PROSIDING

ISBN : 978 – 602 – 269 – 212 – 6

SEMINAR ILMIAH TERJADWAL
"PENGELOLAAN DATA ANALISIS KARYA ILMIAH"

Dilaksanakan oleh Prodi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas HKBP Nommensen
di Menza FKIP UHN Pematangsiantar
pada hari Selasa, 08 Mei 2018

Fakultas Keguruan dan Ilmu Pendidikan
Universitas HKBP Nommensen
Jalan Sangnaualuh No. 4 Pematangsiantar
0622-7550232

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Data Analysis in Writing a Library Research Paper

Sanggam Siahaan
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
siahaansanggam@yahoo.com

Abstract - This article is a model of a library research paper which can be presented in a journal, research report, collaborated theses research in any level of education, workshop, and seminar. This model is based on the data collection from the written electronic material downloaded from the internet. The data are taken based on making notes, such as quotation, paraphrase, and summary and analyzed by interpretation, evaluation, comparison, contrast, and judgment which can be presented in the structure of an essay or theses writing.
Keywordss: interpretation, evaluation, comparison, contrast, and judgment

I. INTRODUCTION

A. What is a library research paper?

It is a paper written scientifically based on the collection of the data from the written materials. Here in this course, the data are only taken from the electronic written materials.

II. RESEARCH PAPER DATA ANALYSIS

A. What is a library research paper data analysis?

It is interpreting, evaluating, comparing, contrasting, and judging the data in writing a library research paper.

It is interpreting, evaluating and judging facts and opinions, information collected from the written materials, for writing a survey library research paper in answering (a) question(s) .

It is interpreting, evaluating, comparing, contrasting, and judging facts and opinions, information collected from the written materials, for writing an argumentative library research paper in depending a statement.

B. What is data interpretation?

It is the activity of a researcher in writing a paragraph to say what a data means in order to answer a research question or to defend a research statement.

For instance:
Data:

A text is a meaningful unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a paragraph in a context.

Data analysis:
Ts. Siahaan(2008: 102) says that a text is a unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a paragraph in a context. SS1. It means that a text can be as small as a word or it can be as big as a paragraph or essay. SS2. Further, it also means that the meaning of a text does not only come from the meaning of every word or phrase or sentence it has. SS3, In addition to that, it also means that its meaning also comes from its context. Cs. A text is a small or big language unit which creates a meaning together with its context.

C. What is data evaluation?
Data:
A text is a meaningful unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a paragraph in a context.

Data analysis:
Ts. Siahaan (2008: 102) says that a text is a unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a paragraph in a context. SS1. It is pointed out that a text is not considered from its size. SS2. It means that a text can only be a word, but it must be in a context. SS3, It means that a language unit can be also as big as a book. Cs. A text does not refer to its size; however it refers to its meaning in a specific context.

D. What is data comparison?

Data 1:
contends that a text is a unified unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than a a paragraph (Simanjuntak, 2009:77).

Data 2:
a text is a coherent unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than a a paragraph (Hutagaol, 2010: 67).

Data 3:
a text is a meaningful unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a word in a context (Siahaan, 2008: 79).

Data Analysis:

Ts Express the general differences; focus on the similariities SS1 Similarity 1 SS2 Similarity 2 SS3 Similarity 3. CS Express the general differences

TS. Although the text can be defined differently in reference to its unity, coherence, and meaning; however, those three definitions contain similarities. SS1. Simanjuntak (2009:77) contends that it is a unified unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than aa paragraph. SS2. In addition to that, Hutagaol(2010: 67) mentions that it is a coherent unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than a a paragraph. SS3. Further, Siahaan (2008: 79) defines that itt is a meaningful unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a word in a context. CS. So, it is concluded that although a text is defined differently according to its unity, coherence, and meaning; however, those three definition contain similarities.

E. What is data contrast?

Data 1:
A text is a unified unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than aa paragraph (Simanjuntak, 2009:77).

Data 2:
A text is a coherent unit of language containing some words or a phrases or a sentences or a paragraph or the one which is bigger than aa paragraph (Hutagaol, 2010: 67).

Data 3:
A text is a meaningful unit of language which can be a word or a phrase or a sentence or a paragraph or the one which is bigger than a word in a context (Siahaan, 2008: 79).

Data Analysis:
Ts Express the general similarities; focus on the differences. SS1 Difference 1 SS2 Difference 2. SS3 Difference 3. CS Express the general similarities; focus on the differences.

TS. Although experts define that a text similarly to its linguistic aspects; however, they have different views on its logical contents. SS1. Simanjuntak (2009:77) contends that all the linguistic units of a text, such as words or phrases or sentences or paragraphs or the one which is bigger than a paragraph must be unified. SS2. In addition to that, Hutagaol(2010: 67) mentions that all that linguistic aspect must be coherent. SS3. Further, Siahaan (2008: 79) argues that those linguistic aspects must be meaningful. CS. So, it is concluded that although experts define a textsimilarly according to its linguistic aspects; however, they have differences opinions about it according to unity, coherence, and meaning.

F. What is data judgment?

TS. Summarize what is interpreted, evaluated, compared, and contrasted. SS. Comment 1 SS2 Comment 2 SS 3 Comment 3. Cs Last comment.

For instance:

Ts. The size of a unified and coherent text which is as small as a word or bigger than an essay can make meaning only in a context. SS1. A text which is not unified does not have a meaning. SS2. A bad text is not coherent, because the flow of meaning is not smooth in it. SS3. A text is the one which has unified topic aspects and smooth flow od idea to communicate a meaningful message. CS.Even a small text such as the one with only one word still make meaning if it is unified and coherent with its context.

III. Outlining a Survey Research Paper

A. Data Collection and Classification

Data Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Data Classification	A	E	C	B	A	E	B	C	B	A	D	E	B	D	C	D	E	D	C	A

B. Data Analysis Outline

Frozen Style
A^{1}
A^{5}
A^{10}
A^{20}

Formal Style
B^{4}
B^{7}
B^{9}
B^{13}

Informal Style
C^{3}
C^{8}
C^{15}
C^{19}

Casual Style
D^{11}
D^{14}

D^{16}
D^{19}

Intimate Style
E^{2}
E^{6}
E^{12}
E^{17}

C. Research Paper Structure

THE ENGLISH LANGUAGE STYLES IN THE CLASSROOM CONVERSATION OF THE HIGH SCHOOL STUDENTS

Prof. Dr. Sanggam Siahaan, M.Hum.
The University of HKBP NommensenPematangsiantar
(UHKBPN)

Adelina
Npm
The University of HKBP NommensenPematangsiantar
(UHKBPN)

ABSTRACT
150 WORDS
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xxxxxxxxxxxxxxxxxxx
Keywordss:xxx, xxxx, xxxx, xxxx

I. INTRODUCTION
A. Background
Tell why people use language style in participating in a conversation!
Identify the problem of your research!
B. Research Problem
Survey:
What English styles are used by high school students in their classroom conversation?

Argumentative:

High school students use five English styles in their classroom conversation, i.e., frozen, formal, informal, casual, and intimate style.

II. THEORETICAL FRAMEWORK

Tell what is meant by a conversation! Discuss it according to some references!
Tell what is meant by language style! Discuss it according to some references!

III. RESEARCH METHOD

A. Research Design

Explain that this research is a library research paper. Discuss what is meant by a library research paper according to some references!

B. Research Subject

Tell the sources of the data! Tell that the sources of your data are from the electronic written material from the WEB! Tell the number of your sources!

C. Research Object

Tell that your research objects are facts and opinions about the English styles used by the high school students in participating in a classroom conversation!
Tell the number of the facts and opinions you analyze in order to answer a question or depend a statement!

D. Research Instrument

Tell how you collect the data!
Tell that you collect the data by note taking, i.e., quoting, summarizing, and paraphrasing.
Tell how a quotation or summary or paraphrase is done!

E. Technique of Data Analysis

Tell how the data are analyzed!
Tell that the data are analyzed by interpretation, evaluation, comparison, contrast, and conclusion (judgement)!
Tell how interpretation or evaluation or comparison or contrast or conclusion (judgement) is executed!

IV. DATA ANALYSIS

A. THE FROZEN STYLE

Write an essay to tell or depend that high school students use frozen style in their classroom conversation!

B. THE FORMAL STYLE

Write an essay to tell or depend that high school students use formal style in their classroom conversation!

C. THE INFORMAL STYLE

Write an essay to tell or depend that high school students use informal style in their classroom conversation!

D. THE CASUAL STYLE

Write an essay to tell or depend that high school students use casual style in their classroom conversation!

E. THE INTIMATE STYLE

Write an essay to tell or depend that high school students use intimate style in their classroom conversation!

V. CONCLUSION AND SUGGESTION

A. CONCLUSION

B. SUGGESTION

NOTES

[1]xxxx

The Effect of Using Content and Language Integrated Learning (CLIL) on the Eleventh Grade Student at STM Taman Siswa Pematangsiantar in Comprehending English Text

Alex Dharmawan Sianturi
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
alexdharmawan1997@gmail.com

Abstract - This research was design to find out the effect of using content and language integrated learning (CLIL) of the eleventh grade students of STM Taman Siswa Pematangsiantar in comprehending English text. The researcher used the related theory by David Marsh, University of Jyväskylä, Finland (1994).The design of this research was quantitative research.The participantswere the eleventh grade students of STM Taman Siswa Pematangsiantar The researcher used two classes as the sample, where one class (37students) was the control group. The instrument for collecting the data was multiple choice. The researcher found that collecting the data was multiple choice. The researcher found that using CLIL method was more effective to the students than without using CLIL method in teaching reading comprehension. It can be seen from df: 72 (37+37-2) with the t-table was 1.66 and the calculation value was 6.46. It meant that t-test was higher than t-table 6.46 > 1.66.Finally, the researcher made conclusion that: there was significant effect of using CLIL method on the students's ability in comprhending English text.
Keywords: CLIL, Reading Comprehension, Text

I. INTRODUCTION

Globalization has made the world interconnected in ways never seen before and the quick development of new technologies is facilitating the exchangeof information and knowledge all over the globe, this obviously affects the waywe learn and the way we teach languages; in an integrated world, integratedlearning should be considered as a modern form of educationalapproach.Globalization is "an increasing level of interdependence between national systems by way of trade, military alliance and domination and cultural imperialism" cited in Walters (2001:4).In Indonesia globalization of education is characterized by the ambivalence of being confusion, as Indonesia wants to obtain the equivalent quality of international education, in fact Indonesia is not ready yet to achieve that quality.Education plays a very important role in producing human resources. Quality of education is expected to produce qualified human resources.The government has applied the newest curriculum that help us to improve the quality education in Indonesia, English subject in curriculum 2013 aim to the learners have the ability to develop

communication competence orally or written to achive literal informational level, to have an awareness of the importance of English to improve the competitiveness of the nation and the global community and to develop the understanding of learners about the relation between language and culture. (Kemendikbud: 2013).The aim of curriculum 2013 in English subject is how importance English language in Indonesia so we can compete globally, not only understand about English, but also improve our affective domain and psychomotor domain, and it emphazise on students centre, but the researcher find out the fact that the goal of curriculum is not achieved in the school, especially in bilingual school. Bilingualism is the ability of an individual in the community to use two languages effectively, Bhatia & Ritchie (2004) suggest that "generally speaking, earlier definition tended to restrict bilingualism to equal mastery of two languages, which later ones have allowed much greater variation in competence". Bilingual school is the school that use two languages of instruction in teaching learning process, native and secondary language, for example Indonesian and English. Baker (Hajimah, 2011) defined that "bilingual education is education that uses and promotes two languages". English basic skill regarded as speaking, listening, reading and writing, there are times when a person is not speaking, listening, reading or writing but is still using language (Baker, 2001, p. 6). Reading is one of the langauge skill that is vey important to learnt by the students. Reading is tool of language acquisition, of communication and of sharing information and ideas. Based onNunan (2005:69) Reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that the reader must be able to read the words and also comprehend the text.There are several obstacles in the implementation of bilingual school. Based on the researcher's observation for approximately 3 months in Teaching Practice in STM Taman Siswa Pematangsiantar, which is one the school that apply bilingual class, one of the obstacles in learning is the lack of students' understanding of the material taught in English. Especially in reading skill, almost all of eleventh grade students have the difficulties in comprehending the text. They do not know what the text tells about, difficulties in finding the main idea, the meaning word and sentences and determining kind of texts.

In this condition, a good teaching technique and the good teaching method in reading should be able to stimulate motivation and attention of students. A good method can motivate and helps students to comprehend a text in reading in teaching activities. From the explanation above that becomes the reason by the researcher like to conduct a research by using method that is CLIL which will have improvement the student ability in comprehending English text. The term of CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994) : "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous of a foreign language". According to Coyle, Hood and Marsh (2010), CLIL is a dual- focused educational approach in which additional language is used for the learning and teaching of both content and language. In CLIL a foreign language is used as a channel in the learning of a subject in which both language and subject have an interaction. The goal of CLIL is to improve reading comprehension by minimizing the

heterogeneous of students' ability in order to make the teacher easy to teach in teaching learning process. There are many method that can be used in teaching especially in teaching students to comprehending the text or teaching reading comprehension.

II. LITERATURE REVIEW

Reading Comprehension

Comprehension is very important part in reading because the goal of written language is to deliver the knowledge, information, massage, ideas and point of view the author. In this case, Elizbets and Pressley (2002: 14) write that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. The reader actively involved with the text to construct meaning, this active involvement including the use of prior knowledge. It involves drawing conclusions from the words and phrases that the author uses to communicate information, ideas, and points of view.

Level of Reading Comprehension

There are three levels of understanding in reading comprehension: literal meaning, inferential meaning and evaluative meaning comprehension.

1. Literal Meaning Comprehension

Literal comprehension, the first level of comprehension, requires that a student be able to extract information that is explicitly stated in a passage (Carnine et al., 2010). This level of understanding is dependent upon students' word-level processing skills, or their ability to accurately identify individual words and understand the meaning created by the combination of words into propositions and sentences (Perfetti, Landi, & Oakhill, 2005).

2. Inferential Reading Comprehension

Inferences are ideas which a reader receives when he goes beneath the surface to sense relationship, puts facts an ideas together to draw conclusions. At this stage, it is no longer sufficient for the reader to recognize and understand what the author has said. Instead, the reader is required to manipulate information in the text to search for relationships among the main idea and details and to use that information to interpret and draw conclusions about the author's intended meaning (Vacca et al., 2009).

3. Evaluative Meaning Comprehension

The third and most complex level of reading comprehension proposed by the levels of comprehension theory is evaluative comprehension (critical or applied understanding). Evaluative comprehension can be seen as an extension of the knowledge, skills, and strategies required of literal and inferential comprehension tasks. The reader is required to understand the text written on the page (literal comprehension), and make the interpretations about the author's intended meaning, and it creates the new meanings. The creation of these new meanings and relationships involves a myriad of different skills

including divergent thinking, critical analysis, synthesis, and evaluation (Vacca et al., 2009)

Assessment of Reading Comprehension

Reading assessment aims to measure the student's ability in reading comprehension. Nation (2009: 77-88) stated some types of test that can be used to measure the students' reading comprehension. The reading tests can be explained below:

A. Pronominal Questions, Imperatives

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

B. True/False, Yes/No, Alternative Questions and Multiple-choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. This simplifies marking. In the following discussion we focused on multiple-choice questions because these are the most difficult to make. Typically there is a stem with four choices, one of which is correct.

For example:

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is . . . years old.
   A. four C. forty
   B. fourteen D. ten
2. What is peter's hobby?

Answer:_____

Definition of CLIL

Content and Language Integrated Learning (CLIL) has been practised for many years, from the babylonian era to the early sixties when bilingual education was introduced in many school around the world. The term of CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994) : "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous of a foreign language." Marsh et al. (2010), "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels." It means CLIL is an approach that focused on two things, like additional language and language to support learning process. Marsh (2003) adds that CLIL also includes procedure when it is implemented effectively.

For instance, when students learn a subject; namely, history, geography and/or science through the medium of a foreign language; the foreign language acts as a vehicle for learning, thus educators plan integrating not only content and language but also procedures by stating how content will be addressed in such a way that it is meaningful for every learner, no matter their proficiency level.

"CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language"(EuroCLIC 1994)..

Characteristic of CLIL

Based on Mehisto, Marsh, & Frigol in Dalton (2011), CLIL can be described as an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level. CLIL often depends as much on its cultural and political frame of reference as on the actual characteristics of the program. According to Lasagabaster and Sierra (2009), there are six characteristic of CLIL, they are:

1. CLIL using a foreign language or, not a second language (L2). That is, the language of instruction is one that students will mainly encounter in the classroom, given that it is not regularly used in the wider society they live in.
2. The dominant CLIL language is English, reflecting the fact that a command of English as an additional language is increasingly regarded as a key literacy feature worldwide.
3. CLIL also implies that teachers will normally be nonnative speakers of the target language. They are not, in most cases, foreign language experts, but instead content experts, because "classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from academic/ scientific disciplines or from the professions" (Wolff, 2010).
4. CLIL lessons are usually timetabled as content lessons, while the target language normally continues as a subject in its own right in the shape of foreign language lessons taught by language specialists.
5. In CLIL programs typically less than 50% of the curriculum is taught in the target language.
6. Furthermore, CLIL is usually implemented once learners have already acquired literacy skills in their first language (L1), which is more often at the secondary than the primary level.

Implementing the CLIL

The procedure of implementing CLIL, as follow:

1. Pre-stage

   During the pre-stage every effort was made to adopt appropriate means so as to motivate the students, arouse their interest in the topics at issue and engage them in the learning process. Multi-media resources and visual materials were used while teaching techniques such as brainstorming along with mind mapping were

introduced not only to activate the students' background knowledge as regards the topics of the modules but also in order to develop their cognitive skills. It was during this stage that the students were prepared to cope with the demands of each one of the tasks presented to them within the modules but were also equipped with all skills considered essential to deal with organizing the Active Citizenship Week and producing the campaign projects. At this stage, it was also necessary to consider grouping issues as well as cooperation rules, which facilitated the students in working together and attain the most optimal outcomes for their team and class.

2. While stage

   During the while-stage the students were given the opportunity to work in pairs and groups using authentic materials and exploring the concept of citizenship in depth since learning about their rights is integral to citizenship education. The materials used, aimed at helping the learners acquire the necessary vocabulary and linguistic structures so as to be able to express their ideas while the thematic units had a clear focus on developing their intercultural skills and competence in a systematic, natural way. The students were engaged in a variety of inquiry-based activities which called for investigating, collaborating interacting and communicating with each other while trying to 'solve the problem'. They were encouraged to get involved in reflecting on culturally determined attitudes and values, analyzing the feelings of individuals confronting hardships and discrimination, developing empathy, comparing and/or contrasting different cultures to the majority culture, exploring and degrading cultural stereotypes, aiming to nurture the students' tolerance and respect for 'otherness'. Meanwhile, the teacher's role concerned issues of organization and management to facilitate the students' activity.

3. Post-stage

   At this stage the students' outcome or end product, whether based on pair or group work, was presented to the rest of the class and was subjected to evaluation on the basis of clearly specified criteria. The students were invited to reflect on: a) their progress through selfassessment, and b) their willingness to adopt different perspectives to multicultural values and citizenship issues.

Advantages and Disadvantages of CLIL

CLIL is the best method if we can implementing in learning process. But it same with the other method, CLIL also has advantages and disadvantages. There are some advantages of implementing CLIL in education, they are:

1. Teaching language + content
2. Learners get an awareness of the complexity of teaching and learning
3. Language at service of subject competences
4. Increases exposure to the second language
5. Key language skills developed and applied in a meaningful context
6. Broadening of general vocabulary and deepening of specialist vocabulary

7. Allows for communication in teaching
8. Development of both teachers and learners
9. Helps develop up-to-date skills, has the potential to improve economic conditions

There are some disadvantages of implementing CLIL, they are:

1. Getting balance between them
2. High intellectual involvement during CLIL classes
3. Time needed for acquisition of key vocabulary
4. Extra work load and challenges for students
5. Limited range of resources and difficulty in selecting suitable content
6. Unsatisfactory language level of subject teachers
7. Unsatisfactory level of content knowledge of language teachers
8. Assessing content and language at the same time
9. Learners can be inaccurate when communicating content in the L2
10. In some places no national policies on CLIL, no extra support for CLIL teachers
11. Time-consuming
12. Cannot save curriculum time

III. METHODOLOGY OF THE RESEARCH

This research conducts in quantitative research. According to Ary, et al (2010: 39), quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypothesis or question. This is a quantitative research that help the researcher to investigate the effect of CLIL to the students ability in comprehending text. This research uses experimental design because the researcher wants to measure the effect of CLIL on students in comprehending text. These researches consist of different groups namely experimental and control group. The experimental is a group taught by using CLIL, while the control group is a group taught by using Lecture method. Pre-test is administered to both group. Treatment by using CLIL is only give to the experimental groups and the last post test is administered to both group to see the differences.

It can be figured out as in the following table:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using CLIL	✓
Control	✓	Lecture Method	✓

This research conducted in STM Taman Siswa Pematangsiantar grade eleven 2017/2018 year and this research conducts on February 2018 and the steps were prepared, implemented and report.The subject of this research is the students in grade eleven. And the object is the learning process in classroom.

According to Ary, et al (2010: 148), "a population is defined as all members of any well-defined class of people, events, or objects". The population of this research is the eleventh grade students of STM Taman Siswa Pematangsiantar 2017/2018 academic year.

These are six parallel classes which consist of XI TKR (Teknik Kendaraan Ringan) has five classes and XI AUVI (Teknik Audio Visual) has one class.

Table 3.2 population

Class	Number of Students
XI TKR 1	37
XI TKR 2	43
XI TKR 3	37
XI TKR 4	39
XI TKR 5	43
XIAUVI	43
Total	**242**

There are two classes to be sample of this research from six classes. The sample is XI TKR 1 as experimental group and XI TKR 3 as control groupIn obtaining the sample, the researcher chooses cluster sampling. According to Ary, et al (2010: 154), "cluster sampling is sampling with the unit chosen is not an individual but, rather a group ofindividuals who are naturally together". In cluster sampling the sampling based the classes and groups so the researcher does not take samples from members of th population individually but in the form of classes that are already available. There are some reasons why the researcher chooses the class, as follows:

1. The teacher teachs in the both of class.
2. Both of classes have not get the material or lesson.
3. Both of classes have the same number of the students.
4. Both of classes have the opportunity of time and the number of students more than 30 people to be used as experimental group and control group.

The students are divided into two groups, 37 students are treated as the experimental group and 37 students are treated as the control group.

The Technique of Collecting Data

The test for collecting data is important thing in this research thatcan be determined the result of the research such as:

1. Pre-test

Pre test is the first activity of this research. The test gives to identify their achievement in comprehending Procedure text. Both of class, the experimental and the control group class are given pre-test. The result of pre-test compares with post- test to find out the effect of CLIL on the students ability in comprehending text.

2. Treatment

The experimental and the control classes are taught by using the same material but different method. Experimental class is teaching reading by using CLIL method while control class is teaching reading without using CLIL

3. Post-test

In this activity, the students do a post test. The post-test conducted to measure the students' ability after the treatment. In this phase, the students are not permitte to help each other during the test. The result of pre-test and post-test are collected and compared.

The Technique of Analyzing Data

After getting the data the researcher analyzed the data with some steps below:

1. Collect the data from the scoring of experimental and control group.
2. Identify the score of the students who were being treated with CLIL and who are not.
3. Compare the score.
4. The researcher calculate the mean score of both group by using the following formula:

$$\bar{X} = \frac{\sum fx}{N}$$

Where:

$\bar{X}$ = the average score
$\sum fx$ = sum of the raw score
N = number of students

5. The researcher calculate the Standard Deviation both of groups by using the following formula:

$$S = \frac{\sqrt{\sum d^2}}{N\text{-}1}$$

Where:

S = standard deviation
$\sum d^2$ = sum of mean deviation
N = number of students
1 = constant number

(Hatch & Farhady, 1982: 59)

6. The researcher calculate the standard error of difference of mean from both of groups by using the following formula:

$$SE\ (\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

Where:

$SE\ (\chi e - \chi c)$ = standard error
se = standard deviation of experimental
sc = standard deviation of control
N1 = number of students of experimental
N2 = number of students of control

(Hatch & Farhady, 1982: 112)

7. Draw the conclusion and testing the hypothesis.

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$$

Where:

$\bar{X}e$ = Mean of Post Test in Experimental

$\bar{X}c$ = Mean of Post Test in Control

$SE\ (\chi e - \chi c)$ = standard error

(Hatch & Farhady, 1982: 111)

8. Write some findings.

IV. FINDING AND DISCUSSION

Research Finding

After analyzing the data, the researcher found out that t-test (6,46) was higher than t-table (1.66). the researcher formulates the research finding, that "There is a significant effect of using CLIL method on the ability of the eleventh grade students of STM Taman Siswa Pematangsiantar in comprehending English text".

Discussion

The result of the data analysis showed that the CLIL method gave significance effect on the ability of the eleventh grade students of STM Taman Siswa Pematangsiantar in comprehending English text. The mean score of the students who were taught without CLIL method was 63,89 and the mean score of the students who were taught with CLIL method was 86,70. Based on the result after analyzing data the researcher found tha t t-test (6,46) was higher than t-table (1.66). It meant that Ha was accepted and Ho was rejected.

Those calculation findings were suitable with the theories as mentioned before that CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous of a foreign language. According to Coyle, Hood and Marsh (2010), CLIL is a dual- focused educational approach in which additional language is used for the learning and teaching of both content and language. Method can make the students increases exposure to the second language, by showing the picture and ask the students opinion can make the students broadening of general vocabulary and deepening of specialist vocabulary, by giving the students opportunity to give their opinion and allows for communication in teaching, development of both teachers and learners about new knowledge in language.

There are reasons why using CLIL method gives the effect on the ability of the eleventh grade students of STM Taman Siswa Pematangsiantar in comprehending English text. First, by using CLIL method, the students can improve their second language by learn new vocabulary, CLIL method is interesting method in the class, it shows from the students curiosity in learning the new language and comprehending English text. Third, the

vocabulary in CLIL method was divided into the specific categories for example, the text about "How to Change a Flat Tire", the vocabulary was classified into some categories such as the tools used, the steps, the material needed. It maked the students more interesting and easier to understand about the topic and can apply in the real situation.

V. CONCLUSSION

After analyzing the data, the researcher found out that t-test (6,46) was higher than t-table (1.66). Based on this finding, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. So by using CLIL method its significantly affects the ability of the eleventh grade students of STM Taman Siswa Pematangsiantar in comprehending English text.

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The Linguistic Features in the Conversation of Grade Eleven Students of SMA Negeri 3 Pematangsiantar

Kartika Lumbantobing
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
kartika.lumbantobing@yahoo.com

Abstract - This research aimed to describe the linguistic features by male and female in students conversation of grade eleven students of SMA Negeri 3 Pematangsiantar. To find out the answer of the problem in this research, the researcher uses the related theories, they are Lakoff (1975), Holmes (2010) and Meyerhoff (2006). The design of this research was descriptive qualitative research. The participants were the grade eleven of SMA Negeri 3 Pematangsiantar. The researcher used two classes, where one class (26 students) and the other one (36 students) was as the control group. The instrument for collecting the data was handphone. The research's results showed that both male and female characters use language features proposed by Lakoff (1975), such as, empty adjectives, hedge, intensifier, hypercorrect grammar, super polite form, tag question, and emphatic stress, even though the characteristics of color words and question intonation have not been found in the characters' utterances. The difference between men and women's speeches is shown clearly through the characteristic of hypercorrect grammar in which male students used informal speeches in higher frequency than female students and male students intend to lexical hedges and filler in their conversation than female students and also super polite form male students seldom to use it or never used it in their conversation and female students used avoidance of strong swear words than male students never used it.. Overall, it can be said female students had more formal language variation, while for male students had more informal language variation..
Keywords: Conversation, linguistics feature, text

I. INTRODUCTION

Linguistic features refer to the use of sentence, grammar and how the way to speak and several aspects of speech difference between male and female. Linguistic features not only in writing but also in speaking. It is often aimed to protect their face and their addressee's face. Lakoff in Holmes (2001) provides a list of ten linguistic features which characterize women's speech: lexical hedges or filler, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifier, hypercorrect grammar, super polite forms, emphatic stress, and avoidance of strong swear word. Men and women have differences to use language. They have their own vocabulary, way and action to express or

to mention something. In a certain situation, women speak differently from men in various speech communities.

Besides that, the students are not aware that their English have features or characteristics. Male and female students have their own linguistic features. Most of the students have their community language and the students also call "genk" that use to other students. When male and female students are talking, they show the different language or the form of language. Female students have more attention in grammar. They will try to make grammatical sentence before they talk, because for them grammar in language is also important and needed. In the other side, sometimes male students produce ungrammatical sentences when they talk. Usually they do not care with grammar. They think that will be better to speak up than arrange the sentence in grammatical before speak.

The researcher also found there are differences when male students and female students have conversation and also when they talk to each other. When they have conversation, there are difference linguistic feature are uttered by female and male students. This case makes different perspective both male and female.More over Robin Lakoff (2000), explained that women's speech was characterized by linguistic features and one of them, it is hypercorrect grammar. So, people language or linguistic features affected by gender. It is related to the Eckert and Ginetidea stated that woman have a different way of speaking that both can show and produce or get the position in social environment. Its mean, that men and women different in using language one of the reasons is they want them to be aware of their existence and to gain a position in social status.

From the description above, the researcher interest in conducting research about linguistic features especially for students in SMA N 3 Pematangsiantar. The purpose is not only to know what kind of language features use by male and female student, but also what factor support the differences of linguistic features between male and female students.

II. REVIEW OF LITERATURE

2.1 Sociolinguistics

Sociolinguistics is the study about language that use by society to communicate. According to Spolsky in Indrawan (2010:10), sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structure in which the users of language live. So, the researcher can say that sociolinguistics is the study about social and language. Social is a group relating to activities in which you meet and spend time with other people and which happen during the time when you are not working, and language is a tool of communication for human. According to Wardhaugh in Indrawan (2010:10), sociolinguistics is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how language functions in communication. It means that a society does not always have a same language with another society. For instance, through Simalungun and Toba are form of Batak's culture, they have different in language especially in intonation, structure and meaning.

2.2 Language Gender

Women are born with the ability to be more supportive and non-competitive, while men are not. There is no evidence to support this claim, so this can be seen as a stereo typing picture. Some researchers say that the reason why men and women different in their linguistic behaviour is because they are biologically different. Another explanation can be that of dominance; male dominance is reflected in language and men use all their available power to try to dominate each other and women. When women are dominated by men in this way, they usually seek support from other women instead of disagreeing with the men's dominance. But there are some women that turn to more prestigious language forms to avoid being dominated by men (Wardhaugh 2006:326).

2.3 Linguistic Features of Males and Females

Females and males are socialized in a very different condition and expectation so they produce very different language style.

There are four categories of the cause of appearing differences, (Kuntjara and Esther in Sandriani 2012:9). Here there are:

1. Women are more sensitive on what they speak.
   Women tend to be sensitive from in using language. In contrast, men tend to more pay attention with the information than the function of language itself.
2. The discovery finds women often use intimacy words, but men less pay attention about the intimacy words. Men language point out their power to others speaker.
3. Men often do interruption. The purpose is to show their power. In other side, women more often dominate in home than men.
4. Women tend to use standard form than men. It is because standard form express high social status for user. It is assumed if women have low social status than men so they will use standard form in their speech to make equality.

Finally, men and women use different language style in their speech. It is influenced with their position and status in society.

2.4 Linguistic Features

Linguistic features areseveral aspects of language used by women to differentiate between women and men's language characteristics (Lakoff in Holmes, 2001: 286). A list of ten Linguistic features which characterize women's speech: lexical hedges or filler, tag question, rising intonation on declarative, empty adjective, precise color terms, intensifier, hypercorrect grammar, super polite forms, emphatic stress, and avoidance of strong swear word.

2.5 Lexical Hedges or Filler

Filler is the special words are uttered by female to the other when they have uncertain answer of a question. The examples of fillers are /...uh.../, /...um.../, /...mmh.../, /...ah.../, /...yeah.../, /...right.../, etc. the example of lexical hedges are, like well, okay, already good, etc.

2.6 Tag Question

Mesthrie also identified four obvious function of tag question (Mesthrie, 2000:237). Here they are:

1. Epistemic modal tag

It is used to express uncertainty about information that will be conveyed. But it does not express politeness. Below the example:

Young woman recounting school experiences to her friend.

I did my exam in sixty-three was it.

2. Challenging tag

This tags question pressure someone to replying utterances. It expresses impoliteness. Here the example:

A:You'll probably find yourself um before the Chief Constable,

okay?

B:Yes, sir, yes, understood.

3. Facilitative tag

Here, it invites people to give contribution in the conversation. This tag question has function to express politeness for the listener. Below the example:

Host, Fiona, to Tom, a guest at her dinner party.

You've got a new job Tom haven't you?

4. Softening tag

It is used to reduce the force of potentially negative utterance. So by using softening tags a woman shows negative politeness.

