understand, because what they know they only learn to write English essays in one semester is only one meeting: d) based on the teaching materials currently used, students have several desires related to the teaching material they want to support learning English essay writing, while the English essay writing material they want includes: 1. English essay writing material in accordance with the existing SAP and syllabus, 2. There must be clear learning objectives in teaching material writing essays in English, 3. To pik discussed on essay writing tailored to the topic of the student mastered, 4. Equipped with a clear English essay writing theory, 5. Equipped with simple and clear essay examples, 6. In teaching materials equipped with techniques or strategies that can motivate, make students confident in writing, given enough time to bring ideas, and correction space from friends or lecturers.(H. W. mahasiswa yang sedang mengampu M. writing III, n.d.)

### **Results of Interviews with Students Who Are Educating Writing 3**

The results of the interviews with students who had taken writing 3 courses were five people taken from different classes, information related to teaching material writing essays in English as follows:

1). Based on the information obtained related to learning essay writing in English, when they study in writing 3 courses they have only one meeting in one semester, but there are also two or three times in one semester. In SAP, which is shown to students, there is only one meeting in one semester, but there are some lecturers who redesign SAP who make learning to write essays that initially only one meeting but they change into 2 or three meetings per semester: 2). Regarding the results of learning English essay writing, most students still felt confused about how to write good essays, they felt that the meetings they had at that time were lacking to help them improve their ability to write English essays: 3). When they learn to write a short English essay, they still feel confused about how to write a good English essay, the procedure or stage of writing an essay they remember to forget, what they find most difficult is to put their ideas in writing. In addition, students are also asked by lecturers to write topics that they are not very good at, even though they really want to improve their ability to write their English essays. Students want to be trained when writing their thesis so that they are good at writing their thesis well 4). Regarding the teaching material for writing English essays, it is the same as the information obtained from students who are taking the writing 3 course that the lecturer presents teaching material in writing English essays with presentation slides, and

the lecturer gives references taken in making the slide to students, this is because in one semester there is only one learning essay writing in English and there is no specific textbook used to learn to write English essays; 5). Linkage of teaching materials to write essays with syllabus, is assessed accordingly 6). Students who have written writing 3 want easy-to-understand English essay writing teaching material, which is equipped with explanatory theories of English essay writing and accompanied by examples of writing essays in English, and given exercises in which the topic is based on the level of understanding of students, and they want enough time to learn to write English essays. In addition, they also want a correction sheet for the essay results that they wrote both from their own friends and from the lecturers( hasil wawancara dengan mahasiswa yang sudah mengampu M. writing III, n.d.)

### **Results of Interviews with Alumni Students who have been teaching courses 3**

In addition to students who are still actively studying at the English Language Education Study Program at STKIP Kusuma Negara, to obtain stronger data and seek information related to the contribution of writing essays in the real world or work, the researchers took the initiative to interview five alumni students. The results of interviews from alumni informants are as follows:

1). Learning English essay writing based on four informants from randomly selected alumni students all said that they learned to write English essays only once in one semester at the sixth meeting, at the first and fifth meetings they concentrated on writing text. After learning to write their

English essay after that they are midterm and proceed with writing a thesis proposal then the final semester exam;2). Their understanding of writing essays in English, according to them writing English essays is quite complicated and complicated, besides they have to write at least five paragraphs, they are also constrained in putting their ideas into writing. According to them the frequency of the lecture given by the lecturer is a topic that they don't know, so they are confused about what to write. Besides that they are also constrained in the mastery of English vocabulary: 3). Regarding the contribution of learning to write English essays in writing student thesis at that time, alumni informants said that they were quite helpful in writing paragraphs of arguments or opinions, but they also did not understand how their writing actually was. The contribution of writing essays in the world of work so far they have not been able to feel the benefits; 4). Regarding the constraints or complaints to the four alumni student informants, they said that when they learned to write an English essay at that time, because only one meeting in their semester was only a few aspects they understood, for example they only understood the many paragraphs that must be written in an essay the rest they forget. They are difficult in expressing ideas, besides the vocabulary they have is not too much, they are also controlled in how to write good and correct essays 5). Regarding teaching material for writing essays in English which was used at that time, it was only a slide that was presented by lecturers and there was a group of students assigned to present the method of writing a good English essay without the practice of writing essays in English; 6). When asked about the alignment of teaching material in writing English essays