Example:

Wife to husband viewing flood on kitchen floor.

Well that wasn't the best bit of plumbing you've ever done was it.

Sometime, we use taq question when the speaker and listener have known the answer and doesn't need confirmation. Because the function of taq question is to certain the statement or question.

2.7 Superpolite Form

Women are relative powerlesness for example their vulnerability in relation to men and their need to protect their reputation (Mesthrie, 2000:235). It means women tend to speak carefully and politely than men because the polite form that is used by them can help them to be sophisticated women. It aims to keep the other person in order not to offense and also to be more polite.

2.8 Hypercorrect Grammar

Lakoff (2004:80) state, woman are no supposed to talk rough. It means, woman should speak good, so woman use standard verb form is the perfect form for a sentence to make more polite.

Example: I would like very glad if you could come to my party.

Rising Intonation on Declarative

Example:

It's really nice?

It can be concluded that rising intonation on declarative occurs in a declarative sentence but becomes a question because there is a rising intonation at the word endpoint

Empty adjectives

Example:

- Awful!
- Adorable!

From the understanding and example then the empty adjectives are used to express the emotion and amazing condition.

Precise color terms

Example:

The wall is mauve.

From the explanation above, we can be concluded that women have their own language for choosing color that seldom used by men.

Intensifiers

Intensifier which is used to emphasize or strengthen the meanings of the following words.

Example:

- I feel so unhappy!
- That movie made me so sick!
- That sunset is so beautiful !
- Fred is sodumb!

From the example and the explanation, can concluded that intensifier is a word can strengthen statement to make the listener more sure to the speaker.

Avoidance of strong swear words

Eckert (2003:181) said that swear is one of the forms of an exclamation that can strong expression.

Example:

a) Oh dear, you've put the peanut butter in the refrigator again.
b) Shit, you've put the peanut butter in the refrigator again.

From the explanation above, that someone's expression can seen from how they use interjection llike swear and women avoid using rough swear.

Emphatic stress

Cited from Talbot (2010:38), Lakoff said that women use emphatic stress with their rise in intonation as in this example "what a beautiful dress" it

shows that women use over-the-top emphasis because they anticipate not being taken seriously by their interlocutors. The explanation shows that women use emotional stress to convince listeners to what is being discussed. Emphatic stress arises when in a sentence there is an emphasized word and a rising intonation.

III. METHODOLOGY OF THE RESEARCH

This research conducted by using descriptive qualitative research design. The researcher designed the research with the method because the researcher analyzed the process and form of language from the data. The subject of this research were students at grade eleventh of SMA N 3 Pematangsiantar, exactly at XI-IPA. The researcher analyzed 62 students, 24 male students and 38 female students.

In this research, the researcher collected the data base on field research. According to Ary, et al (2010: 431), there are three main methods to collect the data, the first is observation, interviewing and documentation. The procedure of data analysis used qualitative data analysis are, analyze the linguistic features from the students' conversation, classifying the linguistic features of male and female students and finding the differences of linguistic features.

IV. DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Data Analysis

The data of this research are the linguistic features in the students conversation. There are 14 conversations to be analyzed based on the theory of Lakoff (1975), as follow:

Data 1

Note: BTS = Name of Korean Band
Army = Name of fans Club from BTS
M = Male
F = Female

From the conversation male students also produced some linguistic features, they are:

1. Lexical hedges or filler

In the conversation above the researcher found some lexical hedges or filler that used by male students are yeah, love, ohh, like, ha, hmm and ah.

ohh, like that.. But, I don't like Korean singer.

ha... Whatever! We like Ed Sheere not BTS.

2. Hypercorrect grammar

From the conversation above, the researcher found that male students didn't care care to the structure of the sentences, like when used adjective sometimes they didn't use to be.

yeah, that song famous.

haha..., you funny! Crazyman!

From the first example "that song famous", should be that song is famous and fom the second example "you funny", should be you are funny.

3. Taq question

From the conversation above male student used taq qustion to certain their statment.

Ed Sheeren, know him?

4. Intensifiers

There is intensifier that found that used by male students is very.

whatever! Let's go to the canteen. I am very hungry.

5. Empty adjctive

haha..., you funny! Crazyman!
I want to make a good poem like
I am very hungry

Female students also used some linguistic features, they are:

1. Lexical hedges or filler

of course, I love his song, Perfect..
I know, but I don't really like him. But I like my Korean singer, BTS
I like BTS too!
Especially his song, have a ready good lyrics.

2. Taq question

it is about poem, isn't it?
it's so hard, you know?

3. Intensifiers

BTS are so talented and so handsome
and their dance is so beautiful!
it's so hard, you know?

4. Emphatic stress

but I don't really like him

5. Empty adjctive

BTS are so talented and so handsome
and their dance is so beautiful!
have a ready good lyrics
it's so hard

Data 2

Male students used some linguistic features, they are

1. Lexical hedges or filler

ahhh, hmm. Everywhere.
hemm, okay, mam 3 sornop and 1 fried noodle
I like steak.
I really like noodle

2. Intensifiers
   But it is too expensive
3. Empty adjctive
   guys, are you hungry? Lets go to the canteen.
   I am hungry. Lets go
   I like steak. But it is too expensive
4. Emphatic stress
   I really like noodle

Female students also used some linguistic features in their conversation, they are:

1. Taq question
   White canteen, okay?
2. Lexical hedges or filler
   I like pizza. I love it!
   I like every food, if my mom cook it

Data 3

From the data 3, the conversation only between female students they poduced some linguistic features, they are:

1. Lexical hedges or filler
   I think, tomorrow I am not busy.
   uhh, I like it!
   ohh, I forget.
   ohh, why do you like it?
   I like Perfect
   I am in love with jeolous from Labirint. I like it because the lirycs of the
   I like the song because Bianca sing the song in Indonesia Idol.
2. Taq question
   cicak karaoke, right?
3. Intensifiers
   Cause the lirycs so beautiful and is trending.
   I like it because the lirycs of the song make me fell good and so be touched
   hahahah, it is so funny.
4. Emphatic stress
   woww! Why do you like it?
5. Empty adjctive
   hahahah, it is so funny
   Cause the lirycs so beautiful and is trending.
   I like it because the lirycs of the song make me fell good and so be touched
6. Super polite form
   guys, could the first song we'll play is my favorite song?

Data 4

From the data 4, the conversation only between male students they poduced some linguistic features, they are:

1. Lexical hedges or filler
   ohh, my favorite singer is Diaw Hou. How about you?
   ohhh, my favorite singer is MLTR.
   I like Diaw Hau because I like rege
2. Hypercorrect grammar
   I want ask to you about for your favorite singer. It should be "I want to ask you about your favorite singer"
   why you like it?. It should be "why do you like it?."
   So what your favorite song?. It should be "So what is your favorite song?"
3. Intensifiers
   because the song is very good
4. Empty adjctive
   because the song is very good
   Because the lirycs is good

Data 5

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   huhh, I do not go anywhere
   hmmm, it certainly, would not be possible.
   yeah, so do I.
2. Emphatic stress
   I strongly agree
   hmmm, it certainly

Female students also used some linguistic features in their conversation, they are:

1. Intensifiers
   do not be too proud of my vacation
   hey, do not tempt him too much.
   it is a very good idea
2. Super polite form
   I am sorry I cannot go this time.
3. Emphatic stress
   that is a great idea
4. Lexical hedges or filler
   I thought you went with her to USA.
5. Empty adjctive
   Be quiet.
   I will in considered an arrogant
   it is a very good idea.

Data 6

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   hah! what? Janji? I never hear
   hmmmm, nothing.
   no, it is like band,
   hmmm, I think I don't. It's better I listen Coldplay.
2. Hypercorrect grammar
   Why you ask me?. It should be "Why do you ask me?"
   he tell us about it. It should be "he tells us about it"
   the music good. It should be "the music is good"
3. Taq question
   this is a new band from Indonesia, isn't it?
4. Intensifiers
   the song is very good
5. Emphatic stress
   no, I don't know exactly,
   that's right.
6. Empty adjctive
   the song is very good and the music good
   It's better I listen Coldplay

Female students also used some linguistic features in their conversation, they are:

1. Super polite form
   No poblem I must listen the song. So, I can give opinion about that.
   me too.
   I am sorry guys we must go, see you
2. Emphatic stress
   we see, you talk seriously
3. Taq question
   band? Song? Are you sure? Really?

Data 7

From the data 7, the conversation only between female students they poduced some linguistic features, they are:

1. Lexical hedges or filler
   Which one do you like?
   I don't like, I just like Above all the lirycs is romantic
   I like from this moment.
   I like Bukti
   I like it too

2. Intensifiers
   I fell so happy
   It is really good song.
   o baby, your favorite is so attached.
   hahhaa, but I really like it, the sound
3. Emphatic stress
   I always happy with the song.
   sweet sound.
4. Empty adjctive
   Above all the lirycs is romantic
   I fell so happy
   I always happy with the song.
   It is really good song
   your favorite is so attached
5. Avoidance of strong swear word
   o baby, your favorite is so attached.

Data 8

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   ehmmm, lets eat the cake.
   I love you. I love this cake.
   ehm, no, I just bite my finger.
   hhahaha, ehmmm.
   yeah, be careful guys.
2. Intensifiers
   I am very hungry
   they are really cute.
3. Empty adjective
   happy birthday ugly.
   I am very hungry.
   It is sick.
   they are really cute.

Female students also used some linguistic features in their conversation, they are:

1. Lexical hedges or filler
   I love you. I love this cake.
2. Avoidance of strong swear word
   oh my baby, happy birthday.
3. Super polite form
   I am sorry.
   hahhah, thank you.

4. Taq question
   this is delicious, isn' it?
5. Emphatic stress
   How so silly you are!
   We always love you.
6. Intensifiers
   You really suprise me!
   yes. I am so happy with you guys
   hahhah, that is because your mounth so big.
7. Empty adjective
   this is delicious, isn' it?
   yes. I am so happy with you guys
   hahhah, that is because your mounth so big

Data 9

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   yeah, summer party.
   You know, just like all of you spent time with your family.
2. Hypercorrect grammar
   It sound good. It should be "it is sounds good"
3. Taq question
   We are fine. Right?
4. Intensifiers
   you know the people there is so friendly, besides the beach were so great.
5. Emphatic stress
   wow..
   my holiday also great.
   It is amazing
   besides the beach were so great.
6. Empty adjctive
   hi! I am fine,
   It sound good
   It is amazing, you know the people there is so friendly, besides the beach were so great.
   it was very nice to hear about your holiday in Bali.
   It was fell good.
   Yes, you are right.

Female students also used some linguistic features in their conversation, they are:

1. Super polite form
   thank you so much.

2. Intensifiers
   All of your holiday was very nice.
   thank you so much.
3. Emphatic stress
   wow... Your holiday might be memorable one.
   that's cool. Bali is one of favorite spot for tourism.
4. Empty adjctive
   All of your holiday was very nice.
   hi,. I am fine.
   yeah, we are fine
   my holiday was awesome
   Your holiday might be memorable one.
   that's cool.

Data 10

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   hemm, of course. By exercising our bodies will fresh.
2. Taq question
   you are talking about me, aren't you?
   You never wok out right?
3. Intensifiers
   I know why you fell weak lately.
4. Empty adjectives
   hehehehe, anyway what is wrong with you?

Female students also used some linguistic features in their conversation, they are:

1. Lexical hedges or filler
   huhh, we did not talk about you.
   ohh, I also ever read in book.
2. Empty adjctive
   hi, what happened with you? You look so tired.
   did you have a serious problem?
3. Avoidance of strong swear word
   do you have any problem dear?
4. Intensifiers
   I always feeling tired and listless lately.
   You look so tired.
   I always fell weak lately.
   I quickly get tired lately.
5. Emphatic stress
   I always feeling tired and listless lately.

I always fell weak lately.
I quickly get tired lately.

Data 11

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   hmmmm, where will we go?
   ehm,, she said we want to go to somewhere. What do you think?
   yeah, I agree with you.

Female students also used some linguistic features in their conversation, they are:

1. Lexical hedges or filler
   ohhh, I agree. I need to refresh myself.

Data 12

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   ehhh, good moning
   I think he fight with his sister.
   hmmm, nothing. I just want come early
   hhaha, ehmm.
   I think so.
   hmmm, it is up to you
   If you think like that, it is okay.
   huhhh, okay.
2. Hypercorrect grammar
   what happen that make you come so early? It should be "what happened that make you come so early?"
   You are lie. It should be "you lie"
3. Taq question
   Or maybe, do you want meet with Sheina, don't you?
4. Intensifiers
   What happen that make you come so early?
   really? You are lie.
5. Emphatic stress
   of course,
   Oh no!How dare you are!
   ohh my god!

Data 13

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   hmm, are you have some places to visit for next week holiday?

uhmmm. Hello guys. Yeah, I wanna go to Parapat too.

2. Hypercorrect grammar
   What if we go together? It should be "how if w go together?"
   are you have some places to visit for next week holiday? It should be "do you have some places to visit for next week holiday?"

Female students also used some linguistic features in their conversation, they are:

1. Taq question
   are yo sure?
2. Emphatic stress
   that is a good idea!
3. Empty adjctive
   that is a good idea

Data 14

Male students produced some linguistic features when they talked each other, they are:

1. Lexical hedges or filler
   uhmm, nothing, just sit down.
   ohh, have you finish your homework?
   ohh, I have done.
   ohh no, I don't do anything. Because I think, we don't have homework.
   hmmm. Yeah. I think. Okay guys. I will do my homewok now.
   well, fighting!!!!
2. Hypercorrect grammar
   What happen? It should be "what happened?"
3. Emphatic stress
   well, fighting!!!!

Female students also used some linguistic features in their conversation, they are:

1. Lexical hedges or filler
   yess. I think we have homework.
2. Super polite form
   it is okay. Never mind you still have time to do it.
3. Emphatic stress
   how so silly you are!
4. Intensifiers
   how so silly you are!
5. Taq question
   That Is mathematics, isn't it?

From the data abobve, it can be concluded that male and female students have the differences and similirаties in using linnguistic features.

4.2 Findings

After having the data analysis above, the researcher found that differences linguistic features of male and female students are:

a. Male students use lexical hedges and also female student, but female students use hedges and filler more in their conversation
b. Male students often use ungrammatical sentences than female students pay attention to their attention to their sentences.
c. Male students like to talk about gossip in the classroom.
d. Female used avoidance of strong swear word
e. Female students use super polite form
f. Female students also us emphatic stress.
g. Male students have high power or position than female students.

V. CONCLUSSION AND SUGGESTION

Male and female students produce linguistic features, like, empty adjective, hedge, intensifier, hypercorrect grammar, super polite form, tag question, avoidance of strong swear words and emphatic stress, but they didn't produce precise color or color words and rising intonation on declaration. Based on the students' conversation, from nine linguistic features that have found, the difference is hypercorrect grammar.

Linguistic features is one of the important thing that we must know when we want to be a candidate teacher or teacher. When we know the type of linguistic features that used by male and female students we will know the appropriate method or technique will use in learning process so the education purpose can reach. Then, when we know the students linguistic features we will understand the students one by one so there is no different perspective and we can know the good activities to the students so they can improve their English.

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A Deictic Expression on Students' Writing in Recount Text at Grade X SMA N 4 Pematangsiantar

Engelica Manurung
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
engelicamanurung7@gmail.com

Abstract - Deixis is a part of pragmatics and it can be called as deictic expression. Deixis is a study to interpret the relation of situation with word, phrases, and features are uttered in the sentence. Deixis as the way in which the reference of certain elements in a sentence is determined in relation and a spesific speaker and addresseee and a spesific time and place of utterance. This is a descriptive qualitative research, data are the students' writing taken from the students in SMAN 4 Pematangsiantar at grade X, on February 2018. This research focused on students' writing in recount text. There are 15 data were analyzed. The result of analysis of the research is that are 4 types of deictic expression found on the students' writing, namely: person deixis, temporal deixis, spatial deixis, and discourse deixis. Although there are 5 types of deixis, on the student's writing recount text there is no social deixis. In the analysis, researcher found that person deixis has percentage 88,73%, temporal deixis has percentage 2,96 %, spatial deixis has percentage 4,34 %, and discourse deixis has percentage 3,95 %. Person deixis is the most dominnat types of deixis on the students' writing.
Keywords: Deixis, person Deixis, writing

I. INTRODUCTION

Language is a tool of communication that human being used to express their feeling, thought, and their ideas to others. In their expression, they talk about what they need, what they feel, what they think, what they know, and what they hear. Sapir (1921: 7) defines language is a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.

If we talk about language, getting meaning is an important thing in order to understand the speaker's intention. We wonder about the meaning of a new word. Meaning is a branch of pragmatics and semantics and it has a important role in any situation of human communication. Without meaning, all the utterances in any language become meaningless.

Pragmatics is one of the linguistics branches. Yule (1996: 3) defines pragmatics as the study that concerns with the meaning communicated by a speaker (or researcher) and interpreted by a listener (reader). Inside the theory of meaning, pragmatics particularly deals with inherent meanings, presumption and contextual interpretations. Thus,

pragmatics is the study of utterance meaning, sentences which are used in communication, and also the study of meaning in language interaction between a speaker and a hearer.

Deictic expressions as words, phrases and features of grammar that have to be interpreted in relation to the situation in which they are uttered. Deictic expression is divided into five aspects, they are : person deixis, place deixis, time deixis, discourse deixis, and social deixis. deixis is very important to be learned to get a good understanding especially for the English learners from the low level (beginner) and the high level (intermediate) because it has aim so that there are no multi-interpretation and can get the purpose and meaning of the text or context.

Students had different interpretation to understand the meaning of sentence in the text. It meant that every student had the different understanding in the sentence.Then, students had different reference in determining the meaning of word. Deixis study can help this problem and deixis is very important to be used to understand theutterance. In order to get extended understanding, this research decides to choose students' writing as the object of analysis.

In this occasion, the researcher analyzed the types of deixis on students' writing recount text. The researcher hopes that this research gives some benefits to the teachers and another researcher who study deixis.

II. THEORETICAL REVIEW

2.1 Pragmatics

Yule in Pangaribuan (2015:1) states that "Pragmatics is concerned on the study of meaning as communicated by speaker (or researcher) and interpreted by listener (or reader)". Bublitz says "Pragmatics is fundamentally concerned with communicative action in any kind of context". Pragmatics can be defined as the study of the relationship between language and context which are used based on situation in order to get some meaning.

2.2 Deixis

Horn (2004: 100), "Deixis is the study of deictic or indexicals expression in language". Deixis is one of the most fundamental elements we discuss in the perspective of contextual interpretation of an utterance. Generally, deixis refers to the phenomena in which meanings of some words and phrases in an utterance are comprehended through contextual information. The elements of language that are so contextually bound are called deictic. In lingustics, deictic word is use to describe the function of person pronoun, time, demonstrative, and other grammatical, and lexical feature which is connecting the utterance with the relation of space and time.There are several types of deixis as follows : person deixis, time deixis, place deixis, discourse deixis, and social deixis.five parts of deixis based on Stephen C.Levinson theory (1983: 65).

a. Person Deixis

Person deixis is the term of deixis to point to people. Person deixis is deixis with the role of participants in the conversation, such as speaker, spoken, and addressee. According to Cruse (in Pangaribuan, 2015: 172), "Person deixis involves basically the speaker, known as the first person, second person, and other significant participants in the speech situation, neither speaker nor hearer, known as third person".See the example below (in Journal *Deixis Used on Business Brochures Text : A Pragmatic Study)* :

Example (1)

I have lost my pen

From the example (1) above, a word which is underlined is a person deixis. It's the first person deixis because the researcher uses subject "I".

b. Spatial Deixis

Spatial deixis is also known as place deixis.Levinson (1983:62) says that place deixis (spatial deixis) is the specification of locations relative to anchorage points in the speech event. Yule (in Pangaribuan, 2015: 173) states that in considering spatial deixis, however, it is important to remember that location from the speaker's perspective can be fixed mentally as well as physically. It usually is expressed in : this, these, that, those, there, and here. Place deixis deals with proximal (close to speaker) or distal (close to addressee) dimension.See the example below (in Journal *Deixis Used on Business Brochures Text : A Pragmatic Study)* :

Example (2)

She was sitting over there

From the example (2) above, "There" as the spatial deixis in the sentence. I is to indicate the position of the girl who was sitting.

c. Temporal Deixis

Levinson (in Pangaribuan, 2015: 174), "Time deixis concerns the encoding of temporal points and spans relative to the time at which the utterance was spoken (or a written message inscribed)". Temporal deixis is the term of deixis thst used to point to a time. Time deixis is deixis which shows the unit of time in speech. In other word, time deixis is reference to time relative to a temporal point, typically this point is moment of utterance. Time in deixis are now, tomorrow, today, and yesterday. Time deixis or temporal deixis is indicating the timing of event relative to the time of speaking. Let us see the conversation below (in previous relevant research "*Analysis Deixis in Spongebob Movie Script")* :

Example (3) Tommorrow is my birthday

From the example (11) above, This sentence uses the time deixis "tommorrow" which is to determine the born day of someone.

d. Social Deixis

Cruse (in Pangaribuan, 2015: 175), "Social deixis is exemplified by certain uses of the so-called pronoun in many languages". Social deixis concerned with the encoding of destination that are relative to participant roles, particularly aspect of the social relationship holding between speaker and addressee or speaker and some referent. Social deixis also concern with the aspect of sentences that reflect by certain realities of the social situation in which the utterance occurs. See the example below (in Journal *Deixis Used on Business Brochures Text: A Pragmatic Study)*:

Example (4)

Mr. President

From the example (4) above, It uses the social deixis, namely : absolute social deixis. The form of address will include no comparison of the ranking of the speaker and addressee, there will be only a simple reference to the absolte status of the addressee.

e. Discourse Deixis

Discourse, or text, deixis concerns the use of expressions within some utterance to refer to some portion of the unfolding discourse in which the utterance (Levinson, 1983: 85). Discourse deixis concerns the use of deictic expression with in an utterance as form of orientation inside and unfolding discourse in which the utterance is located. For example, in the **last**paragraph, in the **next** chapter, and etc. See the example below (in previous research "*An Analysis of Deixis in the Article of the Jakarta Post*) :

Example (5)

I bet you haven't heard this story
That was the funniest story I've ever heard

From the example (5) above, "this" can be used to refer to a forthcoming of the discourse, and "that" to a preceding portion. A great deal of the discussion of such topic markers has been concerned with the sentences internal organization of information as given and new comment about the topic.

2.3 Writing

Writing is the process of arranging letters, words, sentences, and paragraph on the bases of structure and some others related knowledge. Rogers (2005: 2), "Writing as the use of graphic marks to represent spesific linguistic utterances". Writing is the way a researcher expresses his ideas about a subject to an audience for a purpose. In foreign language learning, writing is a process where the foreign learners try to explore their ideas.

2.4 Genre

Knapp & Watkins (1996:6) states that "Genre, in this sense, provide a formula or framework for students from which they reproduce particular text type". Genre is the important one in writing, because genre can guide the students or someone who wants to

start writing.Genre is an organizing concept for our cultural practices or place occation, function, behavior, and interactional structures

2.5 Recount Text

Knapp (in Saragih, 2014:57) says "Recount text is written out to make a report about an experience of a series of related event". A recount is written out to inform an event or to entertain people and telling an incident in the past.Structurally, a recount is a text which contains three components, thay are : orientation, events, and re-orientation.

2.5.1 Social Function of Recount Text

To tell what and when something happened to the reader. Miller stated the goal of recount text is to make the researchers more understand about them. Social function of recount text is to retell the events for the purpose of informing or entertaining.

2.5.2 Generic Structure

In order to create well-organized recount text, students should pay attention to the features (past tense, proper noun, word order of event) and the generic structure. The generic structure of recount text should be known by the students to know the differences between recount text and another text. Text structure of recount text, they are :

a) Orientation : setting and participants
b) Event : what happened in what sequence
c) Re-orientation : closure of event (optional)

2.5.3 Significant Lexicogrammatical Features

According to Boardman (in Saragih, 2014: 57), in making of functional grmmar, the significant common grammatical patterns of recount include :

1. Focus on specific participant
2. Using of material process, or action verb
3. Circumtance of time and place
4. Use past tense
5. Focus on temporal sequence

III. RESEARCH METHOD

3.1 Research Design

Keegan (2009:11) stated that "Qualitative Research explores questions such as what, why and how, rather than how many or how much, it is primarily concerned with the meaning rather than measuring". In this research, descriptive qualitative research method is used to find out types of deictic expression. Describe qualitative research can be called as phenomenology. According to Hancock (2002: 4) says that "Phenomenology is a way of describing something that exist as a part of the world in which we live".

3.2 Data Collecting Method

Data collection technique in this research, namely: Observation and Writing. The data of the research was collected through observation method from the result of students writing in the paper that given by the researcher to the subject of the research. The researcher was going to ask students by making a recount text in the paper and then the researcher collected the paper after the students finished to write the text, while they wrote the text, the researcher saw and observed them.

3.3 Data Analyzing Method

After collecting the data, then the data were arranged and analyzed. The data were analyzed based on the following steps:

1. Reading the students' writing recount text one by one comprehensively
2. Identifying the students' writing recount text which has finished
3. Classifying the students writing recount text based on the types of deictic expression (deixis) based on Levinson's theory
4. Calculating the percentage to know the most dominant types of deixis that found in the students writing recount text

$$n = \frac{FX}{N} \text{ x } 100\%$$

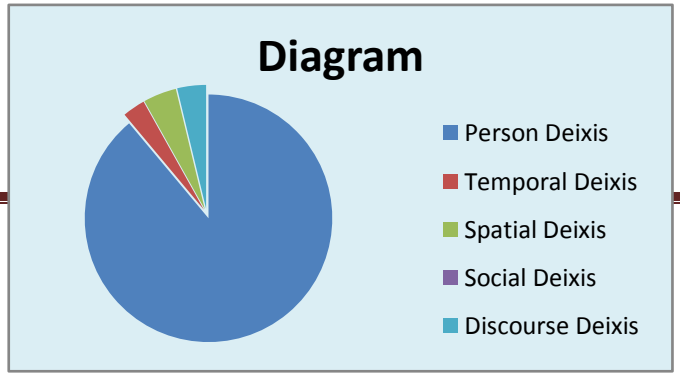
5. Interpreting the data and knowing the meaning of every sentences
6. Drawing conclusion

IV. FINDINGS

After analyzing the data, the researcher found that types of deixis in the students' writing are person, spatial, temporal, and discourse deixis. The percentage of the types of deixis can be seen in the following table.

No	**Kinds of deixis**	**Frequency**	**Percentages %**
1	Person Deixis	449	88,73%
2	Spatial Deixis	22	4,34 %
3	Temporal Deixis	15	2,96 %
4	Social Deixis	-	-
5	Discourse Deixis	20	3,95 %
	Total	506	99,98 %

As a whole after the data have been analyzed by the researcher, there are some types of deixis in the students' writing. Person deixis is used in the students' writing because the researcher tells their experiences in the past. In the person deixis is used in the text, first person deixis is most dominant that the researcher found in the text.



Picture 4.1 Percentage of Deixis Types

V. CONCLUSION

After analyzing the data, the researcher finds that there are four types of deixis found in students' writing recount text. Types of deixis, namely: person deixis, temporal deixis, spatial deixis, and discourse deixis. The Person deixis is found 88,73 %; temporal deixis is found 2,96 %; spatial deixis is found 4,34 %, and discourse deixis is found 3,95 %. From the data analysis, person deixis is the most dominant type of deixis in the students' writing recount text. Person deixis has a function to find out the participant in the text. Another types of deixis has the particular purpose also. In answering the research problem, the researcher concludes that deixis meaning can be analyzed to know how the affects of the use of deixis for the whole sentences in the text. It will help the reader to understand the meaning of every sentence in the text and can interpret it.

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The Effect of Skimming and Scanning Teaching Techniques on the Students' Ability in Comprehending Hortatory Exposition Text at Grade XI of SMA Negeri 5 Pematangsiantar

Jaka Andrian
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research is aimed to find out the effect of skimming and scanning teaching techniques on the students' ability in comprehending hortatory exposition text at grade XI of SMA Negeri 5 Pematangsiantar. The population of the research was all students at grade XI of SMA Negeri 5 Pematangsiantar. By using random sampling technique, two classes had been chosen as sample of this research, they were class XI IPA4 as experimental group and XI IPA 5 as control group. It started with pre-test for both experimental group and control group, treatment in experimental group and last post-test for experimental and control group. The instrument of the research was reading comprehension test in form of multiple choice test. The result was independent sample t-test to analyze whether there is effect of skimming and scanning teaching techniques on the students' ability in comprehending hortatory exposition text or not. After doing research, the result of post-test mean of experimental group was 75,57 with standard deviation was 9,91 and post-test mean of control group was 51,57 with standard deviation was 15,89 from the post-test result. As conclusion that skimming and scanning teaching techniques is significantly improve students' ability in comprehending hortatory exposition text at grade XI of SMA Negeri 5 Pematangsiantar.

Keywords: Comprehension, effect, hortatory exposition, skimming and scanning, technique, text,

I. INTRODUCTION

Reading is the most important to be learned, because the most dominant in each test of English Language is reading skill, such as in National Examintaion (UN), TOEFL, etc. Although reading is very important to be learned but based on the researcher experience in teaching practice (PPL) in the senior high school of SMA NEGERI 5 PEMATANGSIANTAR the researcher found some problem from the students, such as: first, the students are difficult to read the text clearly, the students cannot read the text with good pronunciation and intonation. Second, the students have difficulties in comprehending what the text talked about. Third, the students are difficult to find the main idea of the text from each paragraph. Fourth, the students are lack of vocabularies, they often do not understand the meaning of the words when they read. And the last, the teacher

could not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

II. REVIEW OF LITERATURE

2.1 Definition of Reading

According to Patel and Jain (2008:113) Reading means to understand the meaning of printed. words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge.

2.2 Types of Reading

1. Intensive Reading

   Intensive reading is text reading or passage reading, in this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

   The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

2. Extensive Reading

   According to Grellet (2011:208) extensive reading is a fluency activity involving globing or holistic understanding of much longer reading text The topic of the text is usually different kind and they badly meet the interest and concern of the readers themselves. Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also extensive.

   The material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

2.3 Genre of Reading Text

There are many genres of reading text which is taught in Senior high school especially at grade XI students, they are; report text, narrative text, hortatory exposition text, spoof text, and analytical exposition text. In this research the researcher chooses hortatory exposition text to be his research, because reading hortatory exposition text is difficult to be learned by the students, the students are difficult to comprehend the text they

read. Further more reading is also interesting to be researched because as we know that in Nasional Examination (UN), TOEFL test, etc. The most dominant is reading text, so if the students can not answer it, it will be the biggest problem in comprehending reading text.

2.4 Reading Comprehension

Reading comprehension is the main goal of reading in which the readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text and this is a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world.

2.5 Level of Reading Comprehension

A. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. Literal level basic facts are understood. At this level, teacher asks the students to find out the information and ideas that are explicitly stated in the text. Reading for literal comprehension which involves acquires the information that is directly stated in a selection.

B. Inferential and Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is the process of driving ideas that are implied rather than directly stated. At this level the readers are able to go beyond what is written on the page and add meaning or draw conclusion. The readers must be able to read critically and analyze carefully what they have read.

C. Critical Comprehension

Critical comprehension is evaluating the written material, comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy appropriateness and timeless. Critical comprehension refers to the ability to make judgment about ideas and information a researcher offer.

D. Creative Comprehension

In this level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the readers to new and original thinking.

E. The Concept of Reading Comprehension

Pang et al (2003:3) states reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

2.6 The Important of Reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an ad to the information available on various topics. It helps students to stay in-touch with contemporary researchers as well as those from the days and makes students aware to global issues.

2.7 Hortatory Exposition Text

1. Definition of Hortatory Exposition Text

Hortatory exposition text is an English written text in which the researcher persuade the reader or listeners that something should sor should not be the case, and it is also called as argumentation text. Hortatory exposition text can be found in scientific books, magazines, newspaper, letters to editor, advertising, speeches, research report, etc.

2. Generic Structure of Hortatory Exposition

a) Thesis : Thesis is put on the beginner paragraph that consists of introduction of main idea that will be discussed. In this part, the researcher takes their position of the text.

b) Arguments : Argument here is supporting details of text that consist of argumentations, opinion, reasons to concern.

c) Recommendation : Recommendation is put on the last paragraph that contains a statement of what something should or should not be the case.

3. Language Features of Hortatory Exposition Text

a) A Hortatory Exposition focuses on generic human and non humanparticipants, except for speaker or researcher referring to self.

b) It uses mental processes. It is used to state what the researcher or speakerthinks or feels about something. For example: realize, feel, etc.

c) It often needs material processes. It is used to state what happens, ex: has,polluted, etc.

d) It usually uses Simple Present Tense and Present Perfect Tense.

1) Simple Present Tense

S + Verb + Object

Example :

- He suggets us to switch the lamp off in the night.
- They cut the threes.

2) Present Perfect Tense

S + Has/have + Verb-3 + O

Example :

- We have recomended to move another place.
- She has infromed us.

e) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, etc.