used with the syllabus, they answered they forgot; 7). Regarding teaching materials that they want to support the learning of effective English essay writing, they want a special book for writing English essays that can motivate and improve students' ability to write essays in English. For example the topic chosen is a topic that is familiar and is equipped with clear essay writing and the existence of exercises equipped with a correction sheet. In addition, students want to increase the number of meetings in one semester so that they can study carefully5). Regarding teaching material for writing essays in English which was used at that time, it was only a slide that was presented by lecturers and there was a group of students assigned to present the method of writing a good English essay without the practice of writing essays in English; 6). When asked about the alignment of teaching material in writing English essays used with the syllabus, they answered they forgot; 7). Regarding teaching materials that they want to support the learning of effective English essay writing, they want a special book for writing English essays that can motivate and improve students' ability to write essays in English. For example the topic chosen is a topic that is familiar and is equipped with clear essay writing and the existence of exercises equipped with a correction sheet. In addition, students want to increase the number of meetings in one semester so that they can study carefully(Jakarta, n.d.).

### ***Discussion***

Based on the results of interview on students and lecturers we found several characteristics of the three components from the interview result that describe the type of base to be combined in making English writing teaching material.

Characteristics of English essay writing materials needed and desired by students in general lies in the freedom to express ideas in writing, requires sufficient time to write, supportive situations, selection of themes that are in accordance with student knowledge, division of ideas, and opinions or opinions. input on the results of essay writing from peers and lecturers. These characteristics are found in one of the learning strategies devoted to writing, namely brainwriting strategies.

The characteristics of brainwriting strategies are similar to the characteristics of teaching materials in writing English that are interested in students, so researchers are inspired to develop teaching materials for writing English essays based on brainwriting strategies.

Research that uses brainwriting strategies to improve student writing skills is also done by Virdyna (Virdyna, 2016), but the difference lies in the brainwriting function itself. In this study, the brainwriting strategy used in the writing learning model as well as the research conducted by azwah brainwriting used in poetry writing learning models (Azizah, 2015). Another study related to brainwriting is research that is conducted to improve brainwriting decision making models (박형준 & 고은희, 2002), whereas in this study brainwriting was used in combining the characteristics of brainwriting strategies in developing teaching materials for writing essays in English. research on the development of teaching materials whose basis is determined through needs analysis is research conducted by Wahyuni, based on the results of Wahyuni's needs analysis using the CTL approach in developing writing teaching material (Wahyuni, 2017)

also in research (박혜옥, 2014)..

The results of this study are knowing the needs of students and lecturers in teaching English writing essays so that steps can be taken in the next step, namely the development of teaching material models for writing English essays on a basis that is in accordance with the results of the needs analysis. Furthermore, when the teaching material has been written in writing English essays that are appropriate and through expert tests, the teaching material can be implemented in the field with the aim of contributing to improving the ability to write student English essays. By knowing the needs of students and lecturers for teaching English writing essays, teaching materials will also be created in accordance with what is needed, based on the results of the needs analysis. It can be concluded that the teaching materials will be combined with learning strategies, namely brainwriting strategies. This will also be able to contribute to the ability of students to write English essays.

## CONCLUSION

In developing research products or in this case the product is in the form of teaching material writing essays in English, then the most basic thing that needs to be done is to analyze the needs of users, this is so that the intended product is targeted and can fulfil the objectives of the production program, If there is a similar study, it is highly expected to carry out an analysis of user requirements as a whole so that the desired goals are met properly. The shortcomings in this study are that in the respondent's survey or sample only 30% of the total number, it would be nice for all users to be the respondent of the needs analysis to produce a comprehensive



statement. It is desirable that this study can provide benefits to aspects of research in education and is recommended as a reference for development research.

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## TWO FACES OF ENGLISH HEGEMONY IN INDONESIA: AN OVERVIEW

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### Abstract

Mastering English which is currently an international language is one of the golden tickets to explore the world globally. As an educator, having an accredited research journal is an obligation. Nowadays, most international accredited journals are written in English. Therefore, having the ability of English language will help teachers to publish their articles or their writing internationally. Currently, almost all countries in the world prepare their human resources in English language skills. This paper argues that government policies, society, and English language teaching practices are students' environments which promote the emergence of bilingual euphoria phenomenon. Also, this paper will presents how this phenomenon will marginalize local languages together with some suggestions to overcome the situation.