Example:

1. Firstly, it is totally unsafe.
2. Secondly, it costs billions and billions dollars everyday just to put fuel into rockets.

4. Example of Hortatory Exposition Text

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price like last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing, buying or selling price, standard wages and personal affairs.

Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

2.8 Techniques in Teaching Reading Comprehension

1. Skimming

Brown (2000:213) states that skimming is a process of rapid reading to determine the gist or main idea from the text. In skimming activity usually the readers find general information like topic and purpose of the text, and point of view from the researcher. There are some steps in skimming activity to make reading activity easier, they are: reading the title, reading the introduction, reading all the subheadings and thinking about how they are related to one another and to the title, reading the first sentence in each paragraph, looking for clues, reading the last paragraph and it should be finished as quickly as possible.

2. Scanning

Brown (2000:320) states that scanning is quicly searching for some particular piece or pieces of information in a text. scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of

supporting details. The purpose of scanning is to extract specific information without reading through the whole text. for academic English, scanning is absolutely essential. in vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

2.9 The Advantages of Skimming and Scanning Techniques

A. The Advantages of Skimming Technique

1) It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be independent reader.
2) It will make students aware of reading strategy is used to find the stated and unstated information in certain text as this technique does not only focus on asking the students to do reading test but also focus on equipping the students with the technique used in different texts.

B. The Advantages of Scanning Technique

a. The students are able to get the information quickly, directly and specifically.
b. The students are trained to run their eyes over a text quickly in order to locate specific information.
c. The students are practiced to think of clues to find the specific information.
d. The students are more active in both asking and answering the question about the specific information and the clues related to the texts.

III. RESEARCH METHODOLOGY

3.1 Research Design

Defining research design in advance is the most essential part of conducting a research since the research design determines the statistical decision being made. As the topic indicates, the primary aim of the study is to reveal the effect of skimming and scanning teaching techniques on the students' ability in comprehending hortatory expositon text. This research used a quantitative research. Quantitative research deals with research methodology which focuses on the result of both experimental and control group.

There will be two variables in this research, independent variables and dependent variable. Independent variable with skimming and scanning techniques and dependent variable was students' reading ability on hortatory exposition text. In this research, there will be two classes used. One class is as an experimental group and one class as a control group. The experimental group will be treated by using skimming and scanning techniques and control group will be treated without using skimming and scanning techniques. Both of groups were given pre-test and post-test with same items.

Table 3.1 Design of Research

Groups	Pre-test	Treatment	Post-test
Experimental group	√	X	√

Control group	√	-	√

3.2 Population and Sample

1. Population

A study requires a subject to be studied, so that in the study is inseparable from the existence of the population. The study population is a group of individuals investigated about aspects of the group. Before determining the population, what needs to be known is the understanding of the population.

The population of this research was the grade XI students of SMA Negeri 5 Pematangsiantar which is shown in the table below.

Table 3.1. Population

No.	Class	Number of Students
1.	XI – IPA 1	36
2.	XI – IPA 2	36
3.	XI – IPA 3	35
4.	XI – IPA 4	35
5.	XI – IPA 5	35
6.	XI – IPS 1	35
7.	XI – IPS 2	33
8.	XI – IPS 3	34
9.	XI – IPS 4	32
Total		311

2. Sample

In this research, the researcher took two classes to be the sample. By using random sampling, which was made by the researcher, the researcher write the class of the sample in a small paper, and put it in a small pipe, then it is shake in a cup. Then the researcher take two sample, the first class was experimental group. The second class was control group. The sample of this study was class XI IPA 4 as experimental group and class XI IPA 5 as control group which each class consist of 35 students of XI IPA-4, and 35 students of class XI IPA-5. The total number of students were 70 students.

Table 3.2. Number of Sample

No.	Group	Class of Students	Number Of Students
1.	Experimental Group	XI IPA 4	35
2.	Control group	XI IPA 5	35
Total			70

3.3 Object of the Research

The object of the research is the student's comprehension in comprehending hortatory exposition text at grade XI students of SMA Negeri 5 Pematangsiantar in academic year 2017/2018.

3.4 Instrument of the Research

According to Sugiyono (2009:148) instrument is a tool used to measure both natural and social phenomena observed**.** In this research, to get the data, the researcher used test in this study. Test is a material which is given to the students to measure the students' ability in comprehending or understanding a text.

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The form of test was multiple-choices. The reason why the items test was constructed in form of multiple choices, because multiple choices was objective test. Objective test was made just as easy or as difficult as the test constructor wishes.

2. Test Specification

No.	Criteria of question	Text number	Number of question
1.	Finding the main idea	1 2 5	3 5 14
2.	Asking for general and specific information	3 4 5 6	7,8 11,12 15 17
3.	Finding the meaning or definition	1 3 4	2 10 13
5.	Asking for title	1	1
6.	Asking for place or number	2 6	4 18,19,20
7.	Asking for the purpose or function of the text	2 3 5	6 9 16
Total		**20**	**20**

3.5 Technique of Collecting Data

1. Pre-test

It is aimed to know the students' ability in comprehending the material of teaching reading comprehension which is given by the researcher.

2. Treatment

For experimental group the students were taught by skimming and scannning technique while in control group the students were taught without skimming and scanning technique.

3. Post-test

Post test was administered towards control and experimental groups at the end of course. It was aimed to see whether there was significant effect by using skimming and scanning techniques on students' reading comprehension or not.

3.6 Technique of Analyzing Data

1. Determining Mean

$$Mx = \frac{\sum \mathrm{x}}{\mathrm{N}}$$

Mx= Mean score of post-test in experimental group
$\sum$x = Sum of multification X in experimental group
N = Total number of students

2. Defining standard deviation

$$SD = \frac{1}{N}\sqrt{N(\sum \mathrm{X}^2) - (\sum \mathrm{X})^2}$$

Note:
SD = Standard Deviation
N = Total number of sample in experimental group
$\sum$x = Total of students' scores of post-test in experimental group

3. Determining T-test

$$x = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Note : Mx= Mean of Experimental group
My= Mean of control group
x = Standard deviation of experimental group
y = Standard deviation of control group
Nx= total number of sample in Experimental group
Ny= total number of sample in control group

4. Testing Validity of the Test

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

The criteria of validity is as the following:

0,91 <r_{xy}< 1,00 = Very high
0,71 <r_{xy}< 0,90 = High
0,41 <r_{xy}< 0,70 = Fair
0,00 <r_{xy}<0,40 = Low

IV. FINDINGS AND DISCUSSION

4.1 Research Findings

Research finding is the conclusion of the research result with data shown. After the researcher treated the data verified the hypothesis, the researcher came to the research findings. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. There is the effect of using skimming and scanning teaching techniques on the students' ability in comprehending hortatory exposition text at grade XI of SMA Negeri 5 Pematangsiantar. It can be seen from the mean of experimental group after using skimming and scanning teaching techniques is 75,57, and the mean score of control group is 51,57. It shows that the score got by the students in experimental group is higher than control group. Based on the research finding, it can be concluded that the using of skimming and scanning teaching techniques in comprehending hortatory exposition text is more significant than without skimming and scanning teaching techniques.
2. The researcher found that there is no significant effect by using traditional teaching technique on the students' ability in comprehending hortatory exposition text at grade XI of SMA Negeri 5 Pematangsiantar. The students are still difficult in comprehending hortatory exposition text when the researcher applied traditional technique. It can be seen from the result in control group. There is no one of the students are goal in answering the test.

4.2 Discussion

The researcher had done the research the research in SMA Negeri 5 Pematangsiantar and the researcher got the data from two classes, one class is experimental group, and one as control group. In this research, the researcher wants to know the effect of skimming and scanning teaching techniques on the students' ability in comprehending hortatory exposition text at grade XI of SMA Negeri 5 Pematangsiantar. In which the experimental group were taught by using skimming and scanning teaching techniques and the control group without skimming and scanning teaching techniques.

The researcher asks the students to do the test, all the test are same test. It is started from pre-test and post-test, which function is to know the difference of the students' ability

in comprehending reading text. After that, the researcher collects the data and analyzes the data from the students, and the finding after analyzing the data is shows that the score in experimental group is higher than control group.

V. CONCLUSION

Skimming and Scanning teaching techniques is significantly affect the students' ability in comprehending hortatory exposition text at grade eleven of SMA Negeri 5 Pematangsiantar. It is shown in the table of pre-test and post-test in experimental group, which shows that the mean score of pre-test in experimental group was 42,85 and the mean score post-test of experimental group is 75,57. There were 27 students are able to pass the standard criteria minimum (KKM = 75) in the school, and 8 students under the KKM (75). It means that more than half students of the class pass the test well and get high score. And the alternative hypothesis is accepted and the null hypothesis is rejected.

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The Effect of Mind Mapping Teaching Technique on Students' Ability in Writing Descriptive Text at Grade X of SMK Teladan Tanah Jawa

Lika Julianta Siregar
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research aimed to find out whether the application of mind mapping teaching technique significantly affects the students' ability in writing descriptive text at grade X of SMK Teladan Tanah Jawa. The reasons for conducting this research because of several problems: the students faced some problem in terms of vocabulary and grammar. Furthermore, the students had difficulties to develop their ideas in writing descriptive text. This research was quantitative research with random assignment post test design. There were two classes that became sample of this research, namely X Akuntansi as control group and X RPL-1 as Experimental group. This sample was taken by using cluster sampling. This research found that there was a different post test score between control group and experimental group where experimental group was given treatment and the control group was not. The experimental group got 6.76 mean score while control group got 6.27 in the post test. Based on that finding, the researcher concludes that the application of mind mapping teaching technique significantly affects the students' ability in writing descriptive text.
Keywords: Descriptive, mind mapping, technique, text, writing

I. INTRODUCTION

The existence of English in many knowledge disciplines has been one of the reasons why most of the people in this world learn it. There are four language skills that the student should master at the end of their learning process, they are listening, speaking, writing and reading. Writing is a complex skill that requires the researcher to express his or her idea. Langan (2010:35) states that realistic attitude about writing must build on the idea that *writing is a skill*. It is a skill like driving, typing, or cooking, and like any skill, it can belearned. In order to communicate, people use English not only in oral form but also in written form. Researchers gain creativity when they can write their own ideas, not copying what has already been written so that they can be read and understood.

In the fact, the researcher found that the students were difficult to gain their creativity. The students still had difficulties in writing descriptive text. They could not make the example of descriptive text by their own mind and creativity. They only copied the

example that the teacher had made and then they only changed the subject without any development of words and sentences.

From the explanation above, the researcher will focus on teachers' technique in teaching descriptive text. The appropriate technique which will be used by the researcher is mind mapping because mind mapping can help the students to think creatively and find many aspect to be written by brainstorming that became one of the step of mind mapping technique.

In the relation to the background, the research problem is formulated as follows, ""Does the application of mind mapping teaching technique significantly affect the students' ability in writing descriptive text at grade X of SMK Teladan Tanah Jawa?"

II. LITERATURE REVIEW

2.1 Writing

Writing is a means of communication. By writing, someone can express his or her though, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand. It is even through writing that they can communicate over long distance and period.

According to Uusen (2009), Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. To be a good researcher, it is not easy because a researcher must pay attention to the aspects of writing in his writing. When introducing writing, particularly writing in English with its structure is sometimes a problem for students in writing their text. Writing is considered as means of communication. In addition, it tends to involve a thinking process from human being. Palmer (1994: 1) says that writing requires complex thinking; the process of writing involves problem solving and decision making.

From the definitions above, the researcher can conclude that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the researcher has more time to think than they do in oral activities.

2.2 The Process of Writing

Writing comes from working through a process of writing (Meyers, 2002: 12). Any good paragraph or essays goes through many stages before it is finished. Researchers may write their ideas without worrying about grammar as their first draft, revise it until their ideas become understandable for the readers. The most important thing when someone wants to write is that the product of his or her writing must be understandable. The steps in writing based on Meyers (2005: 3-12) are:

1) Exploring Ideas

Writing first involves discovering ideas. Before writing, let your mind explore freely. And then record those thoughts by writing on whatever you can.

2) Pre writing

The second step of the writing process involves writing your thoughts on a paper. This step is called as pre writing. It is time to write quickly and to begin organizing your thoughts. It consists of brainstorming (listing our thoughts), clustering (writing the subject in the middle of the page and then circle it), and free writing (writing without worrying about sentence structure, spelling, logic, and grammar).

3) Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding.

4) Writing the First Draft

After have done some of pre writing, selected best ideas, expanded on them, the next step is arrange them in some reasonable orders.

5) Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written.

6) Producing the Final Copy

There are two steps in producing the final copy, they are:

a. Editing

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, words choice, verbs forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort.

b. Proofreading

The final step in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly.

2.3 Descriptive Text

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A researcher of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

Every researcher has a purpose why he conducts a text. Descriptive Text is a kind of text with a purpose to give information. The information that the researcher wants to share by that text is the description of particular person, place or thing.

2.3.1 Generic Structure of Descriptive Text

According to Hammond (1992), the generic structures of descriptive text consist of: Identification and Description.

1) Identification: Identifies phenomenon to be described.
2) Description: Describes parts, qualities, characteristics, etc.

2.3.2 Language Features of Descriptive Text

Descriptive text often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

According to Hammond (1992), the significant Grammatical Features of descriptive text are:

1) Focus on specific participants (My English teacher, Andini's cat, My favorite place)
2) Use of Simple Present Tense
3) Use of Simple Past Tense if Extinct.
4) Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
5) Use of descriptive adjectives (strong legs, white fangs)
6) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
7) Use of action verbs 'Material Processes' (It eats grass, It runs fast)
8) Use of adverbials to give additional information about behavior (fast, at tree house)
9) Use of Figurative language (John is as white as chalk.)

2.4 Assessing Descriptive Text

The assessment of students writing ability is done only based on the topic or material. The teacher is suggested to assess all part and skill entailed in writing, in this case descriptive text. Designing and implementing a writing assessment in an interactive process that should include considerations about scoring procedures from every beginning. In this study the researcher uses objective test to measure the achievement in writing descriptive text. There are some aspects that will be assessed here, they are:

1) Content
2) Organization
3) Grammar
4) Vocabulary
5) Mechanics

2.5 Mind mapping

Mind mapping (Buzan, 1968) is a way of collecting ideas around a particular topic and defining connections. This can be defined as a "nonlinear brainstorming process akin to free association" (Rico, 1983 p.28). According to Deporter (2007) mind mapping is a

fun, interesting and creative technique. This technique makes students easier to remember than the conventional types of writing. Mind mapping technique has a detail that is easy to remember, particularly for students in writing activity since this technique provides students to use symbol, pictures, visual, colors and so on. The mind mapping technique can be used to explore almost any topics in writing such as narrative, descriptive, recount, persuasive, argumentative, essay, etc.

2.6 The Benefits of Mind Mapping

According to Deporter and Hernacki (2008), the advantages in using mind mapping are as follows:

1) Flexible
   It means that brain will be able to move fluently to all of directions. The students can focus on learning. They also can understand the material and mind mapping attract to learn. Explaining something can be easy without confusing in adding the material based on the mind mapping. The label and category of something can be put based on our own opinion anywhere in mind mapping.
2) Concentrate on the topic
   Getting the subtopics what we talk about with the focus the main ideas easily. Keep focus on the Keywords can help us to make it simple and it does not waste the time.
3) Increasing Comprehension
   Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.
4) Enjoyable
   Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn.

2.7 Using Mind Mapping

Buzan (1968) describes several steps of how to mind map:

1) Start in the center with an image of the topic, using at least 3 colors.
2) Use images, symbols, codes, and dimensions throughout your mind map.
3) Select key words and print using upper or lower case letters.
4) Each word/image must be alone and sitting on its own line.
5) The lines must be connected, starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the center.
6) Make the lines the same length as the word/image.
7) Use colors – your own code – throughout the mind map.
8) Develop your own personal style of mind mapping.
9) Use emphasis and show associations in your mind map.
10) Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches

III. RESEARCH METHOD

This research used a quantitative method with random assignment post-test design.

Experimental class	R_1	**X**	O_1
Control class	R_2		O_2

The steps for data analyzing technique were:

1. Calculating the total score of post-test from each groups,
2. Calculating the mean score of experimental and control group,
   The Formula(mean): $m = \frac{\Sigma X}{N}$
3. Calculating the standard deviation.
4. T-Test formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_x - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

5. The last is testing the hypothesis.

IV. DATA ANALYSIS AND FINDING

4.1 Data Analysis

The table variance and Standard Deviation in Test of Control Group

Students	Score (x)	Mean	x-mean	$(x\text{-mean})^2$
1	5.75	6.27	-0.52	0.2704
2	7.5	6.27	1.23	1.5129
3	6.625	6.27	0.355	0.126025
4	4.375	6.27	-1.895	3.591025
5	5.75	6.27	-0.52	0.2704
6	7.875	6.27	1.605	2.576025
7	8.25	6.27	1.98	3.9204
8	6.875	6.27	0.605	0.366025
9	5.25	6.27	-1.02	1.0404
10	6.5	6.27	0.23	0.0529
11	4.875	6.27	-1.395	1.946025
12	4.5	6.27	-1.77	3.1329

Students	Score (x)	Mean	x-mean	$(x\text{-mean})^2$
13	5.75	6.27	-0.52	0.2704
14	7.375	6.27	1.105	1.221025
15	6.625	6.27	0.355	0.126025
16	7.875	6.27	1.605	2.576025
17	5.25	6.27	-1.02	1.0404
18	4.75	6.27	-1.52	2.3104
19	6.875	6.27	0.605	0.366025
20	8.25	6.27	1.98	3.9204
21	4.125	6.27	-2.145	4.601025
22	6.625	6.27	0.355	0.126025
23	7.875	6.27	1.605	2.576025
24	7	6.27	0.73	0.5329
25	3.25	6.27	-3.02	9.1204
26	7.875	6.27	1.605	2.576025
27	6.625	6.27	0.355	0.126025
28	4.625	6.27	-1.645	2.706025
29	4.375	6.27	-1.895	3.591025
30	6.625	6.27	0.355	0.126025
31	7.75	6.27	1.48	2.1904
32	6.875	6.27	0.605	0.366025
33	6.5	6.27	0.23	0.0529
34	6.5	6.27	0.23	0.0529
	$\sum$ X = 213,5			**$\sum$ (X-mean)^2 = 59,37**

$$SD = \sqrt{\frac{\sum(\boldsymbol{X} - \boldsymbol{m})^{\boldsymbol{2}}}{N}}$$

$$SD = \sqrt{\frac{59,37}{34}}$$

$$SD = \sqrt{1,765}$$

$$SD = 1,321$$

The table variance and Standard Deviation in Test of Experimental Group

Students	Score (x)	Mean	x-mean	$(x\text{-mean})^2$
1	7.875	6.768	1.115	1.243225
2	6.75	6.768	-0.01	0.0001

Students	Score (x)	Mean	x-mean	$(x\text{-mean})^2$
3	6.75	6.768	-0.01	0.001
4	5.5	6.768	-1.26	1.5876
5	8.75	6.768	1.99	3.9601
6	5.75	6.768	-1.01	1.0201
7	6.875	6.768	0.115	0.013225
8	9.125	6.768	2.365	5.593225
9	8.375	6.768	1.615	2.608225
10	5	6.768	-1.76	3.0976
11	6.625	6.768	-0.135	0.018225
12	8.75	6.768	1.99	3.9601
13	8.25	6.768	1.49	2.2201
14	8.25	6.768	1.49	2.2201
15	7.125	6.768	0.365	0.133225
16	5.75	6.768	-1.01	1.0201
17	7.875	6.768	1.115	1.243225
18	7.75	6.768	0.99	0.9801
19	5	6.768	-1.76	3.0976
20	6.625	6.768	-0.135	0.018225
21	4.375	6.768	-2.385	5.688225
22	5.75	6.768	-1.01	1.0201
23	7.875	6.768	1.115	1.243225
24	8.25	6.768	1.49	2.2201
25	6.875	6.768	0.115	0.013225
26	5.25	6.768	-1.51	2.2801
27	6.5	6.768	-0.26	0.0676
28	7.875	6.768	1.115	1.243225
29	7	6.768	0.24	0.0576
30	4.125	6.768	-2.635	6.943225
31	7.875	6.768	1.115	1.243225
32	6.625	6.768	-0.135	0.018225
33	4.625	6.768	-2.135	4.558225
34	4.375	6.768	-2.385	5.688225
	$\sum$ X = 230,125			**$\sum$ (X-mean)^2 = 66,319**

$$SD = \sqrt{\frac{\sum(\boldsymbol{X} - \boldsymbol{m})^{\boldsymbol{2}}}{N}}$$

$$SD = \sqrt{\frac{66{,}319}{34}}$$
$$SD = \sqrt{1{,}9505}$$
$$SD = 1{,}396$$

T-Test

$$t = \frac{\mathrm{Mx} - \mathrm{My}}{\sqrt{\left(\frac{\sum \mathrm{x}^2 + \sum \mathrm{y}^2}{\mathrm{N_x} + \mathrm{N_x} - 2}\right)\left(\frac{1}{\mathrm{N_x}} + \frac{1}{\mathrm{N_y}}\right)}}$$
$$t = \frac{6{,}76 - 6{,}27}{\sqrt{\left(\frac{1{,}396^2 + 1{,}321^2}{34 + 34 - 2}\right)\left(\frac{1}{34} + \frac{1}{34}\right)}}$$
$$t = \frac{0{,}49}{\sqrt{\left(\frac{1{,}948 + 1{,}745}{66}\right)\left(\frac{2}{34}\right)}}$$
$$t = \frac{0{,}49}{\sqrt{\left(\frac{3{,}693}{66}\right)\left(\frac{2}{34}\right)}}$$
$$t = \frac{0{,}49}{\sqrt{(0{,}055)(0{,}058)}}$$
$$t = \frac{0{,}49}{\sqrt{0{,}00319}}$$
$$t = \frac{0{,}49}{0{,}056}$$
$$t = 8{,}75$$

After gaining the result of t-test, the researcher calculated the degree of freedom (df) with the formula:

Df = (N1 + N2) - 2

= (34 + 34) – 2 = 66

t_{table} at df 66 at 5% the level of significant = 1,670.

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level of significance in 5% or 1% that was 1,670< 8,75>2,387. It meant Ha was accepted and Ho was rejected.

4.2 Finding

The result of the data analysis showed that the Mind Mapping technique gave significance effect on the students' writing scores for the 10th graders of SMK TELADAN Tanah Jawa. The students who were taught using Mind Mapping technique got higher

scores than students who were taught without using Mind Mapping technique. It was proved by the mean scores of the students who were taught using Mind Mapping technique was 6.768 and the students who were taught without using Mind Mapping technique was 6.275. Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 5% and at 1% the level of significance or 1,670< 8,75>2,387. It meant that Ha was accepted and Ho was rejected.

Those calculation findings were suitable with the theories as mentioned before that Mind Mapping can make the students easy in understanding the material because it has a simple pattern that easy to remember.

V. CONCLUSION

Based on the result of data analysis from the students' gained score of writing descriptive text test from experiment group, which was taught by using Mind Mapping Technique and the gained score of control group, which was taught by using non Mind mapping technique were significantly different it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level of significance in 5% or 1% that was 1,670< 8,75>2,387.

In conclusion, it can be summarized that the application of mind mapping teaching technique significantly affects the students' ability in writing descriptive text at grade X of SMK Teladan Tanah Jawa.

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The Effect of Genre Based Approach (GBA) Towards Students' Achievement in Writing Hortatory Exposition

Jenni Yuliati Br Silaen
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
jenniyuliati96@gmail.com

Abstract - This research is discussing about teaching writing by using Genre Based Approach in grade XI students at SMA RK Bintang Timur Pematangsiantar. This research aims to solve the students' problem in writing hortatory exposition text. The research design of this research is the quantitative research. In collecting the data of the research, the researcher gave the students a test. The test was essay test. The sample of the research are XI IPS 1 as experimental class and XI IPS 2 as control class. Each class consists of 43 students. Based on the calculation, the researcher found that the T-test was 3,7, and T-table was 2,02. It means that the T-test was higher than T-table (3,7>2,02). It can be concluded that GBA had a significant effect in teaching writing hortatory exposition text.
Keywords: GBA, hortatory exposition, text, writing

I. INTRODUCTION

English has four skills that must be mastered by students, namely listening, speaking, reading and writing. The existence of these four skills make students became master of English and got the highest score in English learning. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. The existence of methods, approaches, even strategies in teaching activities is one of the way to achieve the students achievement in learning process, then certain method, approach, even strategies may require further training, others can be immediately implemented. Feel free to experiment and to adapt those methods, approach, even strategies to your teaching context. Based on the researcher's experience during English teaching practice for three months, the researcher has found the problem in the field is about the teaching method that used in this school, the English teacher used conventional teaching method, such as Demonstration method.

This approach utilizes several senses; students can see, hear and possibly experience an actual event, it stimulate interest, present ideas and concepts more clearly, provide direct experiences and reinforce learning. It requires pre preparation or it may limit student's participation (Umar et al, 2016: 52). The teacher as the demonstrator of the learning process. While the students are waiting for the teacher's demonstration, they are

passive and they are not able to express their idea. Thus, the teaching method gives impact to the students' writing achievement, especially in English scoring. Based on the researcher's observation during 3 months as the English teaching pratice in SMA SW RK Bintang Timur Pematangsiantar, there were 62 students who did not achieve their standard minimum score and 38 students who achieved their standard minimum score. The standard minimum score is 72, the researcher indicated some students did not achieve their standard minimum score because they were not able to write a text coherently and grammatically.

That was why the researcher chooses Genre Based Approach to be applied in SMA SW RK Bintang Timur Pematangsiantar because a Genre Based Approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996 in Tuan, 2011:123). In doing so, it aimed to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001 in Tuan, 2011 :123). Moreover, this approach focussed on students centered than teachers, the students were drilling into the 4 cycles of construction the text. And the researcher wants to know the effect of this method in writing Hortatory Exposition because of English teacher in those school do not apply this method in support student writing Hortatory Exposition text.

Based on the problem above, the research problem is "What is the effect of Genre Based Approach on students' achievement in writing Hortatory Exposition Text at grade XI SMA SW RK Bintang Timur Pematangsiantar in academic year 2017/2018 ?" and the research objective of this research is find out the effect of using Genre Based Approach that imply at grade XI on students' achievement in writing Hortatory Exposition text.

II. LITERATURE REVIEW

2.1 Writing

Writing has been with us for several thousand years, and nowadays is more important than ever. It means that every human should know how to write even espress their ideas, though in the written. Writing is not a language but a form of technology that developed as tool developed with human society. There are many differences definition of writing by many experts. According to Heaton (1988: 135) stated that writing skills are complex and sometimes difficult to teach requiring mastery not only grammatical and rhetoric devices but also of conceptual and judge mental elements. In other hand, Rogers (2005:1) said that "writing is one of the most significant cultural accomplishment of human beings". So, writing is a process of language that express all of the things that has happened by human besides spoken.

2.2 Genre of Text

According to Knapp (2005: 21) stated that the term 'genre' has been around for a long time. It has been theorised from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English /literacy education. "Genre" refers not only to types of literary texts but also to the predictable and recurring

patterns of everyday, academic and literary texts occurring within a particular culture (Hammond and Derewianka, 2001 in Tuan, 2011: 122). In the western countries, "genre" or "text-type", either spoken or written, is often identified/grouped according to its primary social purposes. Derewianka (in Tuan, 2011: 123) identified further six main school type-types according to their primary social purposes: (1) Narratives: tell a story, usually to entertain; (2) Recount: To tell what happened; (3) Information reports: provide factual information; (4) Instruction: tell the listeners or readers what to do; (5) Explanation: Explain why or how something happens; (6) Expository texts: Present or argue a viewpoint. These social purposes of the text-genres in turn decide the linguistic inputs of the text (i.e. their linguistic conventions, often in form of schematic structure and linguistic features).

2.3 Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Interlanguage, 2008: 161). According to Emilia (2012: 2) stated that hortatory exposition is one of argumentative writing referring to a genre of writing which involves arguments, facts, evidences, reasons, descriptions or explanations which support the side being argued and use references to expert authority whom the reader is apt to believe and to make the researcher's position seem indisputable.

In other words, this kind of text can be called as argumentation. Hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented argument. In short, the purpose of Hortatory Exposition text is to argue a case for against a particular position or poin of view and it purpose a suggestion in the end of the argumentation.

The generic structure of hortatory exposition usually has three components:

a. Thesis : the researcher's point of view about the topic discussed. Preview of the argument that will follow in the next section and a question or emotional
b. Argument : the series of argument which strengthen the thesis stated before.
c. Recommendation: the researcher gives recommendation to the readers.

The Grammatical Features of Hortatory Exposition Text

a. Use of simple present tense.
b. Use of mental processes to state what happens.
c. Use of relational processes to state what it should or shouldn't be.
d. Use of passive sentence.
e. Connective, such as firstly, secondly.

2.4 Genre Based Approach

According to Hyland (2007: 149) genre refers to abstract, socially recognised ways of using language. It is based on the assumptions that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be

described in a way that relates a text to others like it and to the choices and constraints acting on text producers. This approach focuses on the concept of "genre", as proposed by Martin (in Ramnath,2014: 877), as a device for examining the purposes of different subjects or disciplines and the realisation of these purposes in words and grammar (lexico-grammar) for a purpose. Since this approach focuses on meaning and how language operates in texts, it is strongly against the traditional view of language which stops at the level of individual words and sentences. The genre based approach does not show the certain way or rule, but provides a framework in four stages for teachers. The term genre-based approach here refers to an approach to language and literacy education that incorporates an understanding of the notion of genre, and of teaching about genres, into educational programmes (Carter and Nunan, 2001: 188).

Genre Based Approach has four stages in teaching cycle according to Martin (1992 in Ramnath, 2014: 877), namely : Field Knowledge" or "Field Building" is the first stage. The main idea of this stage is to build control of the field or topic by talking about the topic. In the second stage, "modeling", the explicit focus will be on the genre that the students will be writing. In this stage, models of the genre will be presented to the students to be analyzed. The third stage is the "joint construction". Here, the teacher serves as a facilitator in helping the students to construct a model of the genre. Finally, the fourth stage is the "independent construction phase" in which the learners write texts independently by drafting, editing and getting feedback from the teacher or peers. The main objective of this stage is to reflect and apply their ideas learnt in the earlier stages to produce an acceptable piece of writing.

III. METHODOLOGY

In accordance with the objectives of the research that is to increase a certain condition in the setting where the research is done; the research approach used in this research was Quantitative Research. The type of quantitative research that the researcher takes was Experimental research. Two classes that has chosen in this research is XI IPS 1 as experimental group which applied Genre Based Approach consist of 43 students and XI IPS 2 as control group consist of 43 students which did not apply Genre Based Approach. The total of students are 86 students. The instrument that used in this research was essay test. By considering timer and situation, researcher used the test such as treatment and post-test as the instrument of collecting the data. The researcher used the written test by asking the students to construct or write a text in form of Hortatory Exposition text. The whole text is expected consist of the right and good content, organization, vocabulary, language use, and mechanics through the whole process of writing and scored by applying analytic scoring to find out the students' writing ability.

To analyze the data the researcher used statistical calculation of the t-test to determine the final calculation of t_o (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth of the false of null hypothesis that states no significant differences between the result of two samples from same population. It is usefull to describe and to find out the

effectiveness of one method or technique used in an experiment. The researcher used formula (Arikunto,2010: 354) that compares two samples that have a relationship each other :

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right)\left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

IV. DATA ANALYSIS AND FINDING

4.1 Data Analysis

The data has been collected by giving the test as instrument. The data were the students' scores of writing text in this research. The test was essay test form. Then, the researcher analyzed the score of students by using the formula as stated in Chapter III (page 33). In this case the researcher made XI IPS 1 as experimental class and XI IPS 2 as control class of the students SMA SW RK Bintang Timur Pematangsiantar.

The students' score was score based on the Jacob's theory. The scores are representatives of the students' score in experimental class in giving pre-test and post-test. In the pre-test of experimental class, the highest score is 80, the middle score is 70 and the lowest score is 55. Students 40 (V K S) got 80 as the highest score because, the content had topic sentence about corruption, then the text relate to the supporting sentence. So the reader knew what the topic that the researcher wrote. The organization is complete than others' writing, the organization was loosely organized but the main idea is stand out in the text. Using vocabulary in this text was effective word but some of the word that used was not suitable to the context. Then, language use was fair to poor, because there were some simple/complex sentences was not good in constructions. Mechanics in this text was good because the spelling and punctuation was less error. The middle score was 70 got from students 1 (A K N). The content was limited in giving the topics. The organization was not organized well because in hortatory there was no conclusion in the last text. the vocabulary was fair to poor because words that used was not suitable and the choice of words was out of the context. Language use in this text was effective but there were some major problems in constructing the sentences. The mechanics was good, there was less errors of spelling. The lowest score got from students 34 (S R S) is 55. The content was not relevant to the topic that has choosen by the researcher, some sentences did not relate to each other. The organization was disconnected. The vocabularies were errors in choosing words/usage. Language use was poor because major problems in constructing the simple/complex sentences. The mechanics also very poor because no mastery of using punctuation, capitalization and paragraphing.

In the post-test of experimental class, the highest score is 96, the middle score is 80 and the lowest score is 76. Students 6 (C G B) got 96 as the highest score because, the content had topic sentence and were relevant to the topic and the reader understood to the text. The organization was complete (including thesis, arguments, and recommendation)

than others' writing, the organization was organized. Using vocabulary in this text is effective word. Then, language use was good, but there were some simple/complex sentences was not good in constructions. Mechanics in this text was good because the spelling and punctuation was less error. The middle score was 80 got from students 23 (K A H). The content was limited in giving the topics but relate to the supporting and concluding sentences. The organization was organized well. The vocabulary was good because words that used was not suitable. Language use in this text was effective but there were some major problems in contructing the sentences, using of tenses in this text was not suitable. The mechanics was good, there was less errors of spelling. The lowest score got from students 34 (S R S) is 76. The content was relevant to the topic that has choosen by the researcher, but some sentences did not relate to each other. The organization was connected and there wre thesis, arguments and recommendation. The vocabularies were effective in choosing words/usage. Language use was poor because major problems in constructing the simple/complex sentences. The mechanics was good because using punctuation, capitalization and paragraphing was suitable. The scores are displayed as following :

A. Experimental Class

Table 4.1 Score Pre-test and Post-test in Experimental Class

No	Initial Name of Students	Pre-Test (X1)	Post-Test (X2)	X ($X_2 - X_1$)	X^2
1	A K N	70	95	25	625
2	A S	75	95	20	400
3	B S S	75	90	15	225
4	B E S	65	95	30	900
5	B M T	70	85	15	225
6	C G B	70	96	26	676
7	C A G	65	85	20	400
8	C A S	70	82	12	144
9	D P M	70	85	15	225
10	D I S	75	80	5	25
11	D S	80	85	5	25
12	D F H S	75	90	15	225
13	E E	65	85	20	400
14	E P S	70	85	15	225
15	E S S	75	80	5	25
16	E K P	70	85	15	225
17	E M R S	80	90	10	100
18	G A P	79	85	6	36

No	Initial Name of Students	Pre-Test (X1)	Post-Test (X2)	X ($X_2 - X_1$)	X^2
19	G N E M	70	85	15	225
20	H S	65	82	17	289
21	I M S	65	80	15	225
22	J O	74	90	16	256
23	K A H	70	80	10	100
24	K J P	69	95	26	676
25	N P	70	85	15	225
26	O R S	65	81	16	256
27	P S	70	80	10	100
28	R S	65	85	20	400
29	R S	65	82	17	289
30	R S S	60	85	25	625
31	R P S	73	92	19	361
32	R J M	60	85	25	625
33	R L	79	95	16	256
34	S R S	55	76	21	441
35	S R M	69	86	17	289
36	S S S	75	95	20	400
37	T A S	70	80	10	100
38	T A K A P	65	81	16	256
39	T S T	65	85	20	400
40	V K S	80	95	15	225
41	W U S S	70	85	15	225
42	Y O P	70	95	25	625
43	Y F S	65	86	21	441
	N = 43	3003	3719	716	13416

Note:

N = Total number of samples in experimental class

$\sum X_1$ = Total of students' scores of pre-test in experimental class

$\sum X_2$ = Total of students' scores of post-test in experimental class

$\sum X$ = Range scores of pre-test and post-test in experimental class

$\sum (X)^2$ = Quadrates of range score pre-test and post-test in experimental class

The table showed that in experimental class, the mean score of pre-test (Mx_1) was 69,8 and mean score of post-test (Mx_2) was 86,5. The use of mean scores in experimental group is used to find the level of students' ability in writing hortatory exposition text. Based on the calculation above, it was found that the mean of pre-test was lower than mean score of post test. It means that the ability of students in experimental class was more

increased after studying the lesson by using Genre Based Approach (GBA) in writing hortatory exposition text.

B. Control Class

The scores were representatives of the students's score in control class in giving pre-test and post-test. In the pre-test of control class, the highest score is 75, the middle score is 65 and the lowest score is 50. Students 6 (D T H S) got 75 as the highest score because, the content had topic sentence but there were some sentences did not relate to the supporting sentence. So the reader did not know what the topic that the researcher wrote. The organization is complete than others' writing, the organization was loosely organized but the main idea is stand out in the text. Using vocabulary in this text was effective word but some of the word that used was not suitable to the context. Then, language use was fair to poor, because there were some simple/complex sentences was not good in constructions. Mechanics in this text was good because the spelling and punctuation was less error. The middle score was 65 got from students 21 (I K S). The content was limited in giving the topics. The organization was not organized well. The vocabulary was fair to poor because words that used was not suitable and the choice of words was out of the context. Language use in this text was effective but there were some major problems in constructing the sentences. The mechanics was poor, there was less errors of spelling. The lowest score got from students 8 (R H P) is 50. The content was not relevant to the topic that has choosen by the researcher, some sentences did not relate to each other. The organization was disconnected. The vocabularies were errors in choosing words/usage. Language use was poor because major problems in constructing the simple/complex sentences. The mechanics also very poor because no mastery of using punctuation, capitalization and paragraphing.

In the post-test of control class, the highest score is 85, the middle score is 70 and the lowest score is 65. Students 32 (N A P S) got 85 as the highest score because, the content had topic sentence and were relevant to the topic and the reader understood to the text. The organization was complete (including thesis, arguments, and recommendation) than others' writing, the organization was organized. Using vocabulary in this text is effective word. Then, language use was good, but there were some simple/complex sentences was not good in constructions. Mechanics in this text was good because the spelling and punctuation was less error. The middle score was 70 got from students 27 (J W S). The content was limited in giving the topics but relate to the supporting and concluding sentences. The organization was organized well. The vocabulary was good because words that used was not suitable. Language use in this text was effective but there were some major problems in constructing the sentences, using of tenses in this text was not suitable. The mechanics was poor, there was less errors of spelling. The lowest score got from students 29 (K V L G) is 65. The content was not relevant to the topic that has chosen by the researcher. The organization was connected and there were thesis, arguments and recommendation. The vocabularies were not effective in choosing words/usage. Language use was poor because major problems in constructing the

simple/complex sentences. The mechanics was not good because lack of using punctuation, capitalization and paragraphing was. The scores are displayed as following:

Table 4.2 Scores of Pre-test and Post-test on the Control Class

No	Initial Name of Students	Pre-test (Y_1)	Post-test (Y_2)	Y ($Y_2 - Y_1$)	Y^2
1	A D S	65	70	5	25
2	A T O T	65	75	10	100
3	C H S	55	70	15	225
4	C F A	65	80	15	225
5	C C H	60	70	10	100
6	D T H S	75	80	5	25
7	D M S	70	75	5	25
8	D R H	50	70	20	400
9	D F S	70	80	10	100
10	D M P	60	70	10	100
11	F S	70	75	5	25
12	F F N	70	85	15	225
13	G F	65	70	5	25
14	G I Y	70	85	15	225
15	H J S	70	80	10	100
16	H A M	70	75	5	25
17	H M A	70	85	15	225
18	I F O M	70	75	5	25
19	I M	70	75	5	25
20	I S S	60	80	20	400
21	I K S	65	85	20	400
22	J W P	65	75	10	100
23	J P S	60	75	15	22
24	J M N	65	70	5	25
25	J M S	65	70	5	25
26	J S	70	75	5	25
27	J W S	65	70	5	25
28	K R S	70	75	5	25
29	K V L G	65	65	0	0
30	N O R	60	75	15	225
31	N A D	65	65	0	0
32	N A P S	70	85	15	225
33	P W S	70	80	10	100
34	R R T S	70	70	0	0

No	Initial Name of Students	Pre-test (Y_1)	Post-test (Y_2)	Y ($Y_2 - Y_1$)	Y^2
35	R N D L S	55	65	10	100
36	R V S	60	75	15	225
37	R F V S	70	75	5	25
38	S P T	70	85	15	225
39	T C S	70	75	5	25
40	W R S	65	70	5	25
41	Y M	70	75	5	25
42	Y A S	70	75	5	25
43	Z C S	65	70	5	25
	N = 43	$\sum Y_1$ 2840	$\sum Y^2$ 3225	$\sum Y$ 385	$\sum (Y)^2$ 4725

Note:

N = Total number of samples in control class
$\sum Y_1$ = Total of students' scores of pre-test in control class
$\sum Y_2$ = Total of students' scores of post-test in control class
$\sum Y$ = Range scores of pre-test and post-test in control class
$\sum (Y)^2$ = Quadrate rage scores of pre-test and post-test in control class

The table showed that in Control class, the mean score of pre-test (My_1) was 66 and mean score of post-test (My_2) was 75. The use of mean scores in control group is used to find the level of students' ability in writing hortatory exposition text. Based on the calculation above, it was found that the mean of pre-test was lower than mean score of post test. It means that the ability of students in control class it could not increase after studying the lesson without using Genre Based Approach (GBA) in writing hortatory exposition text**.**

In this research, to find the effect of GBA to the students' achievement in writing hortatory exposition text, the researcher used some formulas for calculating the Mean of differences, Standard Deviation, and t_o (t-observation).

a) The Mean of differences and Standard Deviation in Experimental Class

After the researcher calculated the data by using Hyun's formula, the researcher found mean of differences (16,7) and Standard Deviation (0,06), The researcher calculated for determining the result of t_o (t-observation). The use of mean of differences of students score in experimental class is used to find the T-observation of students' achievement in writing hortatory exposition text.

b) The Mean of differences and Standard Deviation in Control Class

After the researcher calculated the data by using Hyun's formula, the researcher found mean of differences (8,9) and Standard Deviation (16,7), the researcher calculated for determining the result of t_o (t-observation). The use of

mean of differences of students score in control class is used to find the T-observation of students' achievement in writing hortatory exposition text.

c) Hypothesis Testing

In order to know whether there was any effect of using GBA towards students' achievement in writing hortatory exposition text, the differences of mean score and standard deviation of each group were calculated by using T-Observation (t_o), the formula is:

$$\boldsymbol{t} = \frac{\boldsymbol{mx - my}}{\sqrt{\left(\frac{\sum \boldsymbol{x^2} + \sum \boldsymbol{y^2}}{\boldsymbol{NX + NY - 2}}\right)\left(\frac{\boldsymbol{1}}{\boldsymbol{NX}} + \frac{\boldsymbol{1}}{\boldsymbol{NY}}\right)}}$$

Note :

Mx : mean deviation of experimental group

My : mean deviation of control group

$\sum x^2$: standard deviation of experimental group

$\sum y^2$: standard deviation of control group

Nx : total number samples of experimental group

Ny : total number samples of control group

$$\frac{\mathrm{M}x - \mathrm{M}y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{16{,}7 - 8{,}9}{\sqrt{\left(\frac{13416 + 4725}{43 + 43 - 2}\right)\left(\frac{1}{43} + \frac{1}{43}\right)}}$$

$$t = \frac{7{,}8}{\sqrt{\left(\frac{18141}{84}\right)\left(\frac{2}{86}\right)}}$$

$$t = \frac{7{,}8}{\sqrt{(215{,}9)(0{,}02)}}$$

$$t = \frac{7{,}8}{\sqrt{4{,}3}} = \frac{7{,}8}{2{,}1}$$

$$t = 3{,}7$$

After gaining the result of t-observation (t_o) = 3,7. The researcher calculated the degree of freedom (df) with the formula as follow:

df = N- k (variables)

After that, the researcher saw the t-table with the df (41) and level of significance 5% = (0.05). It showed that t-table with the df (41) is 2,02. Based on the result of the calculation it was found that the t-observation(t_o) was 3,7 and the $T_{\text{-table}}$ was 2,02. It can be concluded that the t-observation is higher than $T_{\text{-table}}$. It could be seen as follow: $t_o > T_{table}$ or 3,7 > 2,02.

4.2 Finding

Based on the result that had been mentioned above, the researcher concluded that there is significant effect of GBA in teaching writing hortatory exposition text. The hypothesis is aimed to know the answer of the question about the significant effect of the ability of students in writing hortatory exposition text by using Genre Based Approach (GBA). In order to answer the research problem, the hypothesis testing is done by means of T-observation(t_o) as follows:

(Ha) :The effect of GBA is more significant than the effect of Conventional Teaching Method on the students' achievement in writing hortatory exposition text at grade XI of SMA SW RK Pematangsiantar.
"The value of t-observation is higher than the value of t-table"
(t_o> t-table)

(Ho) :The use of GBA is not more significant than the Conventional Teaching Method on the students' achievement in writing hortatory exposition text at grade XI of SMA SW RK Pematangsiantar.
"The value of t-observation is the same or less than the value of t-table"(t_o = t-table or t_o< t-table)

From the result of calculation above, the total t-observation(t_o) obtained value of the research was 3,7 with degree of freedom (df) is 43 - 2 (X and Y) = 41 and level of significant 5% (0.05), so the value table of t-table is 2,02. It shows that t-observation obtained value is higher than t-table (3,7> 2,02). Therefore, the Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.

V. **CONCLUSIONS**

From the researcher's experience in teaching English practice, it was found that there were some problems related to the Grade XI students' writing ability. The focused problem was the poor ability of the students in writing as well as the poor teaching and learning process of writing. To overcome the problem, Genre Based Approach (GBA) was implemented in the classroom relate to the lesson plan.

The researcher taught the students with appropriate lesson plan of GBA. The researcher gave pre-test to know students' prior knowledge and make the score. Then the researcher taught the students in experimental class by using GBA in learning process. The researcher asked students to write the text based on the 4 stages of GBA so that the students wrote text coherently and completely. In the end of meeting, the researcher gained the score as the post-test score.

While in control class, the researcher taught the students that focussed on teacher centered. The teacher demonstrated the students to comprehend hortatory exposition text. In teaching learning process the researcher gave the texts and students only read and comprehend the text grouply. The researcher got the pre-test and post-test score from the students.

Based on the result of data analysis, which has been stated in chapter IV, so the researcher concluded that the mean score of students in the experimental class is 78,2, while that in the control class is 70,5. After calculating the differences of the students' score within the two groups, it is found out that the t-observed is greater than the t-table (3,7>2,02). So, it can be concluded that the Alternative Hypothesis (Ha) is accepted while the Null Hypothesis (Ho) is rejected. Based on the hypothesis testing, it can be concluded that the effect of the Genre Based Approach (GBA) on the students' achievement in writing hortatory exposition text at SMA SW RK Bintang Timur is more significant than the conventional teaching method.

The success in teaching learning process does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various English teacher should apply GBA in writing, because in GBA there are 4 stages that the teacher can use to teach various kinds of text relate to their own stages itself. Besides, the english teacher should teach more about the components in writing every texts to the students clearly especially in hortatory exposition text.

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The Effect of Jigsaw Teaching Technique on the Students' Ability in Comprehending Narrative Text at Grade X of SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli Utara

Ita Megawaty Sihombing
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
itamegawatysihombing@gmail.com

Abstract - The problem of the research is "What is the effect of jigsaw teaching technique on the students ability in comprehending Narrative text at grade X of SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli?". So the objectives of the research is to find out the effect of jigsaw technique on the students ability in comprehending narrative text at grade X of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli. To answer the problem above, this thesis follow some theorises, namely: Arikunto (2010), Brassel (2008), Brown (2001), Cohen et al (2007), Cresswel (2009), Harmer (2007), Humaera (2014), Kagan (2009), Nunan (2005), Nation (2009), Pang (1986), Patel and Jain (2008), Slavin (1082), Westwood (2001). The research design is quantitative research. As experimental research, it is aimed to know the effect of technique that given, whatever it influences to the object or not. The sample of this research is taken from to classes that consist of 72 students (36 students in experimental group in class X_A and 36 students in control group in class X_B). The research found that the mean of post-test in experimental group is 83.05 and the mean of post-test in control group is 74.02 and the researcher also the table is 1.66 and the level of significance 0.05. It shows that t-test is higher than t-table (5.26 >1.66). That analyzing the data, the research draw conclusion that: there was significant effect of Jigsaw technique to the students' ability in comprehending narrative text. So the research made suggestion that Jigsaw technique could develop the students' ability in comprehending narrative text.
Keywords: Comprehension, jigsaw, narrative, teaching, technique, text

I. INTRODUCTION

Learning English in a foreign is now one for the most important subjects. Learning English is never considered an easy task, and some students struggle more than others. There are four skills that are needed to draw on specialized functional components within general language system, they are listening, speaking, reading, and writing. In order to increase the human source, reading culture has to be promoted in a country. This would make the country more qualified in every field. Indonesia is then one of development

country which needs also reading culture for the society to increase the quality if the human source. This effort has been designed by the government for every level of education in Indonesia. Every Indonesia student has to face reading lesson in English class. Reading is also one of the competences of English that is considered as their final examination.

Reading is one of language skills that should be mastered by the students. By reading students can add their knowledge and get much new information from the text. The point of all students problem in reading activities is about reading comprehension. The students get difficulty in comprehending the meaning and understanding the story of the text. This problem can be caused because students are slow reading. Students cannot recognize the word: get the main idea and specific information of the text.

Reading in English as a foreign language has some difficulties for the students. They have difficulties in phonetic, vocabulary, fluency, and structures. Reading is a thinking process to get the comprehension. In order to get the comprehension, the readers should have prior knowledge about the text. If the students accustom to read lots of book, newspaper, magazine, or novels, they will have much information in their minds as their prior knowledge.

According to Pang (1986:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. For the students of senior high school, reading comprehension is really an important matter. They usually learn many kind of genre to determine the genre of the text. They have to read the text and comprehend it.

Based on the researchers experience in teaching practice at senior high school, the students got some problem in learning reading. In fact, the students had difficulties to comprehend the text. They just read the text without knowing the meaning. The students were difficult to find the facts and ideas from the text and they were also difficult to understand vocabulary used in the text.

Based in the researchers' observation at SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli, when they did examination many students who remedial because their score did not reach the standard score 75 point. When students read, sometimes it is difficult.

To understand what they read, this could be extremely frustrating for students. The student also faced the problems based on their experiences on recalling textual ideas, identifying main ideas and they tended to have difficulties monitoring their comprehension and relating new information to what they already know .

The data shows that mean of their scoring = 61 from 36 students , the researcher found that only 6 student pass from KKM for English subject in SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli grade is 75.

The researcher found, many students had the difficulties to comprehend the text, and they were very low in it. The researcher found some problems came from teacher, students, the facility of the school and the government. The teacher teaching ways in another factor that makes the student fain in understanding the content of the text because the teacher cannot create a good condition in classroom activities. The common ways that the teacher uses in teaching reading is to ask student to read the text individually. Then read aloud the text and translate the sentences of the passage one by one. The teacher just used en explanatory method in every schedule of subject. Explanatory method in which the teacher just explained the material of the study to the student without knowing the students understand or not about the lesson, sometimes the teacher explained the material just once and it made the students did not understand about the study and they felt bored in the subject. The teaching learning processes focused on the teacher and learners did not pay attention to the teacher. Student just listen to the teacher's explanation do some matters given by the teacher until the teacher gave a score for them and so on.

Additionally, the school also did not have that facility in the class in made the teacher difficult make some media to teach the student. For the better teaching to the student the school should have enough facility do that the teacher easy to teach the students.

The student must be involved and active in the learning process for the effectiveness of learning and for getting the learning objective. Many reading strategies need to be used to make the students active in doing reading comprehension activity. There many kids of method applied in English teacher in teaching English. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class. Kagan (2009:442) explain that there are some kinds of techniques in cooperative learning method, one of than is Jigsaw.

Jigsaw is the student work in small group without paying attention of gender, ethnicity, religion, and ability. Then in is team work format every student strength and weakness in learning English reading became each student has different background and ability in learning.

In a research report from Novianto's thesis (2011) suggest that by using Jigsaw technique. First the use of Jigsaw can improve the students reading comprehension and the students reading involvement in the teaching class because the finding reveal these student improvement is supported by the result of *t-test* analysis, second. There were improvement of students' involvements in reading class toward the application of Jigsaw technique. They were active in every activity. They were willing participate in group discussion. And they were more serious to finish the tasks in groups. They were also motivated to work in group and they were motivated reading English texts.

Based explanation above, teaching reading should encourage the student cooperation: in expressing ideas, sharing idea, asking and explaining each other in a group. So that, the learning process of reading comprehension will achieve the better result and the student will be active in the class. That is why a new strategy or technique needs to improve the student reading skill to overcome the above problems. So the researcher is

interested in finding a research with title "The Effect of Jigsaw Teaching Technique on the Students Ability in Comprehending Narrative Text at Grade X of SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli".

II. REVIEW OF LITERATURE

2.1 Definitions of Reading

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading.

Paregoy and Boyle in Nunan (2005:69) point out that reading is a set of skills that involves making sense and deriving meaning from the printed word. The best way to improve the reading is by reading. Reading also is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill (Patel and Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the researcher in written form.

Patel and Jain (2008:113) state the reading is not only the source of pleasure and information, but also extending someone's knowledge. However, reading is useless without comprehension.

The aim of reading is comprehension Anderson in Nunan (2005:71) Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said to have comprehension in reading if understand content of reading and all information explicitly and implicitly by using knowledge and reasoning to understand the idea of the author. Therefore, reading comprehension is required. From the definition above, it can be stated that reading is a process. It is because readers are expected to eek information from the reading materials and also the readers can interact with language that has been coded into print. In reading activities, there is also an interaction or communication indirectly between the readers and the researchers.

2.2 Types of Reading

According to Humaera (2014:3) there are some types of reading. they are scanning, skimming, reading for detail, intensive reading and extensive reading.

a) Scanning

Scanning is reading method if someone read a text just to find specific pice or pieces of information in it , when someone scans, she/he does not read the whole text. She/he is hurry over most of it until she/he finds the information

she/he interested in. for example, when someone looks for a number in a telephone directory.

b) Skimming

It is reading quickly through a text to get a general idea of what is about. For example, somebody skim when she/he looks quickly to a book shop in a bookshop to decide if she/he wants to buy t, or when somebody go quickly through a reference book to decide which part will help she/he writes an essay.

c) Reading for detail

If someone read a letter from her or his partner, parent, or friend who she/he has not heard for a long time, she/he might reads like this, getting the meaning out of every word.

d) Intensive reading

Sometimes, especially in language classrooms, teachers use text to examine language. For instance, teacher ask student to look for all the words in text related to a particular topic, or work out the grammar of a particular sentence. The aim of these activities is to make students more aware of how language is used.

e) Extensive reading

Extensive reading involves reading long pieces of text, for example a story or an article. As someone read, her or his attention and interest may vary. Someone may read some parts of the text in detail while she/he may skim through others

2.3 Definition of reading comprehension

Literally, reading comprehension includes taking in ideas that is stated directly in a selection. The main ideas directly states in the text. Reading comprehension is not a passive activity in which meaning "magically" appears once the reader the word in the text. Harris and Hodges in Brassell (2008:16) state reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. This definition also suggest that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the readers has on the topic of the text as well as the text itself in order to create meaning. The problem in readin comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

In classroom, in students' reading activities, the researcher is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their study whatever their purposes are. In other to achieve the goal, the comprehension ability in reading is needed, reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

We use the words extracting constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. "comprehension entails three elements: he reader who is doing the comprehending is a part includes by Sbow (2002:11)" from the statement above it is important to bear in mind that reading is not an invariant skill. They are different types of reading skill that correspond to the many different purpose we have for reading.

2.4 The Technique of Teaching Reading

The techniques sued to teach reading are largely meaning-focused. That are they giving primary attention to understanding and enjoying the story. The include shared reading, guided reading and independet reading (Nation 2009;3)

a) Shared Reading

The learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together. The procedure is an attempt to make the shared book activity like a parent reading a child a bedtime story.

The learners are asked to choose what blown-up book they want read to them and the same book may be used in the shared book activity on several occasions. In the later readings, the learners are expected to join in the reading much more. At other times, learners can take the small version of the blown-up book and read it individually or in pairs. After a reading the learners draw, write, act out the story or study some of the language in the story.

b) Guided Reading

Guided Reading can be done silently or with a child reading aloud to a friend, parent or tecaher. Before the reading the learner and teacher talk about the book. Research by Wong and McNaughton showed that for the learner they studied, pre-reading discussion resulted in a greater percentage of words initially correct, and a greater percentage of errors self-corrected.

The teacher and the learner look at the title of the book and make sure that all the words in the title are known. Then they talk about the pictures in the story and make predictions about what might happen in the story and talk about any knowledge the learner already has about the topic.

Important word in the story are talked about but need be pointed to in their written form. So, before the learner actually starts to read the story, the ideas and important words in the story are talked about and claries. Then the learner begins to read.

If the learner is reading aloud to the teacher, then it is good to use the pause, prompt, praise procedure. This means that when the learner starts to struggle over a

word the teacher does not rush in with the answer but pauses for the learner to have time to make a good attempt at it. If the learner continues to struggle the teacher gives a helpful prompt, either from the meaning of the story or sentence or from the from of the word. When the learner reads the word correctly the teacher then praises the attempt. If the learner is reading silently, then a part of the text is read and there is a discussion of what has just been read and prediction of the next part of the text.

c) Independet Reading

In independet reading the learner chooses a book to read and quietly gets on with reading it. During this quiet period of class time, the teacher may also read or may use the time as an oppurtunity for individual learners to come up to read to the teacher. In beginners' classes there is a set time each day for independent reading and learners are expected to read out of class as well. Other names for extended independet reading are sustained silent (SSR) and drop everything and read (DEAR). Learning to read is also helped by learning to write and learning through listening in writing as in reading, first language teachers emphasize the communication of messapes and expect the learners gradually to approximate normal writing over a period of time. Rescarch indicates that the best age to learn to read is about six to seven years old. Starting early at five has no long-term advantages and may make it more midcult for some learners to experience success in reading At the age of about six or seven children are intellectually ready to begin reading. It should be clear from this description that native speakers learning to read have the advantage of bringing a lot of language knowledge and a lot of experience lo learning to read. They might have the disadvantage of beginning to learn a complex skill wlen they may not be quite ready for it.

2.5 Narrative Text

Narrative text is one of the most powerful ways of communicating with other .They not only understand the event, but they can almost feel it The action, detail, and dialogue put the reader in these seem and make it happen for them Moreover, narrative is a peace of text tell a story and doing so, entertain, or inform the reader or listener.

In curriculum 2004 narrative is defined a teat which function is to amuse entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic even lead to a crisis or turning point of some kind in turn finds resolution.

From the definition above, I can include that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

2.5.1 Variety of Narrative Text Structure

The steps for constructing a narrative are:

a) Orientation / exposition

The reader is introduced to the main character and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b) Complication / rising action
The complication is pushed along by serious events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serve toward them from teaching their goal.

c) Sequence of event / climax
This is where narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d) Resolution / falling action
In this part , the implication may be resolve for better or worse, but it is really left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering "how did it end"?

e) Reorientation
It is an optional closure of event

Orientation : Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

Complication : The step mother and sisters were conceited and bad tempered. They treated Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear. One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

Climax : "Why are crying Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty

glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Resolution : Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. a few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Re-Orientation : Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

2.5.2 Language Features of Narrative Text

Narrative text which one of story genres has many language features. It tells about the characteristic of the language side. There are many items which are identified the language feature of narrative text. Those are:

a) Focus on specific participant conducted by the grammar as a having specific identifiable referent in the context.
b) Use Past Tense
   Narrative text which tells something in the past tense. Whether simple past continuous tense or past perfect tense.
c) Use Temporal Conjunction
   Use some common conjunctions in the different text type:
   1. Addition (additive) conjunction are found in the most text type to list of information or idea such as, in description, in narrative text.
   2. Time (temporal) conjunction is important in narratives.
   3. Cause (casual) conjunction describe the reason for event and action in the most text type and require the reader to make connection between events or action and their reason.
d) Using Action Verb
   Action verb provide the interest of writing. Such as: run away, receive and etc.
e) Use of mental process / Mental verbs
   Mental verb is a verb that refers to mental states or activities, emotions, attitudes, desires, perception, etc.

2.6 Jigsaw Technique

According to (Kagan, 2009:442), Jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion. Each participant was given some of the information necessary to solve a problem, so they had to be successful. It means that the team work forced to be active. Slavin (1982:14) states that jigsaw technique is students are assigned to six-member teams to work on academic material broken down into five sections. For example,a biography might be divided into early life, first accomplishments, major setbacks, later life, and impact on history. Each team member reads his on her unique section, except for two students who share a section. Next member of different teams who have studied the same section meet in "expert groups" to discuss their sections. Then the students return to their teams and take turns teaching their teammates about their section since the only war students can learn other section than their own is to listen carefully to their teammates,they are motivated to support and show interest in one another work.

2.7 The Steps of Jigsaw Technique

The jigsaw technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. The teaching procedures in English classroom by jigsaw technique might be sequenced as follows:

a) Students are divided into 5 or 6 persons of a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race
b) One students should be appointed as the group leader. This person should initially be the most mature students in the group .
c) The day's lesson is divided into 5-6 segments (one for each member) For example,if you history students to learn about Eleanor Roosevelt
   You might divide a short biography of her into standalone segments on:
   1. Her childhood,
   2. Her family life with Franklin and their children,
   3. Her life after Franklin and contracted polio ,
   4. Her work in the White House as First Lady,and
   5. Her life and work after Franklin's death.
d) Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
e) Student should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
f) Temporary experts groups should be formed in which one student from each Jigsaw groups joins other student assigned to the same segment. students in this expert group should be given time to discuss the main points of their segment and rehearse and rehearse the presentation which they are going to make to their Jigsaw group.
g) Students come back to their Jigsaw group.

h) Students present his or her segment to the group. Other members are encouraged to ask question for clarification
i) The teacher needs to observer the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
j) A quiz on the material should be given at the and so students realize that the sessions are not just for fun and games, but that they really count

2.8 The Advantages and Disadvantages of Jigsaw Technique

As a teaching technique, Jigsaw has some advantages. Student are directly engaged whit the material,instead of having material presented to them, which fosters depth understanding.

a) Students gain practice in self-teaching, which is one of the of the most valuable skills we can help them learn.
b) Student gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
c) During a Jigsaw, student speak the language of the discipline - based terminology.
d) Each student develops an expertise and has something important to contribute to the group
e) Each student also has a chance to contribute meaningfully to a discussion,something that is more difficult to achieve in large – group discussion.
f) The group task that follows individual peer teaching promotes discussion, problem – solving ,and learning
g) Jigsaw encourages cooperation and active learning and promotes valuing all student's contributions.
h) Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class. The instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

From the description above, the researcher can includes that Jigsaw is a technique should active in learning process, because the class is needed total of student or individually comprehend the material well. Final they teach themselves in their groups to one another. By this way, all of them will develop their reading skills as well.

Besides there are expects and researches declare that Jigsaw is an effective method which has many advantages. Yet, Jigsaw technique has also disadvantage which may happen in implementing in learning process. In Jigsaw technique, learning and teaching

activity need more time. The teacher needs more skill because each group needs different handling.

2.9 Teaching Reading by Using Jigsaw Technique

Jigsaw is one of some cooperative learning techniques. It is a way to teach students to be a master in learning materials. In this study, Jigsaw technique is used to teach English reading. Although there are many techniques in teaching learning English, the researcher choses jigsaw tehnique to improve the students reading skill because the jigsaw technique can help students to communicate one another if they have problems in reading text. Therefore the application of using reading text is usually hve many problems which got by students. For example : difficult words, comprhension of sentences, how to read the word or sentence correctly, etc. From those problems, when the English teaching learning process uses jigsaw technique, the students can be helped by others so the students who get the problems can comprehend the reading text favourably. Jigsaw technique can be a way for students to communicate their problems when they acquire reading text.

III. RESEARCH METHODOLOGY

3.1 Research Design

This research is a quantitative research design. According to Cresswell (2009:48), "Quantitative research is an approach for testing objective theories by examining the relationship among variables. "these variables, in turn can be measured, typically on instrument, so that numbered data can be analyzed using statistical procedure. This research is conducted by using experimental research. According to Cohen (2007:272), the essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the event in which they are interested, introduce an intervention and measure the difference that it makes.

An experiment involves making a change in the value of one variable called the independent variable and observing the effect of the change on another variable called the dependent variable and the independent variables are isolated and controlled carefully. It is a quantitative design because the research wants to find out the effect of jigsaw technique to the students' ability in comprehending Narrative text at the grade X students in SMA Swasta Dharma Bhakti Siborongborong, Kabupaten Tapanuli.

3.2 Population and sample

A. Population

Population is defined as all members of any well-defined class of people, events, or objects (Jacobs and Sorensen, 2010:148). A population is a set or collection of all people, which is research in a certain place. The population in this research is the grade X student of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli. There are 2 classes of the grade X students in SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli, and every class consists of 36 student.

B. Sample

According to Jacobs and Sorensen (2010;148), a sample is a portion of a population. There are many types of sample, namely cluster sample, simple Random sampling, stratified sample, etc. In obtaining the sample, this research used cluster random sampling. According to Cohen (2007:110), Simple random sampling each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected unaffected by the selection of other members of the population. The method involves selecting at random from list of the population (a sampling frame) the required number of subjects for the sample.