**Keywords :** *Bilingual, Euphoria, Phenomenon, Local Languages, English, Global*

### INTRODUCTION

English is becoming the world number one language which is spoken by most people all over the world. With its status as the world lingua franca in the area of economy, politics, education, and information and technology, mastering English may give benefits to people to gain some access to the global economy, education, and politics. For people in business, mastering English can make them expand their business overseas. Educators are required to publish their research articles in accredited journals, which are mostly in English. Mastering English is becoming one of the tickets to open to the global world. Many countries are preparing their human resources to compete in this global world teaching English as their second or foreign language learning at their schools.

Despite the positive influence of global role English to open access to the world economy and education to one country, English also harms a country. According to McKay (2002), the global

spread of English threatens the role of existing languages in a country. The languages will reduce in their functions, and if the reducing role of these languages happens simultaneously, the languages will soon be extinct. Graddol (2007) predicted that by the year 2050, there would be only 1000 or fewer local languages remain in the world. It may occur because people prefer to speak the global language.

In Indonesia, the phenomenon of language extinction is inevitably happening too. Four vernacular languages are going to extinct; they are Maluku, Maluku Utara (Kao), Nusa Tenggara Barat, and Papua (Republika, 2011). Moreover, AV (2011) also added that there are 746 local languages in Indonesia whose speakers are decreasing in the last thirty years because people instead speak the modern language or foreign language. The modern language, in this case, is Bahasa, our lingua franca, while foreign language is English. Being able to speak Bahasa or speak English is considered as being part of modern people. On the other hand, many people perceive

mastering local languages or vernacular languages as old fashioned languages.

English has been the primary foreign language taught in secondary education since 1984 in Indonesia. English, along with Bahasa and Mathematics, has a dominant role as the determinants of students' failure or success in their three-year study at High School. Those subjects are tested in the national examination at high school. Students need to pass specific scores in each subject so that they can graduate from school. Failing to meet the minimum score in one subject means they can not graduate from school.

The result of the national examination recently shows that the average score of English surpasses the score of Bahasa. Bahasa got the lowest average in National Examination in the year 2009/2010 in North Sumatra (Bahasa 5,22; English 7,74) (Antaraneews.com, April 25, 2010). Bahasa failed 70 % of students in Bali in the National Examination (Kompas.com, May 16, 2011). Out of 11,443 students who failed the national examination 2010/2011, 3% English, 38,43 % Bahasa. (JPPN.com, May 20, 2011). Anom (2011) called this situation *the "Bilingual euphoria phenomenon."* It is a phenomenon where students feel that they must excel in English. Students find out the importance of mastering another language or becoming bilingual for their better future. Indonesian people are naturally bilingual people. They can speak two languages. Their first language (L1) is their mother tongue, known as the vernacular language spoken at home. Their second language is Bahasa functions as their lingua franca. Bahasa is studied and used in schools and formal situations.

English is seen to give benefit to their future rather than Bahasa so that

students they put lots of effort and energy to study English harder than Bahasa. This perception triggers this bilingual euphoria phenomenon. This phenomenon is an indication of how the English language can marginalize the local ones. The local languages (both mother tongue and Bahasa) will exist but the role of those languages in students daily life will be reduced replaced by English.

## **METHOD**

This study uses document analysis to seek the dominance of English in everyday life and in education. The author examines printed (a rector's decree, brochures of preschools), and electronic materials (online newspapers, social media status of 25 first semester students of a state university in west Kalimantan), and local billboards on the main streets in Pontianak. The author also did some observation concerning the students language for their daily conversation in and out of the classroom.

## **DISCUSSION**

This paper argues that government policies, society, and English language teaching practices are students' environments that promote the emergence of bilingual euphoria phenomenon. Also, this paper will presents how this phenomenon will marginalize local languages together with some suggestions to overcome the situation.

Indonesian government takes part in promoting the bilingual euphoria phenomenon by issuing some policies that pose English over Bahasa and vernacular languages. Crystal (2003) states that "Government has an important role in influencing the world' world' linguistic future because they have the political

decision and made allocation resources for language planning." Ministry of education proposed English as a subject for local content for a primary school in 1994. Since then, many primary schools in all provinces in Indonesia have been teaching English as their local content subject. Some schools start teaching English from year one but some from year four. Almost preschools teaches English as their main subject. Local languages, on the other hand, are never taught at schools on the island of Kalimantan, Papua, Sulawesi, and Sumatra (except in Nangroe Aceh Darussalam). Primary schools in Java and Bali island are the ones that teach English, vernacular languages, and Bahasa at the same time.