In this research, the researcher uses simple random sampling and takes two classes as the sample of this study. The researcher takes two classes as sample for the research. They are grade X_B as the control group teaching reading comprehension without jigsaw, and grade X_A as the experimental group teaching reading comprehension with jigsaw.

The researcher chooses this class: because the researcher looks that the ability of their comprehending to the text is very low than the others, so the researcher makes a research by using jigsaw the student more easy to comprehend the text and more active in the class especially in learning reading comprehension. The researcher uses two classes from the grade X students in SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli as the sample that consist of 36 students of each class.

3.3 Research instrument.

According to Cohen et al (2007), research instrument is a tool used by the researcher to collect the data with certain rules. Achievement test is given to the participants in order to measure the ability of the student on comprehending the text in reading comprehension. Cohen et al (2007:83), state there are several Instrument for data collection, such as : interviews, questionnaires, observation, tests, accounts, role-playing, simulations, biographies and case, personal constructs. The instrument taht used in this research is test.

In test, researchers have at their disposal a powerful instrument of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind (Cohen et al, 2007:414) by considering timer and situation, researcher chooses the enclosed of multiple choice test because it can be shared simultaneously and can be answered by the respondents according to their speed. It is multiple choices that consist of 30 item with five options. This test is prepared in order to know the effect of Jingsaw in teaching reading comprehension to the grade X students of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli.

3.4 Technique of Collecting

In conducting the test, there are three steps applied: doing pre-test, treatment and doing post test.

- Pre-test
  The researcher does the pre-test when the teacher for the first entered the class. It is aimed to know the students ability in material of teaching reading comprehension which given by the researcher. It is doing for experimental group and for control.
- Treatment
  The treatment gives to both experimental group and control group. X2 as the experimental group is gives reading comprehension material but by using Jingsaw technique, and X1 as the control group is the group which receive the treatment by using conventional technique. Both of experimental group and control group give same material.
- Post-test
  Post-test is done in order to know the changeable on student reading comprehension material in teaching reading without jigsaw with teaching reading comprehension using jigsaw. It is know the improvement of the student.

3.5 Scoring of the test

In scoring of the test, the searcher ranges from 0-100 by counting the correct answer and applying this formula based on Arikunto (2010:244)

S= $\frac{R}{S}$ x 100

Note:

S : the score
R : total correct answer
N : the number of test items

For, instance, if one student can answer 28 the correct answer from 30 itens, the score is:

3.6 Technique of Analyzing Data

Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample) in order to calculate the pre and post results. The steps for data analyzing technique :

1. After the researcher gets all the students' score from the pre-test and post-test in experimental group and control group, the researcher calculates the total score of pre-test and post-test from each groups. The researcher calculates means of pre-test and post-test from each group.

   The Formula (mean) : $X = \frac{\sum x}{N}$

   The researcher finds the highest and lowest score from each groups. And the researcher makes the conclusion.
2. The researcher analyses the level of ability of the students in experimental group and control group by calculating the raw score of students in experimental group and control group. To know the level ability of the students from both groups, the researcher uses the criteria of each group.

The formula : (SD) : S = $\frac{1}{N}\sqrt{\{(N\sum(X_1)^2)(X_1)^2\}}$

Where : SD = Standard Deviation
N = Number of Sample
X = Score

So, the researcher concludes the level ability of the students.

3. The researcher calculates the means of experimental group (My) and control group (Mx). The researcher also calculates the standard deviation of experimental group (dy) and the standard deviation of control group (dx).
4. Testing the T-Test formula. The T-Test formula was used to find out T-Count. The form : $T = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2+dy^2}{(N_x+N_y)-2}\right]\left[\frac{1}{N_x}+\frac{1}{N_y}\right]}}$

   Where :
   - M_x = Mean of control group
   - M_y = Mean of experimental group
   - d_x = The standard deviation of control group
   - d_y = The standard deviation of experimental group
   - N_x = Total sample of control group
   - N_y = Total sample of experimental group
5. The last is testing hypothesis. To test the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hypothesis was accepted or rejected. If the t-count was found to be smaller than the t-table, it means that the null hypothesis was accepted and the alternative one was rejected. If the t-count was found to be higher than t-table, it means that the null hypothesis was rejected and the alternative one was accepted. It can be said that Ho has been reject and Ha has been successfully accepted.

IV. RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. The effect of Jigsaw technique to the students' ability in comprehending narrative text at the grade X students of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli, the students were able tocomprehend the text.
2. The use of Jigsaw technique had an effect in comprehending narrative text at the grade X students of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli. The result of analyzing data, the score of t-test was higher than t-table(5.26>1.66). It means there was a significant effect of using Jigsaw technique

in comprehending narrative text at the grade X students of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli.

3. The researcher found that by technique teaching English by using Jigsaw technique, the students begin to interest in English. It can be seen that language learning is hard task that can make frustrating but by Jigsaw technique the students can express their idea freely, and using their background knowledge in study English.
4. Jigsaw technique are well behaved in classroom activities, which the students are motivated to learn, because this technique invites the students to user brainstorming when reading. The researcher found that the all the students in experimental group are active in teaching learning process. While in control group just the smartest students in that class who are active.

4.2 Discussion

The purpose of this research was to find out whether teaching by using Jigsaw technique was more significant than without using Jigsaw technique to the students' ability in comprehending narrative text.

From the result that the researcher got after doing the research it could be concluded that Jigsaw technique was suitable as the teaching technique for the students especially in teaching reading comprehension in narrative text. It could be seen from the score that the students got in experimental group was higher than the students in control group. This technique was suitable to increase students' comprehending in comprehend the text well.

In experimental group using Jigsaw technique, the students were more active and they can share their feeling, idea, and arguments when completed their task that had given by the researcher. By using Jigsaw technique, every student had the chance to give their idea and if there were the students did not understand about the lesson the other students in that group must helped them.

During the activity, the students needed to discuss certain on topics in a group. Each student should share their ideas when doing the work in group. However, when they already use their opportunity to speak, they needed to be patient and turned to listen the others member' ideas. It indicated that by applying jigsaw technique, the students' reading comprehension had improved and the problem of students in reading comprehension had been solved.

V. CONCLUSIONS

Based on the data analysis, the researcher makes the conclusions as follows :

1. Jigsaw technique taught to the grade X students of SMA Swasta Dharma Bhakti Siborongborong Kabupaten Tapanuli has significant effect to the students ability in comprehending narrative text. It could be seen by the score of the students who taught by using jigsaw technique was higher than without using jigsaw technique.

2. The students who were taught by using jigsaw technique are more active, because they study actively to read a narrative to solve their problem. They struggled to comprehend the material.
3. The result of t-test has proved the significant means of experimental group and control group. The result of t-test =5.26 while t-table = 1.66 at df = 70 (Nx +Ny – 2)and at the level of significant $\alpha = 0.05$, it is concluded that using jigsaw technique affect significantly to the students' ability in comprehending narrative text.
4. To make the students enjoy learning English, the teacher should find out the suitable technique to teach the students, so that the students could increase their ability in English Lesson. To increase the student ability in comprehending narrative text, the teacher used jigsaw technique because was a suitable technique that can be used to help the student are successful in their learning process.

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Semantic Analysis of English Songs in Students' Coursebooks

Kristina Shintauli
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research aimed at analyzing the kinds of semantic meaning found in students' coursebooks. The data were analyzed through a semantic theory stated by Kreidler (2002:41), they were reference and denotation, connotation, sense relations, lexical and grammatical meanings, morphemes, homonymy and polysemy, lexical ambiguity, sentence and meaning. The problem discussed in this research was: Which kinds of meaning that can students make from the song lyrics of Students' coursebooks? To solve the problem, Descriptive qualitative method was implemented in this research. The data were taken from the students' worksheets of English Songs meaning of students' coursebooks "Kementrian Pendidikan dan Kebudayaan-Bahasa Inggris" grade VII, VIII and IX. Finally, the result of the research are: The students make few of lexical ambiguity of the song lyrics on their worksheets. Students grade VII 80%, students grade VIII make only 26%, while students grade IX make 86%, concludes that the students of SMP N 12 Pematangsiantar are able to make the meaning of the song lyrics on their coursebooks based on their level of class and yet several students are not able to make the appropriate meaning.
Keywords: Meaning, semantics, song

I. INTRODUCTION

In learning language, the meaning of word, phrase clause and even sentence is very important to be analyzed because it can make something more understandable to be communicated to the other people. According to Yule (2010:112,)Semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker. Nick (2010:2) stated that 'meaning' is used to refer to such different things as the idea or intention lying behind a piece of language, the thing referred to by a piece of language, and the translations of words between languages.

Meaning is also found in lyrics, that actualized through language that is result of thought and so the song and music. In a song, lyrics can be taken from the creator's or musician's feelings or even experiences. It can be about history, loss, love, sadness, happiness, hopes or prays. Through the songs or music, people can be survived, happy, sad or even reminded of something happened in previous time as long they can get the meaning, aim or intention of the song. It cannot be guaranteed for someone knowing the meaning of something that he uttered. The songs that uttered or sung by the students are not absolutely can be understood by them automatically as they sang. Most of them love to listen song because it has simple lyric to be sung and has nice music, some of them choose the songs whose popular singers, another love the songs that are the popular song and same with what they feeling, such as love teenagers songs.

This research is a study about the Semantic analysis of English Songs in students' coursebooks "Kementrian Pendidikan dan Kebudayaan-Bahasa Inggris Grade VII, VIII, and IX". The research is conducted to the songs that learnt by the Junior High School students, they are: What A Wonderful World, Heal The World, and Que Sera Sera. In this occasion, the researcher uses the theory of Charles W. Kreidler (2002), to find out the meaning of the songs that were learnt by the students in their cousebooks.

II. THEORETICAL REVIEW

2.1 Definition of Semantic

According to Kreidler (2002:313), stated that Semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings. It used to explicate the knowledge of any speaker of a language which allows that speaker to communicate facts, feelings, intentions and products of the imagination to other speakers and to understand what they communicate to other people.

Yule (2010:112), stated that Semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker, might want them to mean on a particular occasion. This approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning.

2.2 Meaning

Meaning can meant by a representation of something that has same or closed relation. Nick (2010:40), said that 'Meaning' is a very vague term: in English it refers to a variety of different relations between the world, language and speakers. Most languages do not have precise equivalents for the English term 'meaning', and some use a very different stock of lexical resources to talk about meaning-like phenomena.

2.3 Kinds of Meaning

According to Kreidler (2002:41) the dimensions of meaning include reference and denotation, connotation, sense relations, lexical and grammatical meanings, morphemes, homonymy, polysemy, lexical ambiguity, sentence and meaning.

2.3.1 Reference and Denotation

According to Kreidler (2002:43) stated that Reference is the relation between a language expression or the expression itself that pertains or relates to a particular situation of language use, including what a speaker may imagine. Denotation is the potential of a word in indicating something into such language expressions. A denotation identifies the central aspect of word meaning, which everybody generally agrees about.
Example: *Door*- The way of in and out a certain place

2.3.2 Connotation

Kreidler (2002:45) said that Connotation refers to the personal aspect of meaning, the emotional associations that the word arouses. Connotations vary according to the experience of individuals but, because people do have common experiences, some words have shared connotations.
Example: A *White* clouds = a *Clean* clouds

2.3.3 Sense Relation

According to Kreidler (2002:46), Sense relation is when a certain word means depends in part on its associations with other words, the relational aspect. Lexemes do not merely 'have' meanings; they contribute meanings to the utterances in which they occur, and what meanings they contribute depends on what other lexemes they are associated with in these utterances.

Example: T*ime* = Elapsed
A man = Walked

2.3.4 Lexical and Grammatical Meaning

Lexical meaning is the smallest meaning unit in the meaning system of language that could be distinguished from other similar units. A lexeme is an abstract unit. It can occur in many different forms of actual spoken or written sentences. Lexical meaning refers to the real meaning, meaning that proper with our sense of observation, or granted meaning. Grammatical meanings, then, are expressed in various ways: the arrangement of words, (for instance, by adding affixes to the base form of the word). (Kreidler, 2002:50)

Example: - Emille is happy when her Daddy coming. It means she is pleased.
- *Approve* *Disapprove* Not giving an agreement or approval
- *Height* *Heighten* Make something Longer

2.3.5 Morphemes

According to Kreidler (2002:51), The technical term for a minimal meaningful part is **morpheme**. Morphemes divided into two terms, that are free and bound morpheme.

Example: *Boyfriend* = Boy+friend
Beautiful = Beauty+ful

2.3.6 Homonymy

Homonymy known as the words that have same pronunciation and spelling but not for the meaning. Kreidler (2002:52). The words that homonymy can be same in pronunciation and spelling, but they possibly have contrary meaning.

Example: *Bank* : - As the financial institution
- The edge of the stream

2.3.7 Polysemy

A polysemous lexeme has several (apparently) related meanings. It can be a word that has several kinds of related meaning but in different necessaries, places or functions. Kreidler (2002:52)

Example: *Head* : - Head of a person,
- Head of a company,
- Head of a table or bed.

2.3.8 Lexical Ambiguity

Kreidler (2002:56) stated that Ambiguity occurs also because a longer linguistic form has a literal sense and a figurative sense. belong to different lexical categories and therefore do not give rise to ambiguity.

Example: I *think* to myself = I *talk* to myself

2.3.9 Sentence and Meaning

According to Kreidler (2002:56), stated that The meaning of a sentence derives from the meanings of its constituent lexemes and from the grammatical meanings it contains. All the lexical and grammatical meanings expressed in a sentence, we will know the meaning of the sentence, and vice versa.

Example: Albert Thompson *opened* the first flour mill in Waterton.

Opened : can be opening the store or opening the store's door.

Can be as the ceremonial of store opening

2.4 Song

Song is a material composition on other set of word adapted for singing or intended to be sung. It is a poem in lined stanzas (Oxford, 1993). Song is any poem, even there is an attention of it being set to music, poem maybe called a song.

III. RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher uses Descriptive Qualitative method to find out the types of meaning of English songs in students' courseboooks that found in students' worksheets at grade VII-1, VIII-1 and IX-1 in SMP Negeri 12 Pematangsiantar.

3.2 Subject of the Research

The subject of this research are the students of SMP Negeri 12 Pematangsiantar, Grade VII-1, VIII-1 and IX-1, who have learnt the songs on their own English coursebook and also have asked to make a meaning of the songs, to see the level of students' understanding of the songs they have learnt from first grade until the third grade.

3.3 Object of the Research

The object of this research are the students' worksheets of the meaning of English Songs of students' coursebooks "Kementrian Pendidikan dan Kebudayaan-Bahasa Inggris Grade VII, VIII, and IX". The research is conducted to the songs that learnt by the Junior High School students in SMP 12 Pematangsiantar, they are: What A Wonderful World, Heal The World, and Que Sera Sera.

3.4 Research Instrument

Instrument is the device the researcher uses for collecting data. The instruments deal with how the data relevant to do the theories given in this study. In getting the data, the researcher uses the students' worksheets, then the result of making a meaning of the song lyrics "What A Wonderful World, Heal The World, and Que Sera Sera", will be collected as a data for the researcher.

3.5 Technique of Collecting Data

In collecting the data, the researcher does some actions, such as;

1. The researcher gives the songs lyric to the students. Each student is given a lyric song paper, then they will give the meaning of each stanza of the song.
2. The researcher gives the instruction to the students orally, "You're your attention fully to the song lyric, then give meaning of the song in each stanza of the song

lyrics." The researcher do the same for each grade of students, and the students are allowed to use dictionary to help them in getting the meaning of the song.

3.6 Technique of Analyzing Data

In this research, the researcher analysis the data by following several steps, such as:

1. The researcher reads students' result paper of making a meaning of the songs.
2. The researcher finds whole data found from the students' worksheets. For each title of the song are treated in the same way**.**
3. The researcher underlined the words or phrases of the song lyric, and circle the words or phrases of the meaning of song lyrics, to see which word or phrase that the students can make into semantic meaning consists Reference and Denotation, Connotation, Sense Relation, Lexical and Grammatical meaning, Morphemes, Homonymy, Polysemy, Lexical Ambiguity and Sentence meaning.
4. The researcher tabulating semantic meaning words analysis of students grade VII, VIII and IX.

IV. DATA ANALYSIS AND FINDINGS

4.1 Data Analysis

The data from the research are the semantic meaning from song lyrics in students' worksheets analyzed based on Kreidler, (2002:40) include Reference and Denotation, Connotation, Sense relation, Lexical and grammatical meaning, Morpheme, Homonymy, Lexical Ambiguity and Sentence and meaning.

Table 4.1 Semantic Meaning Made by Students Grade VII

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
WHAT A WONDER-FUL WORLD	1	Rahma	See Wonderful Think	Look Amaze Say				√ √					 √	
	2	Yeremia	Wonderful world Sacred Going by Babies Watch	Amazing world Silent Across Children See				√ √ √ √ √						
	3	Randy	Bloom Think Wonderful White Sacred Pretty Hear	Rise Say Beautiful Clean Silent Beautiful Listen		 √		 √ √ √ √					√ √	
	4	Tengku	Think	Say, talk									√	

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
			Bright	Radiantly					√					
			Wonderful	Beautiful, Great				√						
			Wonderful	Admirably					√					
	5	Laura	Think	Whisper,talk,Say									√	
			Wonderful					√						
			Going by	Great, beautiful				√						
				Passing										
	6	M. Faiz	Wonderful	Beautiful,Amazing				√						
			See					√						
			Think	Look									√	
			Pretty	Talk				√						
			Going by	Beautiful				√						
			Watch	Passing				√						
				Look										
	7	Rizky	Think	Say, Talk									√	
			Bright	Radiantly					√					
			Wonderful	Admirably					√					
			Wonderful	Great				√						
	8	Desliana	Think	Say									√	
			Wonderful	Beautiful				√						
			Bright	Shining				√						
			Sacred	Silent				√						
			Going by	Passing				√						
			Hear	Listen				√						
			Watch	See				√						
	9	Jhon	Think	Say, Talk									√	
			Bright	Radiantly					√					
			Wonderful	Admirably					√					
			Wonderful	Great				√						
			Pretty	Beautiful				√						
	10	Nehemia	See	Look				√						
			Think	Talk									√	
			Wonderful	Beautiful				√						
			Sacred	Silent				√						
			Going by	Passing				√						
			Hear	Listen				√						
			Watch	Look				√						
	11	Hery	Trees	Plants				√						
			Think	Say				√						
			Myself	Me		√		√						
			Wonderful	Beautiful				√						
			White	Clean										
			Bright	Shining				√						
			Sacred	Silent				√						
			Pretty	Beautiful				√						

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
			Hear	Listen				√						
			Babies	Children				√						
			Watch	See				√						
	12	Christian	See	Look				√						
			Wonderful	Beautiful				√						
			Bright	Shining				√						
			Pretty	Beautiful				√						
			Going by	Across				√						
			Hear	Listen				√						
			Watch	See				√						
			Think	Say									√	
	13	Dimas	Bloom	Grow									√	
			Wonderful	Beautiful				√						
			See	Look				√						
			Pretty	Beautiful				√						
			Going by	Across				√						
			Hear	Listen				√						
			Babies	Children				√						
			Watch	Look				√						
	14	Nurul	Trees	Plants				√						
			See	Look				√						
			Think	Say									√	
			Wonderful	Beautiful world				√						
			world	Shining				√						
			Bright	Beautiful				√						
			Pretty	Listen				√						
			Hear											
	15	Bobi	See	Look				√						
			Bright	Shining				√						
			Pretty	Beautiful				√						
			Hear	Listen				√						
			Watch	Look				√						
			Wonderful	Beautiful				√						

Table 4.2 Semantic Meaning Made by Students Grade VIII

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
HEAL THE WORLD	1	Aliya	Better place	Better world									√	
	2	Pramudiyanti	Better place	Better world									√	
			Bliss	Happy				√						
	3	Septiani	Tomorrow	Future				√						
			Strong	Full strength				√						

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
			Bliss	Joy				√						
	4	Anita	Bliss	Happy				√						
	5	Veny	Better place	Better world									√	
	6	Devi	A place	A love									√	
	7	Yunita	Bliss	Happy				√						
	8	Winarti	Human race	All people				√						
	9	Ranie	Fear or dread	Afraid				√						
	10	Aida	Fear or dread	Afraid				√						
	11	Dwi												
	12	Sheila	Bliss	Happy				√						
	13	Yolanda	Tomorrow Strong	Future Full strength				√ √						
	14	Theodora												
	15	Miftha	Start living	To begin living				√						

Table 4.3 Semantic Meaning Made by Students Grade Grade IX

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
QUE SERA-SERA	1	Jessica	A little girl Asked My mother Pretty Rich Said Grew up Sweetheart Day after day Said Handsome Tell Tenderly	A young girl Have a question My Mom Beautiful Wealthy Answered Arose Boyfriend Day by day Answered Coagulated Narrate softly				√ √ √ √ √ √ √ √ √ √ √		 √ 			√	
	2	Florentina	Pretty Rich Future Sweetheart Rainbow Day after day Said	Beautiful Wealthy Dream Darling Happiness Everyday Answer				√ √ √ √ √					√ √	
	3	Ester	A little girl	Small virgin		√								

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING									
					RD	C	SR	L	G	M	H	P	LA	SM
			My mother	My mom				√						
			Pretty	Beautiful				√						
			Rich	Almighty									√	
			Sweetheart	Affection,darli				√						
			Children	ng				√						
			Their mother	Son				√						
			Handsome	Their mom				√						
				Dashing										
	4	Devia	Pretty	Beautiful				√						
			Rich	Success									√	
			Future	The time front				√						
			Children	Son				√						
	5	Ullaya	Pretty	Beautiful				√						
			Rich	Success									√	
			Said	Replied				√						
			Sweetheart	Boyfriend						√				
			Day after day	Everyday				√						
	6	Natasya	A little girl	A child				√						
			Pretty	Beautiful				√						
			Rich	Success									√	
			Sweetheart	Lovely					√					
			Children	Baby				√						
			Their mother	Their mommy				√						
			Handsome	Dashing				√						
	7	Suny	Pretty	Beautiful				√						
			Rich	Success									√	
			Said	Replied				√						
			Sweetheart	Boyfriend						√				
	8	Evelyn	A little girl	A small				√						
			Pretty	woman				√						
			Sweetheart	Beautiful				√						
				Love										
	9	Amanda	Pretty	Beautiful				√						
			Rich	Success									√	
			Sweetheart	Husband				√						
			Day after day	Everyday				√						
	10	Fimiyah	Pretty	Beautiful				√						
			Sweetheart	Darling				√						
			Rainbow	Happiness									√	
			Day after day	Everyday				√						
			Said	Answer				√						
	11	Dinda	Pretty	Beautiful				√						
			Sweetheart	Darling				√						
			Rainbow	Happiness									√	
			Day after day	Everyday				√						

SONGS	NO	STUDENTS	WORDS/ PHRASES	MEANING	SEMANTIC MEANING								
					RD	C	SR	L	G	M	H	P	LA	SM
			Said	Answer				√						
	12	Sintya	Pretty	Beautiful				√						
			Rich	Success									√	
			Future	The time front				√						
			Sweetheart	Darling				√						
			Handsome	Cool				√						
	13	Aulia	Rich	Success									√	
			Day after day	Everyday				√						
	14	Siti	Pretty	Beautiful				√						
			Future	Dreams									√	
			Sweetheart	Darling				√						
			Rainbow	Happiness									√	
			Day after day	Everyday				√						
	15	Yos	Pretty	Beautiful				√						
			Handsome	Coagulated				√						

4.2 Findings

From the analyzed data above found that the students can make semantic meaning of the English songs in the students' coursebooks at grade VII, VIII and IX. The kinds of semantic meaning that they can make are connotation, lexical and grammatical meaning, morpheme, and lexical ambiguities.

1. In grade VII in making meaning of the song What A Wonderful World, all of the students can make Connotation, Meronymy lexical ambiguity, and Synonymy for lexical meaning, and grammatical meaning for suffix –ly for words radiantly, and admirably.
2. In grade VIII in making meaning of the song Heal The World from students' worksheets, the students mostly can make lexical meaning that is synonymy and few students can make lexical ambiguities meaning. Each of students can make the meaning of song lyrics less than three words. It shows that the students are lack of words meaning, if compare with students grade VII.
3. In grade IX in making meaning of the song Que Sera Sera, the students mostly can make lexical meaning that is synonymy, they also can make the meaning of morpheme and lexical ambiguities. Each of students can make the meaning of song lyrics more than five words. It shows that the students have words meaning the more than grade VII and VIII even though it is not really significantly.

V. CONCLUSSION

The students make few of lexical ambiguity of the song lyrics on their worksheets. Students grade VII who make meaning of song lyrics What A Wonderful World are 80%, students grade VIII who make meaning of song lyrics of Heal The World are only 26%, while students grade IX who make the meaning of song Que Sera Sera are 86%.

From the percentage data above, the researcher concludes that the students at grade VII, VIII and IX of SMP N 12 Pematangsiantar are able to make the meaning of the song

lyrics on their coursebooks based on their level of class and yet several students are not able to make the appropriate meaning of the song, shown by the percentage of students make lexical ambiguity meaning of the song lyrics. It can be caused by the song had not been listened yet by the students or the song is not familiar to them or even they are not always get the meaning of song lyrics, or even the teacher are teaching the meaning of the song they learn rarely. That is why the students are not able to make the meaning of the song well.

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Students' Comprehension and Production of English Sibilant Sounds

Dita Silitonga
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research is about to find what extent the students' ability in perceiving and producing sibilant sounds is. Language perceptive skill and productive skill are related to psycholinguistics, a branch of study which combines the disciplines of psychology and linguistics, that discuss the processes of acquisition and use of language in terms of psychology. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse especially in English sibilant final sounds /s/, /z/, and /ɪz/. In this case, the researcher found that students' comprehension is more dominant rather than production. The most dominant error that occured on students' production is the sounds /z/. Students often pronounce /s/ to say /z/. In the other case, students also pronounce /s/ becomes /z/, and /ɪz/ becomes /ɪs/. Most students have low ability in pronouncing English sibilant sounds, although they have good comprehension in English sibilant sounds.

Keywords: Comprehension, psycholinguistics, production, pronunciation, sibilant sounds.

I. INTRODUCTION

English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. Language perceptive skill and productive skill are related to psycholinguistics, a branch of study which combines the disciplines of psychology and linguistics, that discuss the processes of acquisition and use of language in terms of psychology. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse.

While having teaching practice, the researcher found that students were easier to comprehend than to produce. Some students understand how to pronounce /brɪʤɪz/, but to communicate it, they say /brɪʤɪs/. As Brown and Bellugi (1964:135) have noted that what young children understand (their C-representations) often do not match what they say (their P-representations): They understand "fish" but say 'fis'.

Cases of mismatch between perception and production, showing that listeners can be near-native in listening to infrequent productions of spoken words. Listeners have highly-specific memories for particular word forms, and that over time, there is little evidence that this variable input is mapped to a single abstract word form. Finally, data show that not all experiences with phonetic variants of a single lexical item are equal, leaving us with representations that are dense, but weakly encoded and others that are sparse, but strongly encoded.

Based on problems above, the researcher is interested to analyze the students' compehension and production especially in sibilant sounds at second grade of SMA Negeri 4 Pematangsiantar and found the most difficult final sound.

II. LITERATURE REVIEW

2.1 Psycholinguistics Inquiry

Psycholinguistics or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. Developmental psycholinguistics studies children's ability to learn language as Palmatier (1972:140) argued that psycholinguistics is the study of the language development of children an intoduction of state of the linguistic theory of psychological problems. Psycholinguistics as a field of science that focuses on the application of the actual language and communication should be realized. Obviously with the support of various parties, because in learning a foreign language should be given the assumption that learning a foreign language is easy; and applying various methods and approaches can be done to allow students easily to understand it. One that it can not be denied that language is a form of habit.

2.2 Language Comprehension and Production

Language comprehension is how people understand sentences as they read (also known as sentence processing). Experimental research has spawned a number of theories about the architecture and mechanisms of sentence comprehension. Typically these theories are concerned with what types of information contained in the sentence the reader can use to build meaning, and at what point in reading does that information become available to the reader. Issues such as "modular" versus "interactive" processing have been theoretical divides in the field.

Language production concerns how people produce language, either in written or spoken form, in a way that conveys meanings comprehensible to others. One of the most effective ways to explain the way people represent meanings using rule-governed languages is by observing and analyzing instances of speech errors. They include speech dysfluencies like false starts, repetition, reformulation and constant pauses in between words or sentences; also, slips of tongue, like blendings, substitutions, exchanges (e.g. Spoonerism), and various pronunciation errors.

2.3 Pronunciation

Harmer (2007:281) states Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean". It can be concluded that pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound.

The pronunciation of S at the end of plural nouns, verbs in third person and as a part of the possessive case sometimes causes problems for non-native speakers because it can be pronounced in three different ways: / ɪz /, / s / or / z /.

According to Fromkin et al. (2011:229), "the distribution of plural allomorphs in English is conditioned by the final segment of the singular form." The sound of final segment of singular must be known well by the speaker when pronouncing the word. It is because the sound of morpheme –s depend on how the final sound of singular is pronounced. For instance, words cab, cap and bus have plural forms cabs, caps and buses. Those plural forms have different sound of morpheme –s based on the final segment of singular form. The word cab has final segment voiced non-sibilants then the ending of plural is pronounced as [**z**]. The next is word cap that has final segment voiceless non-sibilant then the ending of plural is pronounced as [**s**]. The last is word bus that has final segment sibilant the ending plural is pronounced as [**əz].**

The pronunciation of the final S in plural words and verbs in the third person depend on the final consonant sound before that S. The ending is pronounced /s/ after a voiceless sound, it is pronounced /z/ after a voiced sound and is pronounced /ɪz / or /əz/ after a sibilant sound:

- **Voiceless:** helps /ps/ -- sits /ts/ -- looks /ks/
- **Voiced:** crabs /bz/ -- words /dz/ -- gloves /vz/,
- **Sibilant:** buses /sɪz / or /səz /, bridges /dʒɪz / or /dʒəz /, wishes /shɪz / or /shəz /

2.4 English Sibilant Sounds

In the production of sibilants, there is a degree of stricture for fricatives which creates acoustic consequence in forms of the noise generated by turbulent airflow through that degree of constriction in the oral cavity, and the perceptual timber of them lies in the already created noise in the speech sound produced. "The term sibilance refers to the hissing sound that accompanies certain English consonants (Gilbert, 2012: 57). In phonetics, sibilants are fricative consonant sounds, in which the tip, or blade, of the tongue is brought near the roof of the mouth through a narrow channel in the oral cavity while air stream is pushed past the tongue to make a characteristic high-pitch hissing or hushing sound.

Sibilants are normally described according to their place of articulation; however, acoustically different sibilant fricatives are produced both through various tongue positions and different tongue shapes. Non-sibilant sounds of English are bilabial: [ɸ, β], labio-dental /f, v/, inter-dental /Ɵ, ð/, and palatal [ç, j]. In acoustic and laboratory phonetics,

electro-palatographic study (EPG) compares the realization of the sibilant fricatives as distinct phonemes. In the following minimal pairs, the contrast in question is phonemic, which yield to /s, z, ʃ, ʒ, ʧ, ʤ/ as concrete sibilant phonemes and can be reliably distinguished from each other as distinct phonemes.

sue /su:/ → /s/ "to institute legal proceedings"

zoo /zu:/ → /z/ "a place where live animals are exhibited to the public"

III. RESEARCH METHOD

This research was considered as qualitative research design. Qualitative research design is a systematic subjective approach used to describe life experiences. In this study, the researcher used a case study to describe the facts and the characteristics of interested area of population in a systematical, factual, and accurate procedure. The subjects of this research were the students at the second grade of SMA Negeri 4 Pematangsiantar consisting 6 students who have been selected through stratified sampling method on their tribe from 36 students of one class. There were 3 tribes in the class namely Tobanese, Simalungunese and Javanese.

To get the data, researcher used test as instrument. In the table, the test consists of 30 words which are devided into two parts. The first is part A, which consists of 15 words that allowed the students to fill in the blank with the correct final-word sibilant sounds /s/, /z/, /ɪz/. This part is focused on students' comprehension by listening to the recorder given and fill in the blank with the correct final sibilant sound. The second is part B, which consists of 15 words that allowed students to pronounce each words with the correct pronounciation. It is focused on students' production.

The data are analyzed based on the following steps:

- The data were examined and given the total score based on formula: the frequency of right answer is divided by number of question, then multiplied by 100.
- After scoring, the researcher described some students' comprehension and production so the data were analyzed by using Likert scale below:

Scale	Interval	Descriptive Category
1	$0 \leq x \leq 20$	Very Poor
2	$21 \leq x \leq 40$	Poor
3	$41 \leq x \leq 60$	Acceptable
4	$61 \leq x \leq 80$	Good
5	$81 \leq x \leq 100$	Very Good

- Then, the researcher analyzed the total average of students' comprehension and production and get the score comparison.
- After that, the researcher analyzed the most difficult final-word sibilant sounds pronounced by students by using formula:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage
F : Frequency of wrong answer
N : Number of sample which is observed

- After getting the frequency and percentage of the most difficult final-word sibilant sounds pronounced by students, the researcher analyzed the average score by using formula:

$$P = \frac{F}{N \times n} \times 100\%$$

P : Percentage
F : Frequency of wrong answer
N : Number of sample which is observed
n : Number of item test

IV. RESULT AND DISCUSSION

In this part is intended to know what extent the students' ability in perceiving and producing sibilant sounds at second grade students of SMA Negeri 4 Pematangsiantar is. Here are the data of final result of students in comprehensing and producing.

Table 4.1 Student's Comprehension and Production Final Result

No.	Students	Tribes	Comprehension Result		Production Result	
			Score	Category	Score	Category
1	Reynanda	Javanese	66,6	Good	60	Acceptable
2	M. Najhan	Javanese	60	Acceptable	26,6	Poor
3	Desi	Tobanese	86,6	Very Good	60	Acceptable
4	Aivata	Tobanese	80	Good	60	Poor
5	Kezia	Simalungunese	80	Good	40	Poor
6	Juan	Simalungunese	86,6	Very Good	66,6	Good
Total			76,6		52,2	

From the table above, it can be concluded that students' comprehension is more dominant rather than production. Reynanda has good comprehension but he has acceptable production. M. Najhan has acceptable comprehension in sibilant sounds but he has poor production in pronouncing words containing final-word sibilant sounds. Desi has very good comprehension and she has acceptable production. Aivata has good comprehension but he has poor production. Kezia is a good category in comprehensing English sibilant

sounds, but unfortunatelly she has poor production in pronouncing words containing final-word sibilant sounds. Juan has very good comprehension and he still has good production in pronounciation.

This research proved that sometimes comprehension is easier for human than production as Brown and Bellugi (1964:135) have noted that what young children understand (their C-representations) often do not match what they say (their P-representations): They understand "fish" but say 'fis'. In other case, some students understand how to form plural well, but in fact they do not know how to communicate it. For example, they understand "I have two books", but to communicate, they say "I have two book".

The most dominant error that occured on students' production is the sounds /z/. It means that student are difficult to pronounce /z/ in English final-word sibilant sounds. Students often pronounce /s/ to say /z. In the other case, students also pronounce /s/ becomes /z/, and /ɪz/ becomes /ɪs/. It means that the pronounciations that the students produced are not consistent.

Based on the all discussion related to the findings of this research, it is interesting to note that most students have low ability in pronouncing English sibilant sounds, although they have good comprehension in English sibilant sounds. There are several possible explanation regarding this finding. Firstly, this might be caused by the Javanese and Bataknese only have /s/ and /ɪs/ sibilant sounds. That's why there are some errors happened while the students pronounce English sibilant sounds, for example they pronounce /s/ for /z/ and /ɪs/ for /ɪz/. The second possible reason might be the ability of the students themselves. In this case, the students who were involved in this research were still second semester students who have not learned speaking or English Phonology.

V. CONCLUSIONS

Based on the data analyzed and findings from three tribes, there are some conclusions to be drawn:

a. Javanese students' comprehensions are categorized to be acceptable to good. Tobanese students' comprehensions are categorized to be good to very good. Simalungunese students' comprehensions are categorized to be good to very good.
b. Javanese students' productions are categorized to be poor to acceptable. Tobanese students' comprehensions are categorized to be poor to acceptable. Simalungunese students' comprehensions are categorized to be poor to good.
c. The data presented that students' comprehension is more dominant rather than production. It is showed from the data that the comprehension average score (76,6) is higher than production average score (52,2).
d. Most students have low ability in pronouncing English sibilant sounds, although they have good comprehension in English sibilant sounds.
e. The most dominant error that occured on students' production is the sounds /z/. It means that student are difficult to pronounce /z/ in English final-word sibilant

sounds. Students often pronounce /s/ to say /z. In the other case, students also pronounce /s/ becomes /z/, and /ɪz/ becomes /ɪs/. It means that the pronounciations that the students produced are not consistent.

f. Many Tobanese, Simalungunese and Javanese students got difficulties when they pronounced the words containing final-word sibilant sounds /z/. It may concluded that it is because of the students' mother tongue (Bataknese and Javanese). There is big influence of local language in speaking or pronunciation of English sibilant sounds.

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Students' Error Speech Production in Pronouncing Consonants and Vowels of Eleventh Grade in SMA Swasta Kampus Pematangsiantar

Siti Chaerani Putri
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research is about the students' error speech production in pronouncing consonants and vowels of eleventh grade in SMA Swasta Kampus Pematangsiantar. In Indonesia, English has the position as the foreign language. Since of its position, pronunciation always become the primary problem for the learners. The problem raised in this research is: "what are the students' error speech production in pronouncing consonants and vowels at grade eleven in SMA Swasta Kampus Pematangsiantar? To answer the problems, the researcher used theories such as Lennon (1991:182), Duffy (2000), Crystal (2008:102), Jones (1986:12), Herman (2016), Cipollone (1998:300). Descriptive qualitative was conducted in this research. The subject of the research is eleventh grade (XI IPA 2 and XI IPS 2) in SMA Swasta Kampus Pematangsiantar, meanwhile students' error in speech production in pronouncing consonants and vowels as the object. After analyzing the data, the researcher found that there are some errors conducted by the students such as metathesis and addition or ommission error. the researcher hopes that this research will give some benefits for those who need this research as a reference in order to conduct further research.
Keywords: Error, consonant, production, pronunciation, speech, vowel

I. INTRODUCTION

Language is a mean of communication that is used by the people in this world. According to Sapir (1921:7), "language is purely human and non instinctive method of communicating ideas, emotional, and desires by means of system of voluntary produced symbols." Knapp and Watkins (2005:14) added "language is both natural and cultural, individual and social. It is an important tool of communication." Language is used to deliver ideas to another person naturally and culturally, individually, and socially.

Wardhaugh (2010:12) said that language has relationship to society. We use different language in different society. The purpose is to create to good communication while doing conversation. The researcher concludes that language is very important for human being. By language everyone can express their feelings, wishes, and exchange information, news, ideas from what they want, what they see and what they need. There are many languages in the world. namely, Indonesia, English, Chinese, Bataknese,

Javanese, and etc. English language is one of the major language in the world. In English there are four basic skills namely, listening, writing, reading and speaking.

According to Madrid and Mclaren (2006: 321), speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition. In this research the researcher wants to focus in speaking skill because speaking is a media to communicate to another people. According to Adib (2012), speaking cannot be separated with speech production while we are speaking because we produce the speech. The ability to produce speech comes from the integration of phsychological, neurological, and cognitive efforts.

Speech production refers to the cognitive processes engaged in going from mind to mouth. Bock (1995) stated the processes transforming a nonlinguistic conceptual structure representing a communicative intention into a linguistically well-formed utterance. Within cognitive psychology, research concerning speech production has taken various forms such as: research concerning the communicative aspect of speaking research concerning the phonetics of the produced speech and research concerning the details of the cognitive processing machinery that translates conceptual structures into well-formed linguistic utterances. To learn produce a good speech, we must give attention about pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. In making good communication, every people has to pronounce the words correctly.

According to Hornby (2005), pronounciation is defined as the way of how a language is spoken. Hence, Richard and Schmidt (2002:429) in Herman (2016) stated that pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer. Every speech sound belongs to one or other of the two main classes known as consonant and vowel. According to Crystal (2008:102), defines consonant in terms of both phonetics and phonology. Jones (1986:12) stated that vowel is defined as some of the continuous voiced sounds produced without obsctruction in the mouth and they are what may be called pure musical sounds unaccompanied by any fiction noise. When speaking English, the speakers and listeners are having a mutual relationship of communication. They affect each other by means that in order that the listeners can take the message of what is said, the speakers have to speak with a correct pronounciation by means the English sounds are pronounced correctly. But sometimes the speakers pronounce the words incorrectly. It causes the listeners cannot take the message well because there are some error in his/her speech production in pronouncing the sounds.

According to Lennon (1991:182) an error is a linguistic form or combination of form, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's natives counterparts. Based on the experience of the researcher in teaching practice in SMA Swasta Kampus Pematangsiantar, students eleventh grade made the errors in their speech production when they read narrative text.

For example error in consonant, "Dear old queen, Diana" /dɪər/ /əʊld/ /kwi ː n/, /daɪ□æn.ə/ but some students said, queer old dean, Diana /kwɪər/ /əʊld/ /di ː n/, /daɪ□æn.ə/.

It is include type of error in metathesis because switching of two sounds, each taking the place of the other. For example error in vowel, "Experience during I learn here" /ɪk□ spɪə.ri.əns/ /□ ʤʊə.rɪŋ/ /aɪ/ /lɜ ː n/ /hɪər/ but some students said, "Experiences during I learn here /ɪk□ spɪə.ri.ənsəs/ /□ ʤʊə.rɪŋ/ /aɪ/ /lɜ ː n/ /hɪər/. It is include type of error in preservations because addition of a sound when they said /ɪk□ spɪə.ri.ənsəs/. So, based on the background above, the researcher wants to conduct research with the title, "Students' Error Speech Production in Pronouncing Consonants and Vowels of Eleventh Grade in SMA Swasta Kampus Pematangsiantar".

II. REVIEW OF LITERATURE

2.1 Speech Production

According to Duffy (2000) speech is the most complex of innately acquired human motor skills, an activity characterizedin normal adults by the production of about 14 distinguishable sounds per second through the coordinated actions of about 100 muscles innervated by multiple cranial and spinal nerves. Speech production refers to the cognitive processes engaged in going from mind to mouth. Bock (1995) stated that is the processes transforming a nonlinguistic conceptual structure representing a communicative intention into a linguistically well-formed utterance. Within cognitive psychology, research concerning speech production has taken various forms such as: research concerning the communicative aspect of speaking research concerning the phonetics of the produced speech and research concerning the details of the cognitive processing machinery that translates conceptual structures into wellformed linguistic utterances.

2.2 **Phonology**

Linguistics have promoted various definition of the term phonology. Roach (2009) remarks that phonology is the study that focuses on the sounds unit in a language can be distinctive, the pattern which is formed and the regulation ruling their use.

Kenstowics & Kisseberth (1979) said "phonology is the study of the pattern concerning with the selection and use of sound in the languages of the world". According to Yule (1985:45), it is basically the description of the systems and patterns of speech sounds in a language concerning with the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound. According to Crystal (2008:365), phonology is concerned with the range and function of sounds in specific languages and with the rules which can be written to show the types of phonetic relationships that relate and constract words and order linguistic units. On the whole,

phonology is one of the branches of linguistics that studies about how sounds occur together with other sound in a certain language.

2.3 Phonetics

According to McMahon (2002), phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics, and neurology.

A. English Consonants

According to Crystal (2008:102), defines consonant in terms of both phonetics and phonology. Daniel (2014) stated phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible fiction is produce. Human employ speech organs in producing consonants that the term 'articulation' is used to most to address consonant production. Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] [h], [x], [tʃ], [ʤ], [m], [n], [ŋ], [l], [r], [w], [j].

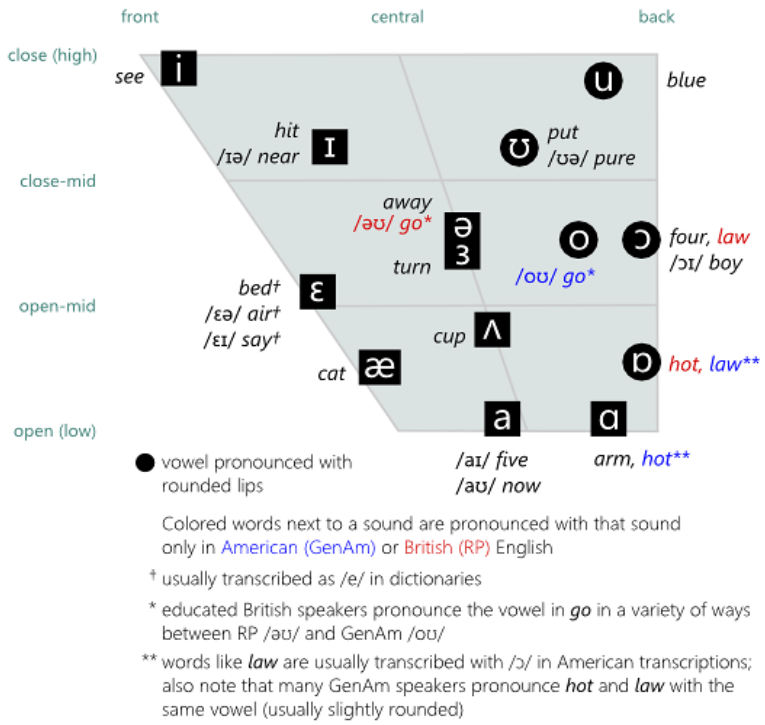
	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ			h	
Affricates									ʧ	ʤ				
Nasals		m						n				ŋ		
Liquids								l r						
Glides		w								j				

(Yule, 2010:30)

B. English Vowel

According to Jones (1986:12), a vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure mucical sounds unnaccompanied by any friction noise. The quality of vowel is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels.

As a result, the production of most vowel is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowel.



(Szynalski, 2016)

Jones (1983:32) stated the vowel of classification, based on the part of tongue is :

1. Front vowel: the vowel produced by raising the front part of the tongue to the hard palate.
2. Back vowel: the vowel produced by raising the back part of the tongue to the soft palate.
3. Central vowel: the vowel produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

According to Jones (1983:32), based on the height of the tongue vowels fall under four classification:

1. Close vowels are those produced by which the tongue is raised as high as possible consistently with the sound remaining vowels.
2. Open vowels are those produced by which the tongue is positioned as low as possible.
3. Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.
4. Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

2.4 Error

According to Corder (1980) states that error is natural part of learning a language and can work as an insight into the tools and the process used to learn a language. Lennon (1991:182) stated an error is a linguistic form or combination of form, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's natives counterparts.

2.5 Error in Speech Production

According to Brown (2007:258), a destination between mistake and error, mistake must be carefully distinguished from errors of a second language learner, idiosyacrasies in the language of the learner that are direct manifestations of a system within which a learner is a operating at the time and mistakes.

An error is a noticiable deviation from the adult grammar of native speaker reflects the competence of the learned. Lennon (1991:182) stated an error is a linguistic form or combination of form, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's natives counterparts.

2.6 Types of Error

The types of speech error in speech production (slips of the tongue), these units can be of various sizes some surprisingly, even smaller than a single sound, evidence to support these claims is provided by the fact that the units can be moved, added or omitted during a speech error. For example, in the errors illustrated below, individuals sounds are being manipulated in various ways, this is only possible if the speaker does indeed organizes the speech wave in terms of these units. According Cipollone (1998:300) the types of error have four types error includes anticipations, preservations, metathesis and addition or ommision.

1. Anticipations

This type of error involves the substitution or addition of one sound in the sentence which comes later in an utterance for one which comes earlier:

Intended utterance	Actual utterance
Splicing from one tape	Splacing from one
/splɪcɪŋ/ /frəm/ /wʌn/ /tæp/	/splæɪcɪŋ/ /frəm/ /wʌn/

2. Preservations

These involve the substitution or addition of a sound in the sentence which has occurred earlier in the phrase being uttered:

Intended utterance	Actual utterance
Pale sky	pale skay
/peɪl/ /skaɪ/	/peɪl/ /skæɪ/

3. Metathesis

Is the switching of two sounds, each taking the place of the other. When a metathesis involves the first sounds of two separate words, the errors is called a spoonerism, named after the Rever end Spooner, a renowned chronic sufferer of this type of slip of the tongue:

Intended utterance	Actual utterance
Dear old queen	queer old dean
/dɪər/ /əʊld/ /kwi ː n/	/kwɪər/ /əʊld/ /di ː n/

4. Additions or Omissions

These error involves the addition of extra sounds in the word (out of the blue, so to speak) and the omissions of sounds relatively:

Intended utterance	Actual Utterance
Spic and span	spic and splan
/spɪk/ /ənd/ /spæn/	/spɪk/ /ənd/ /splæn/

And David (1986) added the types of error such as blends, exchange, lexical selection error, malapropism classical, morpheme exchange error shift, sound exchange error and spoonerism. Many errors in the production of speech involve the substitution of one word for another because of some semantic relationship between the words, students have to learn process language and produce language to support speech production. Moreover, the study of speech errors gave rise to different terminologies and different ways of classifying speech errors. Here is a collection of the main types :

5. Blends are subcategory of lexical selection errors, more than one item is being considered during speech production. Consequently, the two intended items fuse togethers.

Target : person/people

/□ pɞ ː sən//□ piː pəl/

Error : perple

/pə□ple/

6. Exchange are double shift, two linguistics units change places.

Target : getting your nose remodeled

/□ɡetɪŋ/ /jər/ /nəʊz/ /□ riː □mɒd.ələd/

Error : getting your model renosed

/□ɡetɪŋ/ /jər/ /□ mɒd.əl/ /□ riː □nəʊzd/

7. Lexical selection error is the speaker has problem with selecting the correct word.
   Target : tennis racquet

   /□ tenɪs/ /□ rækɪt/
   Error : tennis bat

   /□ tenɪs/ /bæt/

8. Malapropism classical are the speaker has the wrong beliefs about the meaning of a word. consequently, he produce the intended word which is semantically inadequate.
   Target : the flood damage was so bad they had to evacuate the city.

   /ðə/ /flʌd/ /□ dæmɪdʒ/ /wɒz/ /səʊ/ /bæd/ /ðeɪ/ /hæd/ /tʊ/
   /ɪ□væk.ju.eɪt/ /ðə/ /□ sɪt.i/
   Error : the flood damage was so bad they had to evaporate the city.

   /ðə/ /flʌd/ /□ dæmɪdʒ/ /wɒz/ /səʊ/ /bæd/ /ðeɪ/ /hæd/ /tʊ/
   /ɪ□væp.ər.eɪt/ /ðə/ /□ sɪt.i/

9. Morpheme exchange error is morpheme change place.
   Target : He has already pack two trunks

   /hiː/ /hæz//ɔːl□ red.i/ /pæk//tuː/ /trʌŋks/
   Error : He has already trunked two packs

   /hiː/ /hæz//ɔːl□ red.i/ /trʌŋked/ tuː/ /pæks/

10. Shiftis one speech segment disappears from its appropriate location and appears somewhere else.
    Target : she decides to hit it

    /ʃiː/ /dɪ□saɪds/ /tuː//hɪt//ɪt/
    Error : she decide to hits

    /ʃiː/ /dɪ□saɪd/ /tuː/ /hɪtz/

11. Sound exchange error are two sounds switch places
    Target : night life

    /naɪt//laɪf/
    Error : knife light

    /naɪf//laɪt/

12. Spoonerism is a kinds of metathesis switching of initial sounds of two separate words.

Target : I saw you light a fire

/aɪ/ /sɔ ː //ju ː //laɪt//ə//faɪər/

Error : I saw you fight a liar

/aɪ/ /sɔ ː //ju ː / /faɪt//ə//□ laɪ.ər/

2.7 Differences between Mistake and Error

According to Brown (2007:257) There are between of mistake and error which usually happen when students speech production:

a. Mistake refers to a performance error that is either a random guess or a "slip" in that is failure to utilize a know system correctly, all people make mistake, in other native in second language situation.
b. Error is the result of one's systematic competence (the learner's system is incorrect). Error is caused by the competence factor and the student don't understand about the linguistic system when they use it in daily activity or learning English conversation.

2.8 Narrative Text

Narrative is a series of related events a story. Its problem is two fold: to arrange the events in a sequence of time and to reveal their significance. Kane (1988:16) stated the social function of narrative text an be cultural values a crisis point in problem of the story and also the way to behave and solve the problem besides.

As the narrative text is written in past verb, and also uses everyday vocabularies, As Schumm (2006:231) mentions that narratives typically uses everyday vocabularies. Narratives are usually written in the past so it is written in the past verbs.

A. Generic Structure of Narrative Text

According to Anderson and Anderson (2003), explained 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

1. Orientation, the researcher tells the audience who is in the story, when it is happening, where it is happening, and what is happening.
2. Complication, the researcher tells about something that will begin a chain of events.
3. Resolution is the ending of the story, it shows how the characters deal with the problem.

B. Significant Lexicogrammatical Features

According to Gerot and Wignell (1994:204), there are 4 significant lexicogrammatical features of narrative text namely:

1. Focus on specific and usually individualised participants.

2. Using types of process (material process, mental process, verbal process, behavioural process, existential process and relational process).
3. Using temporal conjunctions and temporal circumstances.
4. Using past tense.

III. RESEARCH METHODOLOGY

3.1 Research Design

This research is a qualitative research design. According to Denzin & Lincoln (2005:3), qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. Qualitative descriptive studies tend to be more naturalistic in that they employ neither the philosophical underpinnings nor the interpretive requirement to search for higher meaning associated with phenomenology; nor do they require the advancement or findings to higher theoretical concepts or abstractions consistent with grounded theory approaches. According to Sandelowski (2000:334), a qualitative descriptive study is suitable when detailed descriptions of phenomena and a focus on the presentation of participants'dialogue with the reseacher are desired.

3.2 Subject of the Research

Subject of the research is eleventh grade (XI IPA 2 and XI IPS 2) in SMA Swasta Kampus Pematangsiantar.

3.3 Object of the Research

Object of the research is students' error in speech production in pronouncing consonants and vowels in SMA Swasta Kampus Pematangsiantar.

3.4 Instrument of the Research

The researcher uses mobile phone for instrument of the research. It is use to take their sound or pronounciation when the observation. The researcher will record them during the presentation in front of the class.

3.5 Technique of Data Collection

According to Sugiyono (2008), data collection is the process by which the researcher collects the information needed to answer the research problem. In technique of data collection the researcher uses observing to collect the data.

Steps of data collection that the researcher want to collect namely:

- The researcher asks the students to take turns to stand in front of the class.
- The researcher gives narrative text and ask them to read it clearly.
- The researcher will records them during read it in front of the class.
- Then the researcher collects it in two folders. Because the researcher observes two classes.

3.6 Technique of Data Analysis

Sugiyono (2008) stated data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected data. In this research, researcher will use qualitative data analysis.

We get the qualitative information from the data such as journal, interviews, classroom recording of interaction among ourselves or the students and observation notes.

Steps of technique of data analysis that the researcher want to analysis namely:

- The researcher listens to their sound or pronounciation from mobile phone.
- The researcher will analysis the errors and includes of what error that they made.
- The researcher transcribes the error of their sound or pronounciation from mobile phone.
- The researcher will compares the errors that they made into two classes.
- Then the researcher makes the conclusion of the reseacrch.

IV. RESEARCH FINDING AND DISCUSSION

4.1 Finding

After analyzing all the students errors speech production in reading narrative text the findings are tabulated as follow :

No	Students	Types of Speech Error			
		Anticipations	**Preservations**	**Metathesis**	**Addition or Ommission**
1	ASW	1	1	1	0
2	HH	1	0	6	0
3	LS	1	10	0	0
4	RMT	0	7	2	1
5	LON	0	9	0	1
6	ELM	2	10	1	2
7	DS	4	9	1	1
8	WBN	0	7	0	0
9	AWDL	0	4	2	1
10	EYS	1	10	1	3
11	SSS	1	11	0	0

No	Students	Types of Speech Error			
		Anticipations	**Preservations**	**Metathesis**	**Addition or Ommission**
12	YAS	0	0	1	1
13	LS	1	6	4	0
14	DRS	0	1	1	0
15	SS	1	9	4	2
16	AS	0	0	1	0
17	FHG	0	5	8	0
18	JEG	0	5	12	0
19	SDS	2	7	3	1
20	JAG	1	7	1	0
TOTAL		7	118	49	13

So, from the table above we can see students almost or most dominant made preservations error with the total 118 error made by students.

4.2 Discussion

According to Cipollone (1998:300), there are four types of error includes anticipations, preservations, metathesis, addition or ommission. After analyzing the data that made by students XI IPA 2 and XI IPS 2 the researcher found some errors. Namely, metathesis and addition or ommission error. In the previous related research about "Speech Error in English Foreign Language" researcher found that have similarity with research before. In this research sounds in anticipations error that appear likes, [a], [i], [ə], [æ] of vowel sounds. In preservations error that appear likes, [dʒ], [d], [t], [f] of consonant sounds. In metathesis error that appear likes, [i], [e], and [a] of vowel sounds. And sounds in addition or ommission error that appear likes, [s], [e], [d] of consonant sounds. From the examples above the researcher discussed students have problems to pronounce the sounds and difficult to change the sounds.

V. CONCLUSIONS

From the discussion in the previous chapters the reseracher conculde that theoretically according to Cipollone's theory (1998:300), there are 4 types of error in pronouncing of foreign language but in native speaker (mother tongue) analyzes error in using foreign language did not different error in teaching while as foreign language or native speaker (mother tongue) also have 4 types of error. And students XI IPA 2 and XI

IPS 2 in SMA Swasta Kampus Pematangsiantar are most dominant made preservations error when reading narrative text.

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The Effect of Think Pair Share on Reading Comprehension of Hortatory Exposition Text

Destiar Hotfide Manik
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia

Abstract - This research discussed about teaching reading comprehension by using Think-Pair-Share to the grade eleven students of SMA RK Budi MuliaPematangsiantar. In order to gain the objective of this research, the researcher conducted an experiment in pre-test and post-test design. The research found that the mean of post-test in experimental group is 78,47. From the result, it can be seen that there is the significant effect of using Think-Pair-Share that used to teach reading comprehension. From the analysis of the data, the researcher draws conclusion that: there was significant effect of Think-Pair-Share Teaching Method to the reading comprehension of grade eleven students of SMA RK Budi MuliaPematangsiantar. As a suggestion, apply Think-Pair-Share Teaching Method to help students because it is very helpful to improve Reading Comprehension.
Keywords: Hortatory exposition, reading comprehension, text, think pair share

I. INTRODUCTION

According to Linse (2005:69), reading is a set of skill that involves making sense and deriving meaning from the printed word. When the reader reads the text, it is also the way to get information and improve people's knowledge. People can improve their knowledge by reading because the reader can imagine the text even though she/he never sees it directly. Because reading can invlove people's knowledge this is related to basic in study language, the reader will be familiar with new vocabulary, punctuation, construct sentences, paragraphs and texts. This also helps the reader to master others skills.

At SMA RK Budi Mulia Pematangsiantar, the researcher found many students who are still found it hard to read and understand a passage in English. Some techniques have been tried for them. Because of large class, teacher seems difficult to overcome the problem because they are very poor in reading comprehension. It can be seenby value one of class grade eleven where the KKM of English subject in senior high school is 75 but only 4 students who can reach it.

To overcome that problem, *Think Pair Share* (TPS) is chosen to be applied in the classroom to improve students' reading comprehension. It is simple questioning technique that keeps all the students are involve in class discussions and provides an opportunity for every child to discuss by allowing them to think carefully about their answer and talk about them with a partner before they are called on to respond. Thus, it is a powerful

reason to employ Think Pair Share in order to structure students' thinking and their discussion. It is one of techniques in cooperative learning. It was developed by Lyman (1985) and his colleagues at the University of Maryland, it is and effective way to change the discourse pattern in the classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time to think and respond and help each other (Arends, 2009:370).

Based on the statement above the researcher formulated the problems for the research as follow: Is there any significant effect of Think Pair Share to the students' reading comprehension on Hortatory Exposition text?

II. LITERATURE REVIEW

2.1 Reading Comprehension

Elizabeth et al (2000:14) states that Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a researcher uses to communicate information, ideas and viewpoints. Recent studies have focus on how readers use their knowledge and reasoning to understand the texts. The term comprehension strategies are sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension and information use.

2.2 The Processes of Reading Comprehension

A. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001:299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processedinto phonemic units representing lexical meaning and attains some comprehension of the text.

B. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman as cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is

continued by taking samples which confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

C. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the researcher says (Nuttal as cited in Brown, 2001:299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

2.3 Level of Reading Comprehension

According to Heilman et.al (1981:246) identifies the following comprehension skill levels:

A. Literal Comprehension

Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

B. Interpretive Comprehension

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

1. finding main ideas of passage in which main ideas are not directly stated
2. finding cause and effect relationship when they are not directly stated
3. Determining referents of pronouns
4. Determining referents of adverbs
5. Inferring omitted words
6. Detecting moods
7. Detecting author's purpose in writing
8. Drawing conclusion

C. Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine

critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

D. Creative Reading Comprehension

In creative reading, the reader must be able to think and to use their imaginations. Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause-effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned
from the text.

2.4 Factors Affecting Reading Comprehension

A. Background knowledge of the text

Here, the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning (Alderson, 2000: 32, Brown, 2001:299).

B. Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers (Alderson, 2000:32).

C. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want tofind out. A reader can have problems in understanding a text if he reads with no particular purpose in mind (Alderson, 2000:32, Brown, 2001:306).

D. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily (Klinger, Vaughn, and Boardman 2007:47).

2.5 Genre

Pardiyono (2007:2) says Genre can be defined as a type of text (text type) that serves a reference pattern (frame of reference) so that a text can be made effective; than the precision of purpose, selection and preparation of text elements, and precision in the use of grammar.

There are many kinds of genre, Namely :

1. Descriptive has function to describe a particular person, place or thing.
2. Reports have function to describe the way things are with reference to a range of natural man made and phenomena in our environment.
3. Procedure has function to describe how something is accomplished through a sequence or action or steps.
4. Recount has function to retell events for purpose or informing or entertaining.
5. Narrative has function to amuse, entertain and deals with actual or various experience in different ways. Narrative deal with problematic event which lead to a crisis or turning points of kind, which in turn finds a resolution.
6. Explanation has to explain the purpose involved in the formation or working of natural or socio-cultural phenomena.
7. Discussion has function to present information and opinion about issues in more one of issues.
8. Anecdote has function to share with others and account of an unusual amusing incident.
9. Spoof has function to tell an event with a humorous twist and entertain the readers.
10. News Item has function to give information and the events.
11. Exposition has function to reveal the readers that something is important case. There are two types of Exposition namely: Hortatory Exposition and Analytical Exposition .
12. Review has function to critique or evaluate an art work or event for a public audience.

From the variety of genres above, the researcher choose the genre of Hortatory Exposition. Hortatory Exposition Text According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others.

Generic Structure of Hortatory Exposition Text Every text has specific structures that differentiate one to others. A hortatory exposition text consists of these following structures (Gerot and Wignell, 1994:209):

a) Thesis

Thesis is the announcement of the issue of concern.

b) Arguments

Arguments contain of the reasons of doing something.

c) Recommendation

Recommendation is the statement of what ought to happen.

Language features of hortatory exposition text are (Gerot and Wignell, 1994:210):

a) Focus on generic human and non-human participants, except for speaker or researcher referring to self

b) Use of:
(1) Mental Processes : to state what researcher thinks or feels about issue for example: realize, feel, appreciate
(2) Material Processes : to state what happens for example: is polluting, should be treated
(3) Relational Process : to state what is or should be for example: doesn't seem to have been, is.
(4) Use of simple present tense

In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking.

Example of Hortatory Exposition Text:

Television for Social Construction

THESIS	Television is today a part of daily life. It is not only a source of entertainment but also news and information. television is also a valuable tool for science, education and industry
ARGUMENTS	What makes television even more interesting is that action is accompanied by sound, so that we can see as well as hear what on the television. Today we can stay at home and enjoy entertainment that once could be seen only in cinema, theaters and sport arenas. Television enables to meet important people. It can bring important guests and important scene to receivers who are located anywhere. Television has a great influence on our idea about what is right and what is wrong. It influences the way which we should behave. Television has close related to our life in general. Some times the value and life style we get from television are in conflict with those that we get at home and school.
RECOMMENDATION	Critics point out that crime and TV show often appeal to taste for violence, while many games and quizzes appeal to greedy. it is important to suggest that television should be used for socially constructive purpose for the shake of better life.

(Source: https://freeenglishcourse.info/hortatory-text-television-for-social-construction/)

2.6 Think-Pair-Share

Think pair share is a cooperative learning discussion. It is simple technique but very useful which developed by Frank Lyman of the University of Maryland. Think pair share has grown out of the cooperative learning developed by Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need

to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Arends, 2009:370).

Think pair share has some steps should be followed by the teacher such as:

Step 1 **: Thinking**, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 **: Pairing**, next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

Step 3 **: Sharing**, in the final step, the teachers asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report. This technique gives the students to work individually and make interaction in pair, then share their ideas or opinions in the whole of classroom.

2.7 Advantages and Disadvantages of Think-Pair-Share

A. Advantages

According to Lyman (1985), Think-Pair-Share technique as one of the cooperative language learning models has some advantages. They are as follows:

1) The Think-Pair-Share technique is quick and does not take much preparation time.
2) The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self confidence when reporting ideas to the whole class.
4) The "pair" step ensures that no student is left out of the discussion.
5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.
6) Both students and teacher have increased opportunities to think and become involved in group discussion.
7) The Think-Pair-Share technique is applicable across all grade levels and class sizes.

B. Disadvantages

In spite of the advantages, the Think-Pair-Share technique also has some disadvantages, they are as follows:

1) Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given.
2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs. To anticipate the disadvantages are by giving the students time limitation to do the exercises given by the

researcher so there is no chance for them to discuss out of the topic. The second is the researcher must be known the students reading achievement by giving pretest first. So it can be seen how many students in high and low achiever. Then, the researcher can divide the high and low in one group.