The other government policy that promotes the critical role of English over local languages is Government decree no. 20/2003, which stated that establishing international-based schools is a way to improve the quality of education in Indonesia. English is the medium of instruction in mathematics, physics, and biology. There were 1110 international-based schools in Indonesia comprising 195 primary schools, 299 junior high schools, 321 senior high schools, and 295 vocational high schools (NggoKontes, 2010). These international-based schools also get some privileges from the government, such as receiving many grants from local government, acquiring many pieces of training both domestic and overseas for their teachers, and being able to draw extra school fees from parents.

The dominance of English in international schools may reduce the importance of learning Bahasa and local languages. Crystal (2003) claims that the emergence of English as the primary foreign language at school may displace another language in the process. The policy

that puts the English instruction school as more qualified schools may shape people's opinion that qualified schools and education should use English as the medium of instruction. Moreover, being able to be useful in English opens more significant access to qualified education. Thus, many students may dedicate their spare time and effort to study English to able to enroll in the international-based school. They may look down the role of Bahasa in determining their success in the study.

In society, the bilingual euphoria phenomenon also takes place through the promotion of parents. Nowadays, more young children vary from four to twelve years of age are attending private English courses. Kids'Kids' classes in private English courses are always full and stable in the number of students. Parents are so enthusiastic about bringing their children to the courses and learning English at the courses is the number one activity that most parents choose for their young children. The study made by Djiwandono (2005) shows that parents send their children to private courses because they want their children to earn good grades in English lesson (88 %), to get them to like English (72.22 %), to be easier to learn English at the young age (72.22 %), and to make their children able to communicate in English (38.89 %).

From the statistics, we can see that parents nowadays motivate their children to learn English. Unfortunately, there also tendencies in which most parents use Bahasa as their daily language at home. They seldom use their local languages at home, and some do not even teach their mother tongue to their children. Many children can speak English and Bahasa but less able to speak their mother tongue. This

condition will make the local language dies since a language may die if no one speaks it anymore (Crystal, 2002)

The use of English as the language of media such as popular music and movies, which are mostly from the United States, assists the global spread of English in Indonesia. Internet and social networking, such as facebook and twitter, is becoming a youngsters' lifestyle. Updating status in English as considered to be how to get engaged to the world for youngsters. Showing up a new identity as part of global citizen since the youngsters may make friends across the world. Outdoor media such as posters, billboards, electronic displays, shop signs using English such as "how low can you go," Kotabaru junction, phone center, mall A Yani and Jakarta porridge, school duck and many more, become parts of an everyday scene. Youngsters have excellent exposure to the English language unconsciously every day. They may absorb the language in their daily conversation. They sometimes replace Bahasa or their local dialects when speaking with standard terms in English, such as Goodbye (Selamattinggal), exit (pintukeluar), and try (coba) and many more. Currently, there is a trend to mix Bahasa with English as everyday language such as "Laguapa yang sedang *happening* saatini" (what songs are popular now), "dimanabisa di access informasiini?" (where can we access this information?).

Communicative Language Teaching (CLT), as the methodology used in Indonesia since 1994 has restricted the role of L1 (first language) in the classroom. The basic tenet of CLT is that the use of the mother tongue should be discouraged as much as possible (Students are Limited use of mother tongue in the classroom because

of CLT (McKay, 2002). If teachers use other languages most of the time in the classroom, standards of English will drop so that English is best taught monolingually (Phillipson, 1992). Under those concepts, teachers consider the use of L1 by the students in the classroom as faulty. The teachers sometimes give any punishment for any students who speaks L1 in their classroom. According to Halliday (as cited in McKay, 2002), there are two versions of CLT - weak and strong versions. The weak version of CLT refers to the limited use of mother tongue in the class as applied by most Indonesian teachers.

On the other hand, the strong version of CLT allows learners to discuss the problem in their mother tongue, and then they must present the result of the discussion in English. In this strong version L1 functions as the bridge to facilitate the learners to understand L2 (second or foreign language). In this strong version of CLT, students will learn how their knowledge in their local language or Bahasa may help them to understand English.