2.8 The Advantages and Disadvantages of Direct Method

A. Advantages

According to M.E.S. Elizabeth et al (2007),The advantages of direct method namely:

1) This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.
2) For teaching the idioms of English, this method is more suitable.
3)There is direct bond between thought and expression. So it helps the learnerto have fluency in speech. It helps the students to have good command over the language.
4) Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
5) It makes the teaching of English easy and pleasant.
6) It helps the teacher and the learner to cover up more syllabuses

B. **Disadvantages**

According to M.E.S. Elizabeth et al (2007), Disadvantages of direct method namely:

1) There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understand the meaning of a particular word because the use of mother tongue is not allowed.
2) In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.
3) This method, cannot be used successfully for the average and the below average students.
4) It is an expensive method because the teacher has to use some aids for teaching.
5) This method does not lay emphasis on the selection and gradation of language material which is very important.
6) At the early stages, sometimes this method may fail miserably.

III. RESEARCH METHOD

3.1 Research Design

The researcher used the design of research based on quantitative research. According to Arikunto (2010:9), "Quantitative research is a way to connect cause and

effect between the two factors is intentionally inflicted of the researcher by eliminating factors that disturb".

The researcher chose two classes of grade XI SMA RK Budi MuliaPematangsiantar which is at the same number of student. The classes are divided into Experimental Group and Control Group.

3.2 Population

According to Arikunto (2010:173), population is defined as all members of any well-defined class of people, events, or object. The population of this research is the students of SMA RK Budi MuliaPematangsiantar grade eleven. There are seven class of the grade eleven students. The number of students are XI IA 1= 48 XI IA 2=48, XI IA 3=48, XI IA 4=55, XI IA 5=48, XI IS 1=50, XI IS 2=50 and the population are 347 students**.**

3.3 Sample

The sample is part of a population that is use to represent the research. The sample is taken from the population. The researcher chose cluster purposive sampling which based on the same number of students.

The researcher used two classes from the seven class as the sample with total 347 students. One class is chosen to be the experimental group and the other one as the control group. The control group is the group received a different treatment or treated as usual or non using TPS in Reading Hortatory Exposition text. To take a sample using two classes namely XI A 2 and XI A5. The first class XI A 2 is taken from 48 students as control group and XI A 5 class numbered 48 as experimental group.

3.4 Technique ofAnalyzing the Data

The steps for the data analysis technique :

1. The first, after the researcher gets all the students' score from the pre-test and post-test in experimental group and control group, the researcher calculates the total score of pre-test and post-test from each groups. The researcher calculates means of pre-test and post-test each groups.

   The formula (mean) : $\bar{X}=\frac{\sum X}{N}$

   Where:

   $\bar{X}$= The means

   $\sum X$= Number of Score

   N = Number of Sample

   The researcher finds the highest and lowest score from each groups. And the researcher makes the conclusion.
2. The Second, the researcher analyze the level of ability of the students in experimental group and control group by calculating the raw score of students in experimental group and control group. To know the level ability of the students

from both groups, the researcher uses the criteria of David (1969). The researcher calculates the level of students ability in pre-test and post-test from each groups by calculating the standard deviation of each groups.

The formula : (SD) = (SD) = $\sqrt{\frac{\{(N\sum X_1^2)(X_1)^2\}}{N(N-1)}}$

Where:

SD = Standard Deviation

N = Number of Sample

X = Score

So, the researcher concludes the level ability of the students.

3. The third, the researcher calculates the means of experimental group (Mx) and control group (My). The researcher also calculates standard deviation of experimental group (dx) and the standard deviation of control group (dy).
4. The fourth is testing the T-Test formula is used to find out T-count.

The from: $t = \frac{Mx-My}{\sqrt{\frac{d_{x+d_y}}{(N_{2+N_y})-2}}\sqrt{\frac{1}{N_x}+\frac{1}{N_y}}}$

t : Total score

M_x : The mean of experimental group

M_y : The meanof control group

d_x : Standard deviation of experimental group

d_y : Standard deviation of control group

N_x : The total sample of experimental group

N_y : The total sample of control group

5. The last is testing hypothesis. To test the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hyphothesis was accepted or rejected. If the t-count was found to be smaller than the t-table, it means that the null hypothesis is accepted and the alternative one was rejected. Vice versa, if the t-count is found to be higher than the t-table, it means that null hypothesis is rejected and the alternative one was accepted. It can be said that Ho has been rejected and Ha has been successfully accepted.So, the effect of TPS to students' Reading Comprehension in Hortatory Exposition text is really accepted in this research.

IV. RESULT AND DISCUSSION

4.1 Result

The discoveries that found by the researcher:

1. The effect of Think Pair Share was more significant to the ability of the students in Reading Comprehension than the effect of Direct Method. Think Pair Share also gave a positive influence to the students activity in reading comprehension. It can be proved from the mean of post-test in experimental group was 78,47 and the mean of post-test

in control group was 64,41. It showed that the score of the students in experimental group was higher than control group.

2. The researcher found that the effect of Direct Method was lower than the effect of Think Pair Share to the ability of the students in Reading Comprehension. Direct method that focused on explanation didn't give any significant change, and the class tended to be bored and get it complicated. It also influenced the students' achievement in understanding the reading comprehension, and the statement was proved from the mean of score in pre-test 58,31 and post-test 64,41 in control group. After the class taught in Direct method, the highest score had been got by only eight students and it was 86 and dominantly the researcher found there were some students who got under the score of 50 in post-test. Also it can be seen that T-test is higher that T-table (8.74> 1.661) at the level of significance 0,05. It shows that the effect of Think-Pair-Share Teaching Method is more significant than Direct Method to the reading comprehension of grade eleven students of SMA RK Budi MuliaPematangsiantar on Hortatory Exposition Text.

4.2 Discussion

The purpose of this research is to find out whether teaching by Think-Pair-Share is more significant than with to the reading comprehension of grade eleven students of SMA RK Budi MuliaPematangsiantar on Hortatory Exposition text.

In this research, the researcher used two classes as the sample that consists of 48 students of each class. One class was chosen to be the experimental group and this group received treatment by using Think-Pair-Share and the other one as the control group received a different treatment or without Think-Pair-Share

To know the effect of Think-Pair-Share, the researcher gave the student a pre-test and post-test. The test was multiple choice with 30 questions. The researcher usedThe level of reading comprehension: Level Literal & Interpretive Reading Comprehension which are contained finding main ideas which are not directly stated, finding cause and effect, determining referents of pronouns, determining referents of adverbs, inferring omitted words, detecting moods, detecting author's purpose in writing, drawing conclusion, main ideas which are directly stated, vocabulary, sequence, sentence and paragraph meaning.

From the analysis of the data, the researcher found that the mean of pre-test in experimental group is 62,08 and the mean of post-test in experimental group is 78,47 , and the mean of pre-test in control group is 58,31 and the mean of post-test in control group is 64,42. Then, T-observed is higher than T-table (8.74> 1.661) at the level of significant is 0.05 with df = 94 (Nx + Ny – 2 = 48 + 48 - 2 = 94) , it means that there is effect of Think Pair Share Teaching Method to the reading comprehension of grade eleven students of SMA RK Budi Mulia Pematangsiantar.in Hortatory Exposition Text

After applying Think-Pair-Share teaching method in experimental class and Direct Method in control class, researcher had found that Think-Pair-Share helps every students could show their different opinion no matter it was wrong or correct because there was

time to share and teacher acted to cover every answer and made it easy to understand. Different with Direct Method in control class, only some student who could show their understanding. Even though like that, researcher recognized that there were still lacks of this method. Because of large class, when every pair did their discussion, the class was becoming very noisy and very difficult for the teacher to control the class with only three meetings. It means, every next researcher is suggested to improve this method by added length of research to get more satisfying results in improving reading comprehension.

V. CONCLUSION

After conducting the research and collecting the data of the research from grade eleven students of SMA RK Budi MuliaPematangsiantar, finally the researcher concludes that Think Pair Share (TPS) significantly affect the students' reading comprehension where T-observed is higher than T-table (8.37 > 1.661). Teaching Reading Comprehension by applying Think Pair Share Teaching Method is more effective than using conventional teaching method. It is proven based on the means of experimental group is higher than control group (78,47> 64,41). The students were more interested in reading comprehension by applying Think Pair Share teaching method because they could discuss and share the problems found in the reading comprehension text with their friends.

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The Implementation of Video Clips as Innovative Technique to Improve Young Learners' Speaking Skill

Anita Sitanggang
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
anitasitanggang2019@gmail.com

Abstract - This study presents research on one of the innovative methods of discussion for speaking ability. The aim is to find a way to apply one of the innovative methods, namely video clips to improve the ability of young people in language, specifically the safety of English. It is descriptive qualitative and quantitative research. Sources of data were taken from the interrogation recordings from English Teachers with tenth grade students in the teaching and learning process in the classroom using discussion when presenting video clips to students. Researchers will conduct pre-tests, post-tests and speaking assignments. of the forty tenth grade students, researchers will discuss how many percent of students are ashamed to have discussions with their teachers, students who are not confident in speaking English, students who make mistakes using vocabulary and students who are less proficient in using English vocabulary. In this study, researchers presented a video about conversations in restaurants. Data analysis found findings showed that many students were wrong in using vocabulary and wrong pronunciation, and students who were not proficient in using English vocabulary. The findings show significant implications in discussions and learning of English spoken in special languages in class. Therefore, it is recommended that the compilation of the teaching and learning process in the classroom, students and teachers conduct discussions using English.
Keywords: Innovation, speaking, technique, video clip, young learners

I. INTRODUCTION

Speaking is an essential tool in our communication and is one of the skill that have important position in learning English so students have to be mastered it. It is important because speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in variety of contexts (Chaney, 1998).

In 21st century various innovative techniques teaching are being introduced in our education especially to teach speaking skill in the classroom such as the using of technology in teaching speaking skill. Technology is the purposeful application of information in that design, production and utilization of good services, and in the organization of human activities. Consequently, teachers used technology as one of tool to improve their service in teaching speaking skill and to implement their new methods in

teaching English. Video clip is one of the technology results which can use as media in speaking skill.

II. THEORETICAL CONCEPT

2.1 Speaking Skill

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. (Atma , 2010). In speaking ability, the speaker will express their opinions or what they think verbally. In addition, in the ability to speak, the speaker can express their feelings through facial expressions and the speaker will be able to respond directly to the other person directly.

2.2 Teaching Speaking Skill

A. Definition of Teaching Speaking

According to Hayriye Kayi in activities to promote speaking in Second Language is to teach english language learners to:

a) Produce the english speech sounds and sound patterns
b) Use word and sentence stress, intonation patterns and the rhytm of the second language
c) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
d) Organize their thoughts in a meaningful and logical sequence
e) Use language as a means of expressing values and judgements
f) Use the language quickly and cofidently with few unnatural pauses.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhytm and stress. Those sound production must be meaningful because it must be produced logically from thoughts.

B. Reasons for Teaching Speaking Skill

Harmer, (2007:56) stated that there are three main reasons for getting students to speak in classroom:

a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing both how successful they are and what language problems they are experiencing.

c. In speaking, students have oppotunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Seen how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their enganging qualities.

C. The goal of Teaching Speaking Skill

The goal of teaching speaking skills is communicative effeciency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

D. The Roles of the Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer (2007, 59) as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm.

c. Feedback Provider

When students are in the middle of speaking task, over correction may inhibit them and take the communicativeness out of activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations

2.3 Innovative Ways in Teaching Speaking Skill

Nowadays, the development of the age is very rapid, therefore, in teaching English speaking skills need an innovative teaching, so students can be better able to communicate with others using English. There are some innovative ways in teaching speaking skill such as :

A. Using an iPod to teach English

We are as teachers can use our iPod or our mobile phone when we teach our material such as audio-books or an English speaking movie, video clips or TV show, so we can get many advantages from it. In this way, our students could use their devices (mobile phone) in the classroom or at home to record themselves speaking English or their daily conversation so it will help them to identify their own speech or conversation where they could make improvement for their

speaking skill. They can use their devices to take the Progress test in their spare time to measure their speaking ability

B. The art of English conversation

As a students, they don't set aside a specific time each week for a conversation club, so we are as learners can use this way which we use some props, pictures or music or whatever we may have on our hand to start, sustain or stop the activities so our learners get used to speaking their new language based on the context of situation. From this way, our learners may improve their vocabulary to create their connection between speaker and hearer(receiver).

C. Using social media

Nowadays, there are the plenty of online socialiser such as Twitter, Facebook, Instagram,etc. The development of social media can touch all countries ad language, so our learners could use it when they study English such as give some comments to the foreigners in the world. Not only that, we are as teachers could social media to teach them about English and we could bring it to real world in our classroom such as create a classroom community. It has function that to provide new avenues of communication each other. When we used Twitter or Facebook, we could use English slag words or acronyms words. In this way, we are as teacher will introduce them some words such as GWS (get well soon), GTG (got to go), OTW (on the way), BTW (by the way),etc which is an amusing way to create a relaxed atmosphere and encourage what they have been noticing or been puzzled in their interaction with English speaking friends in the world.

D. Encouraging performance.

English teachers could use some performances when teach speaking English. For our performances, the teachers could use romantic songs or pop songs to teach learners collocations and vocabulary and provide PDFs of lyrics to helps students absorb our teaching. Not only that, the teachers could use some videos when they used this technique. The advantages of this way can we get in improving speaking skill, reading skill, listening and writing skill.

E. Teaching speaking English in virtual words.

You can encourage your students to create an avatar that travels through a virtual world such as Second life, and they can interact with others and objects. Much of the communication is text based, although it is also possible to speak with other Avatars

F. Get to know celebrity

This way is particular that teachers could use biographies of someone when teaching young learners about use of verbs when speaking English. The teachers

found out which celebrities or famous sports stars then use a short biography or write one yourself summarizing their life or main achievements. Ask your learners to retell that bio and ask them to make their conclusion about the differences between simple present and past tense.

2.4 The differences between Monologue and Dialogue

In speaking skill, the speaker will do two types of speaking type such as monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption. Monologues can be divided into planned and unplanned monologues. Planned monologues are quite difficult to comprehend because they exhibit little redundancy such as speeches and prewritten materials. Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations. Interpersonal conversations purpose to maintain social relationship among the participants while transactional conversations are aimed to share information. In each case, participants deal with shared knowledge or background information. Participants who have familiar interlocutors will be able to produce more assumptions and meanings to comprehend the conversation.

2.5 Using Video clips as Learning Media

Stempleski in Richards and Renandya (2002:364) defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that a video contains not only words but visual elements, sound effect, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script. Video is such a rich resource for language learning since it brings leisure and entertainment and can highly motivate students. Video can provide realistic listening practice and stimulate language use of young learners and watch video clips will make students can experience real-life situation and realistic models. Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through increased student motivation, enhanced learning experience, higher marks, development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject, development of learner autonomy, enhanced team working and communication skills.

2.6 Types of Video

In improving the English language skills of students, teachers can use video as an innovative medium of teaching today. According to Harmer (2007:284), there are several types of videos that teachers can use in their teaching like Off-air Programs, Real-world Video, Language Learning Videos. In conducting this research, the researcher observed the English teacher who used Language Learning Video.

2.7 Video Teaching Technique

Video watching activities includes three sections as follows:

a) General Comprehension
b) Working with Aspects of Language
c) Video as a Springboard to Creativity

2.8 The Advantages of Using Video Clips

The using of video clips as a medium for teaching in speaking skills has several effects or benefits for students. Brewster et al (2002:204) mentions some benefits of using videos for young learners as Psychological Aspect , Linguistic Aspect, Cognitive Aspect, and Cultural Aspect. A video can affect a child's psyche in terms of accuracy when a person plays a video, students will carefully pay attention to the speaker's expression in the video. In addition, a video affects students' positivity in the use of vocabulary in the video. Then, a video will help students improve their wording or use of grammar. And finally, a video will help students get to know the speaker's culture in the video given by their teacher in the class.

III. RESEARCH METHOD

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 40 students of class X of SMA N 1 BANDAR in the academic year of 2017/2018 and the English teacher as the research participants. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class X and the English teacher, holding discussions with the collaborator, and taking pictures and video recording. Meanwhile, the quantitative data were acquired through pre-test, post-test, and speaking tasks. In collecting data, collecting the data the researcher identified the existing problems and obstacles in teaching speaking by observing and interviewing the teacher and students.

IV. FINDING AND DISCUSSION

This chapter deals with finding and discussion. The field data is taken by asking the students of class X and the English teacher. The detail of finding and discussions can be seen in the following point.

4.1 Finding

In analyzing the interview data of English teachers with their students after giving a video clip in class, researchers found students were longer ashamed when conveying their ideas and the use of words used by students was good even though there

were still some students who were not correct in pronunciation. The percentage of the problems can be seen in the following table.

NO	FIELD PROBLEMS	PERCENTAGE
1	The students were shy and reluctant to share their ideas.	30%
2	The students were not confident to speak English.	40%
3	The students mispronounced words and used incorrect intonation and stress patterns.	20%
4	The students lacked of vocabulary mastery.	20%

4.2 Discussion

Based on the findings above, researcher can see that a video does affect their cognitive abilities. Students will be able to know new vocabulary and can try to use vocabulary that has the same meaning as the video their teacher displayed when discussing with their teacher. Besides, they will try to use the correct English grammar. Not only in their cognitive or in their linguistic abilities, they will try to be confident to convey their ideas or respond to their teacher.

V. CONCLUSION

To help students improve their ability to speak English at this time, English teacher must do an innovative teaching such as using video clips in their teaching. From the results of the above research, there are still many students who are embarrassed when answering their teacher. or even not confident when conveying their ideas. It is part of improving the mentality of students when having a conversation.

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Code-Mixing in the Short Story of Love, You Are Mine

Herman
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
fukadaherman@gmail.com

Abstract - This research is conducted in order to find out the code-mixing in the short story of Love, you are mine. According to Muysken (2000), the three types of code-mixing are: (a) insertion, (b) alternation, and (c) congruent lexicalization. Insertion issaid to be asking to spontaneous lexical borrowing and, depending on languages, it may consist of single bare nouns, bare noun phrases or adverbial phrases. Alternation entails a trueswitch from one language to the other, and involves both grammar and lexicon. Congruent lexicalization refers to a situation where the participating two languages share a grammatical structure which can be filled lexically with elements from either language. It is said to resemble style shifting and variation within a language. Problems discussed in this research : 1) what kind of code-mixing in the short story of Love, you are mine? 2) what is the dominant kind of code-mixing in the short story of Love, you are mine?.The data of this research are taken from http://kaydelailastories.blogspot.co.id/2015/02/cerpen-love-youre-mine.html. Finally the finding of this research all kind of code-mixing (a) insertion, (b) alternation, and (c) congruent lexicalization found in the short story of Love, you are mine, 2) the dominant kind of code-mixing in the short story of Love, you are mine is insertion.
Keywords: Alternation, code-mixing, congruent lexicalization, insertion

I. INTRODUCTION

Human need social environment, because human will never live alone but need communication each other . They will always take communication and interact anytime. Alanguage is a tool used by human for a goal of communication and interacts with others . Communication is the way speaker tell something and to ask human to do something. Language is very important in human life because language, the human can live and be creative, and can create a culture through language. As has been said by Edward Sapir that " language is as symbolic of a culture " . Language is a symbol of culture, it signifies the language and culture have a relationship or have the bond that is very tied. each other in human life. Human is easier to reach what they want to communicate to others people.

Sridhar in Mackay (1996: 74) defines that code-mixing implies quite in multilingual communities around the world and it is often used by the speakers who are highly proficient in all languages being mixed.

While Trudgill (1992:16) defines "Code-mixing is the process whereby speakers indulge in code switching between languages of such rapidly and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking". Code-mixing can be seen in writing and spoken language. Code-mixing in writing language is such as a magazine, newspaper, tabloid, etc. Meanwhile, code-mixing in spoken is such as interview, speech, reality show, etc.

When one human interacting with another human, in some situation will get humans who are able to speak more than one language , that called to as bilingual or even humans are multilingual. In Indonesian generally is that people are bilingual , using Indonesian and local languages as a first language , many are multilingual, or the community in multiple languages (multilingual society) , ie people who use multiple languages , either use the Indonesian language , regional languages and languages other foreign communities because some ethnic thus contributed to the shaping of society , so in terms of ethnicity can be regarded as a plural society , people are now rampant in the world thus becomes universal . Actually, the researcher interested with this case because, in this case is different with others, why? Code-mixing made our communication interest and alive. Code-mixing help us to say something more clearly when in the Indonesian language we can't find the right word to say our expression so that the speaker or reader can get it well.

Here are the utterances of code-mixing in short story Love, you are mine :

- AbangFiq *on the way*
- Bos ,*countdown*harini 90 harilagi
- *Love come. Sit here*,"tarikTaufiqsupayaAdeebaduduk di sebelahnya
- *Not bad*. Katanya. *Your turn*,"suruhAdeebageram

II. REVIEW OF LITERATURE

2.1 Code-mixing

The discussion of the code-mixing starts from the opinion of some experts. According of some experts can be described as follows Sumarsono (2002: 202-203) states that "code-mixing occurs when speakers slipped elements other language elements while used a particular language ". For example, when speaking in Indonesia, a person will include elements of the English language Code-mixing is a phenomenon that commonly occurs in a bilingual and multilingualsociety.

It means sometimes aware or unware people use two languages when they have a conversation with other people. They use it to help the listener easy to catch what the speaker mean, and also to make the conversation interested and fun.

Wardhaugh (1992) stated that code-mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance (p. 106). It means that code-mixing occurs in a single utterance or even sentence. Code-mixing found when the speaker speaks in two languages but it occurs in

one sentence. It means that speaker produces utterance in two languages but these two languages occur in one sentence. In one sentence, there will be pieces or some words in another language. Muysken (2000:1) stated that code-mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentences. A speaker sometimes inserts pieces of words from different language when she or he is talking to someone in formal and informal situation. Supported Muysken opinion, Kachru (1982:32) states that code-mixing is the use of two or more languages by inserting the language elements from one language to another. The elements have been the part of the language inserted and totally only supported a function. Nababan (1985:32) states that code-mixing is a condition where two or more languages or language variants in a speech act or discourse are mixed without any of the situation in the languages force to do that. Here, the factor influence the speaker to do the mixing is because of their habit and the atmosphere of relaxation. Nowdays, code-mixing became a trend for some people especially teenagers that want look smart when using English during making a conversation with their friends etc.

2.2 The reason use of Code-mixing

There are four factors that influenced people in using two or more languages. It can be influenced by with whom there are talking to, the place where the conversation happens, what are they talking about and the aim of the conversation. Holmes (1990:11-12) states that linguistics choices will generally reflect the influence of one or more than of the following components:

1. The participant: who is speaking and whom they are speaking to
   (For example: Husband-wife, teenagers, and children).
1. The setting or social context of the interaction: where they are speaking? (home, work, school)
2. The topic: what is being talked about?
3. The function: why they are speaking? What is the language being used for? Is the speaker asking a favor or giving an order to someone? The aim of purpose of the interaction may be important.

2.3 Kinds of Code-mixing

A. Insertation

In this type, the lexical item or constituent from one language takes the place of a comparable item in the other language; but it is inserted into the structure of the other language. The characteristic of the insertation type is on the usage. This type is only has one words from one language (English) that insert or takes place in one part of structure of the other language (Indonesian) (Muysken, 2000:8-9)

Example of insertion (Indonesian/English)

A: Tergantung leader, terus juga tergantung situation.

(It depends on the leader and on the situation.)

B. Alternation

The second category proposed by Muysken (2000), alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level.

Example of alternation (English/Indonesian)

A: You mean,gantike kata laen.

(You mean, change it to another word.)

C. Congruent Lexicalization

The third and last category in code-mixing is congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language (Muysken, 2000).

Example of Congruent lexicalization (Indonesian/English)

A: Software guabuat convert file wav jadi mp3 guauda expired.
(My software for converting wav files to mp3 has expired.)

2.4 The Factor Caused Code-mixing

Saville-Troike (1986: 69) stated some factors caused the code mixing, they are:

a. Talking about a particular topic
   They talk about the topic that consist of English such as English song lyric
b. Quoting somebody else
   They imitate the famous people by using their jargon and expression
c. Being emphatic about something
   People change their first language to second language to express their emphatic
d. Sentence fillers or sentence connectors
   People use interjenction in their utterance such as ouch, shit etc
e. Repetition used for clarification
   People want to make their utterance clear by repetition it again with other language
f. Intention of clarifying the speech content for interlocutor
   People speak smoothly and so that the listener can reach what speaker mean
g. Softening or strengthening request or command
   As a way to show that they that use english more smart and command
h. Expressing group identity
   To show that their group are different with the other group and more high than other
i. Real lexical need
   Because sometimes people hard to find a good utterance in Indonesian language
j. For the sake of efficiency.

III. RESEARCH METHODOLOGY

3.1 Research Design

This research used descriptive qualitative research. Qualitative research is descriptive in that the researcher is interested in the process, meaning and understanding gained through words or pictures. Qualitative employs conversation, document analysis, interview, and recording. This research employed document analysis. Best explains in documentary analysis, the following may be used as a source of data: records, reports, printed forms, letters, autobiographies, diaries compositions, themes or other academic works, books, periodicals, bulletins, or catalogues, syllabi, court decision, pictures, films, and cartoon The source of data was taken from the texthttp://kaydelailastories.blogspot.co.id.Meanwhile, the data is the utterances of the short story of Love, you are mine. The data are in forms of words or utterances used in text contain code-mixing based on Muysken'stheory. So, every utterance spoken by all characters became the sources for the researcher to be analyzed.

3.2 Method of Data Collection

The researcher accessed seven parts of *Love, you are mine*.The data in this research are taken from http://kaydelailastories.blogspot.co.id/2015/02/cerpen-love-youre-mine.html. The title were selected because the researcher interest to identify the code-mixing in that story. The data to analyze are all utterances by the participant in response to the other participant in the seven parts. Some utterances from the participants are also included to help the researcher analyze the code-mixing of the conversation.

3.3 The Method of Analyzing the Data

The data were taken by using the documentary technique.
Documentary technique means that the data are found from reading, studying, and analyzing by identification and classification to collect required information related to the study. The technique for analyzing data for this article consisted of (1) identifying code-mixing in the short story, (2) classifying code-mixing based on types, (3) counting the occurrences of each types of code-mixing, (4) finding the most dominant type of code-mixing in the short story.

IV. RESEARCH FINDING

After analyzing the data, the researcher found in his research that all type of code-mixing are Insertation, alternation, and congruent lexicalization.

A. Insertation

- Kita segera ke*hospital* ya
- *Love*! Sekarang ke?"soal Taufiq tak percaya

- Mirul, kau *drive*,"arah Taufiq
- Dah sampai *hospital* baru teringat
- *Nurse* suruh tunggu dulu
- Tadikan kau tolong *drive* kereta aku?"soal Taufiq
- Deeba jaga *baby* tu
- Tak boleh, *Love.* Tak boleh
- Tiap pagi mesti ada *countdown* pesanan ringkas
- Bos ,*countdown* harini 90 hari lagi
- Adeeba duduk di *kitchen* Pelangi Resort.
- Keluar saja Chef Khalid daripada *kitchen*
- *Sorry*,"bisikTaufiq
- Sudahlah *member* tengah pasang badantu
- Apa kata kita buat *audition*
- Adeeba di sebelah kanan *ballroom*
- *Sporting,* sebiji macam Si Pembuat Air Jelita
- Si Pemandu Bos *Handsome* yang *blur* dengan berkesan sekali
- *Handsome* tak?
- Nak *add* dalam facebook
- *Youuuuu… I* laparlah
- Tengok nasi lemak *you* buat hati *I* berlemak-lemak nak rasa
- Itulah Tipah,awaktu power sangat
- Youu… malamni *datang* kerumah I-lah pulak
- Betul ke *darling*?
- Kelly *boyfiend* Kak Deebani memang dah tak sabar
- Chef Khalid siap tunduk *bow bow* lagi

B. Alternation

- Abang*, I'm your*
- AbangFiq *on the way*
- *No problem.* Driver aku dah ada kat bawah
- Selagi tak habis 100 hari *no more* peluk-peluk.
- *Love you,*Ton. Terimakasih kerana memahami.
- *YES*! *YES*! *YES*!..pastikan jadual bos awak kosong untuk seminggu Ton.
- Hahahahaha*…please* Cik Halimaton.
- *Lunch and Dinner,* setuju*?*
- *Oppss sorry* Ada tetamu ya.
- Errr… *Love. Wait! Love*,"panggil Taufiq bila Adeeba menarik daun pintu
- *My wife.* Matilah Abang Fiq lepas ni Juli
- Kau tolong *handle krew* dari Radio 99.9 katluartu
- *For what*?"balas Adeeba
- *Love come. Sit here*,"tarik Taufiq supaya Adeeba duduk di sebelahnya
- Okey, *now is your turn* Kak Deeba

- *Not bad*,"balas Taufiq buatkan Adeeba mencebik bibir
- *Alwayss be yours*, 'ucap Adeeba dalam hatinya
- Laratkeyouuuuu….. *I girlfriend you* yang seksi menggoda pun you selalu tinggalkan

C. Congruent Lexicalization

- Nak saya tempahkan *hotel* mana untuk *honeymoon* bos lepas ni?
- *Sorry*, bos. Kenyataan hidup… jadi tak saya buat tempahan *hotel* untuk *honeymoon*?
- Adeeba sudah menempah *suite honeymoon* di Pelangi *Resort*
- *Not bad*. Katanya. *Your turn*,"suruh Adeeba geram
- *Shut up, Chef* Biar satu *resort* ni dengar *Chef* Deeba masak.

Based on the result of data from the text of the utterances that used in Love, you are mine. It showed that all type of code-mixing such insertation, alternation, and congruent lexicalization have different result although the dominant type of code-mixing it is intertation. And the highest total of type code-mixing that used in Love you are mine is intertation with the total result is utterances (54,9%) second is alternation (35,2) and congruent lexicalization (9,8). The detail can be seen in the table below.

No	Types of Code-mixing	Number	Percentage
1	Insertation	28	54,9
2	Alternation	18	35,2
3	Congruent Lexicalization	5	9,80
	TOTAL	51	99,9

V. CONCLUSION

Having collected and analyzed the data, some conclusions were given below. All types of code-mixing used in *Love you are mine*: insertation, alternation, and congruent lexicalization. It consists of 28 utterances (54,9%) insertation of code-mixing, 18 utterances (35,2%) alternation of code-mixing, and 5 utterances (9,8%) lexicalization of code-mixing. The result showed that the most dominant type of code-mixing used by *Love you are mine* is insertation.

People, who have already mastered two or more languages, usually use code-mixing like some people that able in more language. They usually mix more than one language when they speak. The use of code-mixing is to express the thing that cannot express with the Indonesian language. Before using code-mixing, they have to consider four things to think.The participant: who is speaking and whom they are speaking to The setting or social context of the interaction: where they are speaking? (home, work, school) The topic: what is being talked about? The function: why they are speaking? What is the

language being used for? Is the speaker asking a favor or giving an order to someone? The aim of purpose of the interaction may be important moreover, it's usually used in the informal situation. In short, applying code-mixing is really needed to make interest communication.

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The Effect of Word Webbing on Students' Ability in Writing News Item

Bertaria Sohnata Hutauruk
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
rianahutauruk@yahoo.com

Abstract - This article is about the effect ofword webbing on students' ability in writing news item at grade X in SMA Kartika 1-4 Pematangsiantar. The object of this research is to find out the effect ofword webbing on students' ability in writing news item at grade X in SMA Kartika 1-4 Pematangsiantar. This research is designed as a quantitative research. The researcher used two classes in getting the data, first class X IS 2 as Experimental Group and class X IA 1 as Control Group. Experimental group is used to find the effect of word webbing technique to the students ability in writing news item text. The number of sample in this research was 50 students. In answering the problems, the researcher had analyzed the data to get the result what word webbing technique has the effect to the students' ability in writing news item text or not. After the researcher analyzed the data, the researcher got the result in T-test and got 4.1. From the result of T-test, it shows that by using word webbing technique is more significant to the students' ability in writing news item text than using conventional technique.
Keywords: Effect, newsitem, writing, word webbing,

I.INTRODUCTION

News item text is a type of written text that has the main function or communicative purpose is to inform readers or listeners about event of the day that are considered newsworthy or important.The generic structure of news item are haedline, summary of event, elaboration, source. According to Stone (1990:21), team word webbing is a powerful tool in concept development. Each team has a large sheet of butcher paper or chart paper. Here, the researcher uses word-webbing in writing news item. Sometimes, the students feel difficult to write news item and to express their idea. The researcher hopes that by using word webbing, it will be easy for students to explore their ideas in writing news item text. By using word webbing, the researcher hopes that they will be able to write news item text. Hopefully, this method will help students to remind story and to create their own story. Based on the problem above, the researcher decides that it is necessary to conduct classroom action research at this school to make the students interested in writing and help them to explore their ideas easily. The students can create a good team and build new information together in the learning process.