The important of English over local languages in Indonesia is depicted from the obligation to have a certain minimum overall band score of TOEFL as a prerequisite to have a proposal- defense seminar for any bachelor, masters, and Ph.D. students in most states university in Indonesia. The score varies from one university to another depending and increases every year. Taken, for example, Tanjungpura University, undergraduate students must have a minimum overall band score of 430 and for Master students 450. Even if Students who get A (80 to 100 point) for his/her general English class and GPA (grade point average) is over 2.5 (out of 4 scales) as the minimum GPA to

graduate from university, but their TOEFL overall band score is below 450 can not have their proposal-defense seminar. They need to join the test many times or take TOEFL courses to get the minimum score required.

This type of assessment mismatches from the type of English class, General English class. University students only learn general English, which only prepares students to kind of English, which is used in everyday situations for two to four credits only in one semester. In contrast, TOEFL, with its standard American English, is administered for any second or foreign language learners who seek to study in North American Universities (Sharifian, 2009). TOEFL may not be a valid test to assess student's ability in English since it does not measure what kind of knowledge that students have learned so far and does not offer useful, meaningful information about a test-taker ability (Brown & Abeywickrama, 2010). Regarding the role of English as international language nowadays, having a specific test as the sole measurement of someone's ability in English is contrary to what Graddol (2006, p. 82) claims there is no single way of assessing English proficiency, which provides the target of learning.

Also, the thesis and mini-thesis are written in Bahasa so that there is no correlation with English. The policymakers at the university level should concern about the student's ability to write a standardized Bahasa in students' thesis. Even though the students have learned Bahasa since primary school, it does not guarantee that they can write their thesis in good and write Bahasa. TOEFL policy in universities supports the dominance of English in determining students' success or failure from high schools to the

university level. This condition may motivate students to make joining an English course as their number one extracurricular activity.

TOEFL is also popular among senior high schools in Indonesia. Some principals in some prominent schools in Indonesia provide their students with intensive TOEFL training a few months before the national examination. This course prepares students for the examination as well as to boost the English score in the examination. Having good average scores of English and mathematics can elevate the prestige of school in society.

There are some possible suggestions to prevent the possibility of the marginalization of local languages because of the global spread of English. The first, the government of Indonesia should oblige all schools from elementary level to high school to teach their local language as the local content in their curriculum. So, even though parents do not teach their children their local language or mother tongue, children still can get exposure to the language. Also, the governments should actively hold many competitions that can raise both parents and children to master and to be proud of their local language. The similar competitions held in English, such as speech, storytelling, beauty pageant, singing contest, and writing contest, may enlighten the love of their local languages. Thus, we can foster local language maintenance because language is our identity and repositories of our history (Crystal, 2000, Van Hoorde, as cited in Crystal, 2000).

The second suggestion is changing the language teachers' belief that local language or students L1 is permissive to use in CLT. The teachers should be trained

on how to effectively use L1 for active L2 (English) learning through techniques like comparing and contrast. There is an interdependence of proficiency between L1 and L2 (Skutnabb-Kangas & Toukoma 1977; Tookomaa and Skutnabb-Kangas 1977; Cummins 1979 and 1984). Phillipson (1992, p.191) states, "the failure to provide educational conditions for the development of cognitive-academic proficiency in L1 as well as initial literacy in L1 may invalidate efforts to determine learners' effort to build up such skills in L2". It shows that academic proficiency in Bahasa may determine students' English proficiency in a similar skill.

The third, Amidst the market demand of specific average TOEFL band scores to some job vacancy in Indonesia, TOEFL, and any international tests, namely IELTS and Cambridge test should not be a stumbling block for students to get their final achievement in the study. However, those tests may be used to map the student's ability in English. The result of the test will inform the university about the learners' English proficiency. With this information, English lectures and

policymakers in university may be able to design ideal English programs and courses. Graves (2000, p. 103) stated knowing the learners' level of English proficiency can assist teachers in choosing the kinds of texts to use, which skills to develop, which elements of grammar to emphasize, and so on.

## CONCLUSION

In conclusion, in the world language ecology, the dominance of English globally may naturally reduce the role of indigenous languages in one country. Being proficient in English is a must nowadays since it will open us global access to this modern world. However, being part of modern people should not make people undermine their local language. Government, society, and educators must be responsible for reviving the proud feeling of being a bilingual person with the balance ability in both languages. Our mastery of English should not make us forget our local language since our local language can strengthen our understanding of the concept of a new language.

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