A study provides evidence that students' knowledge about writing performance and grammatical rules is polished because of the peer criticism practiced during working cooperatively in a group. Kaganet al (2001) explain that team word-webbing is aimed at making the students have a chance to write well with the guiding of their teacher and work in a small group. Moreover, the team word-webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students experience and the new information that can make the students write a news item text well. By using word-webbing, the researcher hopes that this method able to improve student's skill in writing, especially in writing news item. Based on the description above, the researcher is interested in conducting a research title "The Effect Of Word Webbing On Students' AbilityIn WritingNewsItem At Grade X In Sma Negeri 3 Pematangsiantar**".** The scope in this study is teaching writing to the students at grade X of SMA Kartika 1-4 Pematangsiantar. In this study the researcher uses word webbing as the new strategy in teaching writing news item because it is rarely used by the English teacher and it can make the students to understands and improve their ability in writing news item.

II. LITERATURE REVIEW

2.1 Definition of Writing

Allen (2003:9) stated that "writing is an activity which can seriously damage your health". It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. The overall purpose of this book is therefore to protect and preserve the sanity of anyone who is unfortunate enough to be afflicted with the ambition to write. It is related to Kane (1988:17) who stated that "writing is a simply process of putting words on paper", it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is "thinking about it" told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style. The second steps "doing it" is usually called "drifting", actually when you think about the topic, you are already beginning to select words and construct the sentences. The third step "doing it again" means revising, when you do it, unconsciously you have discovered new ideas to make your writing text better. If that sounds mysterious, it's because writing is a complex activity.

1. Purpose of Writing

In writing, researchers have to know well about their work that will be shared. Delivering meaning in writing is the relationship between the researchers and readers to understand what the meaning of text is. According to Fulwiler(1997: 26), stated the purpose of writing:

1) Writing to Communicate

It is easiest to describe writing as communication because this is the use to which school writing is most obviously put. In school they put most of their emphasis on writing clear, correct, concise, objective prose. They taught you to use thesis statements, topic sentences, outlines, footnotes, transitions.

2) Writing to Imagine

Another kindof highly structured language often called imaginative or creative. Poetry, fiction, drama, essay, and song are the genres usually associated with imaginative language. This kind of language tries to do something different from communicative language something to do with art, beauty, play, emotion, and personal expression something difficult to define or measure, but often easy to recognize.

3) Writing to Explore

You've written this way if you have kept a diary or journal, jotted notes to yourself or letters to a close friend, or begun a paper with rough drafts that you want to show nobody else.

2.2 Genre of Text

Knapp & Watkins (2005:17) states "Genre, text and grammar model of written language proposed here is primarily concerned with 'what's going on' in writing. Genre is the important one in writing, because genre can guide the students or someone who wants to start writing." Genre is kind of text which describe the general of text. Generally, the writing text can be divided into Narrative, descriptive, news item and expository and argumentative text."Genre is an organizing concept for our cultural practices or placeoccation, function, behavior, and interactional structures." Knapp and Megan (2005:21). Every genre has a number of characteristic and it has the specific purpose which make it is different from the other genre.

Gerot and Wignel (1994:190-290) state a number of genre in twelve types, they are: Narrative text, , Recount text, Report text, Discussion text, Description text, Procedure text, Explanation text, Analytical text, Hortatory text, Anecdote text, News item, Review text. Every genre has a number of characteristic and it has the specific purpose which make it is different from other genre. In this study, the researcher only focuses on the genre of news item text.

2.3 News Item

News item text is a type of written text that has the main function or communicative. The purpose is to inform readers or listeners about event of the day that are considered newsworthy or important. A news item text tries to answer the 5Ws and 1H questions; What, Who, When, Where, Why, and How relating to the newsworthy. News item text gives the reader information related the news or tragedy that happen in a day.

1. Tips of Reporting

We read a "news item" to find out specific information about an event reported in the news. Every "news item" has to have the answers to the five WH questions:

1. What - What happened exactly?
2. Who - Who are the people and groups involved in the event?
3. When - When did the event take place?
4. Where - Where did the event take place?
5. Why - Why did it happen? (The reasons behind the event)

2. Generic structure of news item

Text element	**Function**
Headline or Title	Point of report or news that is written in one sentence shortly or incomplete sentence (reduce clause), and eye catching.
Summary of event or Main Event/ Newsworthy Events	Tells the event in a summary form. It is expressed in past sentence form: past tense, past perfect tense, past continuous tense.
Elaboration or background of events	Elaborates what happened, explains what caused the incident. In a text, it can consist of some background events.
Source	Comments by participants, witnesses, authorities, and experts involved in the event.

3. Lexogrammatical features

Every text has different characteristic. News item also has several language features, which are as follows:

2.3 Short, telegraphic information about story captured in headline

2.4 Use of material process to retell the event (in the text below, many material processes are nominalized)

2.5 Use projecting verbal proccesses in sources stage

2.6 Focus on circumtances (in the text below, mostly with Qualifiers).

Based on those explanations above, resaercher choose news item to be discussed because we always find it everyday. It can be from news, magazine, or

television. In daily-life we always find news. We often find it in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know about it. News item is easy to find and it gives students information of actual event.

Example 1 and structures of the text:

Headline

Town Contaminated

Newsworthy events:

A Russians journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed sailors and contaminated the entire town.

Background Events:

YelenaVazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock.The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tonesof contaminated material were sworn to secrecy.

Source

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

2.4 Word-Webbing

Word webbing technique is a way to help students to think more creative to associate idea or words more easily. Word webbing is a mind mapping of words, which is formed by webs and links. Kagan (2001: 25) said that graphic organizing technique that build connections between similar words or ideas are referred to by a variety of names including clustering and web maps. Webbing works best to show a lot of words or ideas keep them connected, such as when you are brainstorming ideas in a planning meeting. Word webbing can be categorized as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. (Richards and Theodore, 2001:192).

Word webbing is technique that students write simultaneously on piece of chart paper, drawing man concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of word webbing in teaching learning is to analysis of concepts into components, understanding multiple relations among ideas, diffrentiating

concepts (Kagan, 1989:14). Word webbing is technique of graphic organizer strategy that provides a visual of how ideas connect to a topic. The team members add core concepts anovals around the topic. Then, the team has a free for all adding and making bridges between ideas. The students can create a good team and build a new information together in the learning process. The team word webbing as cooperative learning has defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.

From those statement, it can be concluded that team word webbing is one of cooperative learning techniques in which each student in a group works and makes a visual of how ideas connect to a topic then making briges to connect between one ideas to another ideas.

Word-webbing belongs to cooperative learning and it has several characteristic, which are as follows:

a) Topic may be different for each group
b) Students identify subtopic for each group member
c) Steering committee may coordinate the work of the class as a whole
d) Student research the information using resources such as library reference, interviews, visual media
e) Students synthesize their information for a group presentation: oral and or written each group member plays part in the presentation
f) Each group present to the whole class
g) This method places greater emphasis on individualization and students' interest. Each student's assignment is unique
h) Students need plenty of previous experience with more structured group work for this to be effective

The concepts of word webbing is that students write simultaneously on piece of chart paper, drawing main concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of team word webbing teaching learning is to analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts.

In this strategy, the main topic is written in the center of the paper in a rectangle. The team members' Round Table add core concepts in ovals around the main topic. Then the team has a free-for-all adding details and making bridges between ideas. This is a quick way to explore background knowledge, summarize main points, or to check if students have the connections between ideas that you are seeking. In groups of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept. Giving each student a different color marker encourages more involvement. The chart paper allows the "big picture" to be taped up on the walls and more connections made, possibly adding more information throughout the week. In the simple sentences, the general concepts of word webbing can divide into three steps:

a) Write the topic in the center of the paper.
b) Round Robin to create core concepts around the topic
c) Free-for-all to complete the word web

Advantages of word webbing

Although students in their personal lives write on their own, the students can take adventages of presence of others to make writing a cooperative activity. Team word webbing as a part of cooperative learning has adventages in teaching learning process. The general adventages of team word webbing is to motivate and make students interecting with other students because students has to work together doing activities. Team word webbing has several adventages especially for students.

According to Killen (1998: 87) some adventages of using coopereative learning are stated below:

a) Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information to other source and to learn for other students
b) Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students
c) Cooperative learning help students to learn respect for one another's strengths and imitations and to accept these differences
d) Working in cooperative learning teams help empower students to take greater responsibility for their own learning and for their learning of others
e) Cooperative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including enhanced achievement, improved self-esteem, positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school
f) Cooperative learning have students work together result in much more learning then occurs when students work alone, competitively, or individually
g) Cooperative learning activity can lead to students to being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning and looking forward to class more often .

The interaction that ocurs during cooperative learning activity help to motivate studentsand stimulate their thinking, and view education as life-long process rather than short-term training.

The basic advantage of group is to interact with other students, According to Harmer (2002:117), the advantages of group are:

a) Like pair work, it dramatically increases the amount of talking for individual students
b) Unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work

c) It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of whole class
d) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher
e) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in whole-class or pair work situation.

Kagan et al(2009) explained that team work webbing was aimed at making the students have chance to write well with the guiding of their teacher and working in a small group. Moreover, the team word webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students' experience and the new information that can make the students write a news item well.

Based on advantages above, it can be concluded that the advantages of team word webbing as follows:

a) Team word webbing makes students have a chance to write well with the guiding of their teacher and work in a small group
b) Team word webbing can motivate students to write
c) Team word webbing can stimulate the students' idea in writing students usually have the blank ideas when they are thought the material. In this technique, students make word webbing to stimulate their brains. Then, get some ideas in writing from it.
d) Team word webbing can build the connections and astablish the associations between the students experience and the new information that can make the students write a news item well
e) Team word webbing makes students interact with other member of group. So, it can build positive relationship among students

1. Word webbing in teaching writing

Teaching writing in this case, teachers teach as usual but with a technique. This technique make interested students in writing. Students will enjoy writing learning. The main function of team is as cooperative learning. Team word webbing starts with a large piece of paper and several color makers. This technique helps the students who understand how ideas connect with each other and recognize how information is obtained. New knowledge or information is added to prior knowledge easily by word webbing. First, the teacher writes main topic in center of the board or paper, then, the students write the subtopics on the paper with different color markers. They add some ideas and relate them to subtopics or the main topic.

Word webbing is in a group, make a word web together. In making word webbing, need a blank and large paper, then a different color pens. The procedures of team word webbing according to Haenen and Hanneke(2008:33):

a) In a group, individually, or with the whole class, make word webbing together. When word webbing in a group, the materials need are a large piece of paper, a felt-tipped pen with its own particular colour
b) One students draws a circle in the middle of the paper and in it writes down the discussion main topic/theme
c) Each students in turn adds a concept related to it
d) If necessary, this round can be repeated in order to add more concepts to the main topic, after which a distinction can be made between the more and the less important concepts
e) Each student draws connecting lines between the concepts/ideas
f) Eventually, there is discussion about the word web; because each students uses a differently coloured pen, each contribution has been made visible during the process

2. The steps to use Word webbing in teaching news item

To teach writing by using word webbing, the teacher and the students have to know the role in this technique. The steps of using word webbing technique in teaching news item are follows:

a) Students are devided into some groups consisted of 4-6 students
b) Each group get one blank paper and some colored pens
c) Teacher shows a news of news item and asks several questions related to the news, like what the news tell about, where the news happened.
d) After having discussion about the story, the teacher guides the students to make word webbing based on the story disscussed. One student in each group starts making word webbing by drawing a circle in the middle of the paper and write the title of news item as the main topic/idea
e) Each member of group in turns continues the word webbing by using different pen. Each member draw another shape of chart then adds the concept or supporting idea by writing word, phrases, or sentences related to the title as main topic/idea
f) The other member of each group should contibute actively in adding supporting elements to connect each other
g) While making the word webbing, teacher only walks around and guides the group when there is difficulty and mistake in making word webbing
h) After finishing the word webbing, each group continues the activity by writing sentences based on the word webbing they made.
i) Each group arranges and develops the sentences into a good of short news item text essay
j) The representative of some groups presents their work in front of class

III. METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is conducting by using Quantitative research. According to Ary (2010:22), "Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". Quantitative research are classified as experimental or non experimental, where an experimental design based on Ary (2010:301), is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. It means that experimental design is a research design that is used to find the influence of one variable to another. This researcher also include as quasi experimental research design because quasi experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assignment to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considered these factors in the interpretation.In this research, the researcher selected two classes, the first class as an experimental class with use Team Word Webbing strategy and the second class as a control class without use strategy. The researcher used pre-test and post-test group design with the researcher design can be presented in the table as:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Y_1	X	Y_2
Control group	Y_1	-	Y_2

Notes:

E = Experimental class
C = Control class
Y_1 = Pre-test to experiment class and control class
Y_2 = Post- test to experimental and control class
X = Experiment class using team word webbing strategy
– = Control class without using team word webbing strategy

In this research the text will be given to test their writing is a News item with four meetings for each group class (experiment and control group class) and the first the students will be given the pre-test with purpose to know their ability in writing of news item before treatment and the post-test will be given in the treatment by using the Team Word Webbing strategy. The pre-test and post-test will be conducted for control and experimental class.

3.2. Population and Sample

1. Population

Population is all data that concerns use in a scope and time that we specify. Based on Ary (2010:148), "a population is defined as all members of any well-defined class of people, events, or objects". In this study, the population of the study includes all grade ten students of SMA Kartika 1-4 Pematangsiantar in the academic year 2017/2018.

Table 3.2 Population

Class	Number of Students
X IA 1	25
X IS 1	25
X IS 2	25
X IS 3	25
X IS 4	25
Total	125

2. Sample

Ary (2010:148) said, sample is a portion of a population. In this research, the researcher took two classes as the sample of the research, one class as the experimental class and one class as control class. In obtaining the sample, the researcher chooses it randomly. Random sampling is the best single way to get representative sample in which each subject has the same opportunity to be selected. And for observation the samples are only50 students consist of 2 classes (X IS 2 andX IA1). The students then are divided into two groups, 25 students as experiment group and 25 students as control group.

Table 3.3 Sample

Gender	Experimental group	Control group
Female	15	18
Male	10	17
Number of Students	25	25
Total	50	

3.3 The Instrument of the Research

According to Sugiyono (2009:148) instrument is a tool used to measure both natural and social phenomena observed**.** In this research, to get the data, the researcher used test in this study. Test is a material which is given to the students to measure the students' ability in writing a text.

Test : A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To get the data, the researcher did the test; it consisted of pre-test and post test. The function of pre-test is to know pre-ability students in writing news item without using a techniques. And the function of post test is

to know post-ability of the students in writingtext after they were taught by the techniques in treatment. The test will be used to see the result of students' ability in writing. And the score of the test will be used to measure the effectiveness of team word webbingstrategy.

3.4 The Technique of Collecting the Data

There are some techniques that the researcher will use to collecting the data, they are:

1. **Pre – Test:** The researcher uses essay test. In pre-test theresearchergives them a test that is written text by using news item text and the generic of news item text. The researcher gives them 45 minutes to make a written text without using team word webbing and after that theresearcherapply the treatment. After finishing the test, the students collected it to teacher.
2. **Treatment:** The treatment will be conducted after pre-test. In the experimental group, the researcher will teach by applying team word webbing strategy while control group will teach without the strategy. Both of the groups will get the same writing material. The activities during the treatment to the experimental group and the control group could be briefly described as follows:
3. **Post- Test: A**fter explaining the material, both of the classes are given the same test to know the result of the treatment. The post-test is the same in two classes, having taught the students about writing news item text with team word webbing and without team word webbing. The researcher gives them a post-test in order to see the result of the strategy is affective or not. The resercher gives them 45 minutes to create a written text and identify the generic structure of news item. The function of the post-test is to know the mean scores of the experimental group and the control group after treatment finished.
4. **The Scoring of the Test:** To determine the level or score of the test, the researcher uses the test specification theory that creates by Heaton (1988:146). The criteria of the score can be seen in the table below:

Table 3.6 Composition for Scoring Writing Heaton (1988:146)

Test Items	**Composition Test**	**Criteria**	**Score**	**Kinds of Test**
Writing news item	Content	1. Topic Sentence 1. Supporting Sentence 2. Concluding Sentence	30	E S S A Y T E S T
	Organization	1. Headline 2. Event 3. Source	20	
	Vocabulary	Affective Word	20	
	Language Use	1. Tenses 2. Action Verb 3. Pronouns	25	

Test Items	**Composition Test**	**Criteria**	**Score**	**Kinds of Test**
	Mechanics	1. Spelling 2. Punctuation 3. Capitalization	5	
Total Score			**100**	

Based on the explanation above, the researcher make a criteria to evaluate the students' result:

Criteria of Mastery	**Level of Mastery**
81-100	Excellent
71-80	Very Good
61-70	Good
50-60	Fair

3.5 Technique of Analyzing Data

After the researcher collected the data, then the researcher analyzed the data by the following steps:

1. Calculating the mean (M) of variable X and Y by using the following formula:
   a. Mx =$\sum \frac{x}{Nx}$
   b. My = $\sum \frac{y}{Ny}$
2. Calculating the standard deviation of each class or variable by using the following formula:
   a. $SDx = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{N\ (N-1)}}$
   b. $SDy = \sqrt{\frac{N\sum y^2 - (\sum y)^2}{N\ (N-1)}}$
3. After that the two classes would be compared by using t-test to know how the effect of using Word Webbing, on the students' ability in writing news text. The t-test formula (Arikunto, 2010: 354) is used as follow:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\left(\sum X^2 - \frac{(\sum X)^2}{N_X}\right) + \left(\sum Y^2 - \frac{(\sum Y)^2}{N_Y}\right)}{N_X + N_X - 2}\right] \cdot \left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

Note:

Ma : Mean of group A
Mb : Mean of group B
∑ : Summation (sum up)

X : The score of one person
X^2 : The square each person
$\sum x^2$: Sum the scores and square the sum
$(\sum x^2)$: Sum the scores and sum the sum
N : The number of scores

4. Drawing the conclusion and answer the hypothesis.
5. Writing some findings.

IV. RESEARCH FINDING AND DISCUSSION

4.1 Data Analysis

The calculation showed the statistic data both experiment and control group in pre-test and post-test. The result of calculation showed that T-observed is 4.1, d.f = (Nx +Ny-2) = 25 +25 – 2= 48 from the calculation above d.f value = 48 with t-test 4.1 d.f = 48 and t- table is 1.67 based on the t-table distribution gained the significant critical value 4.1 >1.67. It means that the result of this research is the use of using word webbing technique is more significant than conventional technique on the students' ability in writing news item text at grade X of SMA SWASTA KARTIKA 1-4 Pematangsiantar.

In testing the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hypothesis is accepted or rejected. In this research the degree of freedom was 48 (obtained from $N_X + N_y - 2=25 + 25 - 2= 48$) at level significant is 4.1. From the calculation, it was found that $t_{observed}$ is higher than t_{table} (4.1 > 1.67).There was significant effect of using word webbing strategy to the students' ability in writing news item on the tenth grade of SMA Swasta Kartika 1-4 Pematangsiantar. If the result of $t_{observed}$ is higher than t_{table} ($t_{test} > t_{table}$, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on the data analysisit can be concluded that the word webbing technique significantly affects the students' ability in writing news item text.

4.2 Research Findings

After finished analyzing the data, some findings can be formulated as follows in the below that can be answered the research problem, they are:

1. Based on the data above, there are different means in pre-test and post-test in experimental group.

a) The mean in pre-test is 38.72 and in post test gets the mean is 77.32
b) Standard deviation is 18.80

2. The researcher finds the effect of applying word webbing to the students' ability in writing news item text. It can be seen in comparison experimental group scores and control group scores got.

a) The scores of the students after applying the treatment is increase in experimental group
b) Standard deviation of experimental group is 18.80 and control group is 20.70

c) And the last scores mean of control group in the pretest is 41.08 and the scores of mean for post-test is 58.96.

3. The students' ability based on the assessment result (components).

a) Some of the students in experimental group are difficult in the assessment of organization and vocabulary in pre-test. Their understanding in using vocabularies is still less and so is in organization part.
b) In post-test, they were more understand so their scores have improvements and there are just a few students who got a less score among them.
c) In control group, almost all the students are difficult in all the assessment just like organization, vocabulary, language and mechanics. In these parts, their scores are almost poor. And in post-test, there is just a student who got a good score.

And from the calculation above the researcher concludes that mean for teaching by using word webbing M_X = 38.6 is higher than mean for teaching without using word webbing My = 17.88. So, we can conclude that the using word webbing had a significant effect to the students' ability in writing news item text.So that Ha (Hypothesis alternative) is accepted. In other words, the Ho is automatically rejected. It means that there is significant effect of the using of word webbing to the students' ability in writing news item text. The mean of the tenth grade of SMA Kartika 1-4 Pematangsiantar taught by word webbing is not same with the mean of without using word webbing.

4.3. Discussion

The researcher had done the research in SMA Kartika 1-4 Pematangsiantar and got the data from two classes. One class is as an experimental group and other class is as control group. In this research, the researcher wants to know the effect of applying word webbing technique to the students' ability in writing news item text at grade tenth in SMA Kartika 1-4 Pematangsiantar. In this research, the researcher asked the students to do some tests and all the students had the same materials in learning material.

After the researcher analyzed the data, the researcher got the result that the mean of experimental group is 77.32 and the mean of control group is 58.96. Then T-test is higher than t_{table} (4.1> 1.67) at the level of significant is 0.05 with df = 48. It means that there is the effect of using word webbing technique to the students' ability in writing news item text. After the researcher had analyzed the data, the researcher found that the scores of the students in experimental group is higher than the scores of the students in control group.

V. CONCLUSION

According to the result of the data analyze, which has been studied in chapter IV, so the researcher concludes:

1. The effect of word webbing is more significant than the effect of without word webbing to the students' writing ability of SMA Kartika 1-4 Pematangsiantar in news item text.

2. The students in experimental group have higher score than control group in their post-test.
3. Based on observation, most of the students were interested in using word webbing because this technique involved all students and make them to the more active.
4. Teaching writing news item text by using word webbing is more effective than teaching writing news item without using word webbing to the students' writing ability.

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Effect of Tree-Two-One (TTO) Summarizing Strategy on Reading Comprehension of Second Year Students at SMA Negeri 1 Bandar

Dumaris E. Silalahi
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
silalahielse@gmail.com

Abstract - This research intends to know significant increasing of Tree-Two-One (TTO) summarizing strategy on reading comprehension of second year students at SMA Negeri 1 Bandar. In analyzing the data, quantitative research design is used referring to the data in form of numbering as realize of the students' score in comprehension of reading. The samples are chosen randomly. They are XI IPA1(experimental group) and XI IPA2 (control group). Then they are given pre-test and post-test consisting of 6 questions in the form of essay test. Analysing data finds that T-test is 2.73, and the score of T-table is 1.67. It showed that the T-test was higher than T-table (2.73>1.67). It can be concluded that the Alternate Hypothesis (Ha) was accepted. It means that there is significant effect in applying TTO summarizing strategy in teaching reading comprehension. Referring to this result, TTO is recommended as one of reading comprehension strategy to increase students' ability.

Keywords: Effect, TTO Summarizing, writing, word webbing,

I.INTRODUCTION

Reading plays an important role in communicating with others because of reading had become a part of our daily life. Through reading we are able to gain a lot of knowledge, information, and pleasure and problem solution. Reading always comes along with comprehension. According to Woolley (2000:15), "Reading comprehension is the process of making meaning from the text". Comprehension in reading becomes important because through comprehending and making meaning from a text, it can helps the reader to understand what they have read and the most important thing is the reader gains the knowledge or information from the text that they have read. In reading, it was found that reading comprehension still became a problem for students although they had done it for many years. The students find difficulty in finding the meaning of the text. They also are not able to summarize the text.An important element in reading is comprehension. It means that the students should be able to summarize the text. Summarizing requires readers to focuson the major elements of a text and to decide what is important. When

reading longer texts, summarizing helps readers by allowing them to review what they read in one part before moving on to the next.

II. LITERATURE REVIEW

2.1 Reading Strategy

Reading is centrally a comprehending process. We read to understand what the researcher intended in to convey in writing, though we also do more (Grabe, 2009:14). In order to understand a text while reading, TTO is one of reading strategy can help readers or students to catch the information from written text.

2.2 Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011). Addition to this, Harris and Hodges (1995) cited in Brassell and Rasinski (2008) Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. It can be concluded that reading comprehension is the process of making meaning from text through a reciprocal, holistic interchange of ideas between the interpreter and the message.

2.3 TTO Summarizing Strategy

The concept of TTO summarizing strategy will discuss about the definition of TTO summarizing strategy, the characteristics of TTO summarizing strategy, the procedure in using TTO summarizing strategy, and the advantages of TTO summarizing strategy.Coe, et.al (2005:381) defines that TTO summarizing strategy is the strategy that requires the students to participate in summarizing ideas from the text. It encourages students to think independently and invites them to become personally engaged in the text.

There are three vital components of TTO strategy. First, students summarize important points from the text. Second, students share insight about what aspects of passages is most interesting or intriguing to them. Finally, students are given opportunities to ask question about the text.

In applying TTO summarizing strategy, there are three steps that will be done, they are:

A. 3 Things you discovered

During the first steps, the students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encouraged to pay closer attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers, because they not only gain

understandings of text structures but also learn about text conventions, vocabularies, reading flexibility, and self-confidence.

B. 2 Interesting things

By giving the students opportunities to share what they enjoy most about what they read is an important part of guiding students toward making reading a part of their everyday lives. So, in this second step, students list two things that stood out as being interesting to them. It will make them easy to get the meaning from the text that they read.

C. 1 Question you still have

An active questioning engages students while serving to build knowledge of the text. In this final step, students can write a question that they still have about the text they read, such as; conceptual gaps, misunderstood events, or unclear explanation in the text.

2.4 The Advantages of 3-2-1 Summarizing Strategy

There is a good reason why does the researcher use 3-2-1 summarizing strategy is because 3-2-1 summarizing have advantages to support this research. According to Coe, et.al (2005; 382-383), there are some advantages in using 3-2-1 summarizing strategy, such as;

- Set up 3-2-1 chart is useful to concentrate on certain portion of texts. This approach will be especially useful for students who have difficulty identifying focal points in text.
- It will maximize students' interaction with the text; the more students get involved with the text, the higher the probability of comprehension. It will help the teacher informally assess students' understanding of key concepts.
- The students are motivated because the discussion is based on the ideas that they found, addressed, and brought to class.

2.5 Teaching Reading by Using TTO Summarizing Strategy

Zygouris-Coe et.al (2004) cited in Glasgow & Hicks (2009:177-178) suggest that teacher's model and provide opportunities for students to interact with the text. The 3-2-1 strategy works as follow for any text or book: Teachers first ask students to discuss three things they discovered after reading the text, then to discuss two interesting things they want to note as result of reading the next, then to ask one question they still have after reading the text. When discussing three things the students discovered, the teachers must first teach them summary skills, which he or she can do by getting them to summarize small section of the text to make sure all are participating. A summary of course, is a short, to-the-point of the main ideas in the text. When the students discuss two interesting things about the text they noted, teachers can encourage them to think about what they enjoyed most or what was most relevant to their everyday lives. The final step of TTO strategy is to

get students to write one question they still have about the text. This question can link the text to their everyday lives

III. RESEARCH METHODOLOGY

Quantitative research design is applied in analyzing data as the data is in form numbers as the students' score of reading comprehension. It relates to the specific characteristic of quantitative proposed by Biklen (2007) that quantitative research design is used to analyze the data in form of numbers. The samplesare divided into two groups. One class as experimental group, namely XI-IPA 1 consists of 30 students and the second class as control group, namely XI-IPS 2 consists of 30 students.

3.1 Instrument of the Research

Instrument is a device that used for collecting data. The researcher chooses test as the instrument for the research. Arikunto (2010:192) defines that instrument is tools or facilities that used by the researcher to collect the data to make the research become easier to do or the technique that the researcher uses in collecting the data. They are two kinds of instrument for used to collect the data. They are test and not-test. The researcher chooses test for collecting the data.

The researcher uses essay test which are taken from the text. An essay test item is usually set out which requires to write what they are to know about the information from the text. The test consists of 6 questions.

3.2 Technique of Collecting the Data

In collecting the data, the researcher does some steps, such as;

1. Then the researcher explains "TTO strategy in improving students' reading comprehension".
2. In experimental group the researcher explains the material and give a example, and then give test, after that the researcher give also a test for homework as the application about the researcher method.
3. In control group the researcher explains the material and gives an example, and then gives a test.
4. The researcher compares the result of the student's in the experimental group and in the control group.

3.3 Techniques of Analyzing the Data

After this research have finished, the result of the two groups observe with compare the two mean. After giving the test to the students, the researcher starts to analyze the data.

1. After giving the test to the students, the researcher corrects and analyzes each of students answers based on their comprehension of the text.

2. The researcher selects the students based on their value in doing a test of narrative text.
3. After finishing collecting the data, so the result of experimental and control group will be calculated by using T-test formula (Arikunto,2010) as follows;

$$T=\frac{Mx-My}{\sqrt{\left\{\frac{\sum X^2+\sum Y^2}{Nx+Ny|-2}\right\}\left\{\frac{1}{Nx}+\frac{1}{Ny}\right\}}}$$

Note:

Mx : mean of experimental group
My : mean of control group
X : standard deviation of experimental group
Y : standard deviation of control group
Nx : total numbersamples of experimental group
Ny : total number samples of control group

IV. FINDINGS

After analyzing the data, some findings can answer the research problem which are formulated as: "what is the effect of using TTO summarizing strategy on the students' reading comprehension?"so the findings of the research are;

1. The researcher finds that, there are the effects of using TTO summarizing strategy on the students' reading comprehension. Experimental group gets total score of students in pre-test was 1765. Total score of the students in post-test was 2925. The lowest score of pre-test was 40 for 3 students and highest was 90 for 2 students, while the lowest score of post-test was 80 for 1 students and the highest was 100 for 23 students. It means that TTO summarizing strategy has significant effect in increasing students' ability in reading comprehension

2. Control group gets total score of the students in pre-test was 1725, and total score of the students in post-test was 2635. The lowest score of pre-test was 40 for 6 students and the highest score of post-test was 85 for 1 students, while the lowest score of pre-test was 75 for 5 students and the highest score of post-test was 95 for 13 students. It means that the conventional teaching method had an effect in increasing the students' ability in reading comprehension, but it was not as good as 3-2-1 summarizing strategy.

2. And from the calculation, the researcher can conclude that mean for the experimental group that taught by using 3-2-1 summarizing strategy (Mx = 41.67) is higher than the mean for the control group that taught without using 3-2-1 summarizing strategy (My= 30.33); the standard deviation for the experimental group that taught by using 3-2-1 summarizing strategy ($\sum X^2$ = 8941.66) is higher than the standard deviation for

the control group that taught without using 3-2-1 summarizing strategy ($\sum Y^2$ = 5996.66); from calculation of T-test and T-table, the researcher finds that T-test = 2.73 is higher than T-table = 1.67. So thatAlternate Hypothesis (H^a) is accepted, while the Null Hypothesis (H^0) is automatically rejected.
It means that there is an effect of using 3-2-1 summarizing strategy on the students' reading comprehension.

V. CONCLUSION

Based on findings above, the researcher can conclude that TTO Summarizing Strategy could increase students' reading comprehension in second year students at SMA Negeri 1 Bandar.The students were more active and they felt enjoy and interest in learning process. It can be shown from scores of post-test for experimental group that had been taught by using TTO summarizing strategy were higher than the score of post-test for control group that had been taught without using TTO summarizing strategy ($\sum Y1 = 2925 > \sum Y2 = 2635$), the mean and standard deviation of experimental group were higher than the mean and the standard deviation of control group (Mx = 41.67 > My = 30.33), and the T-test was higher than the T-table (T-test = 2.73 > T-table = 1.67).

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The Language Styles in the Classroom Conversation at Second Semester Students in Nommensen University

David Togi Hutahaean
FKIP Prodi Pendidikan Bahasa Inggris
Universitas HKBP Nommensen, Indonesia
davidhutahaean138@gmail.com

Abstract - This research conducted to know about conversation student at second semester in nommensen university.The researcher analyze about the types of language style used by the students.The scope of the research discuss about types of languge. The problems of this research were "What is the types of language style that use of students. The significance of the research devided into two parts,they are theoritically and practically with same purpose,the purpose focussed to teacher,reader and student as their additinal to analyze about language style. The researcher formulates some theories to support this thesis, they are: Nababan (1986), Pardede (2006), robins (1964), Sapir (1921), Wardhaugh (2010), Robin (1961). This research used qualitative research methodology. The subject of this research is second semester of Students in Nommensen University. There were 21 students, they are 12 females and 9 males.The location at sangnawaluh street no.4 in Pematangsiantar. Technique of collengting data the researcher starts to hearing and writing language data and context,such as the topic,situation an place in the conversation.Technique of analysing data by listening the recording conversation ,analyze the usage of language types. Finally, the researcher concluded language styles that is used of student,they are frozen,casual and intimate style when they do conversation.
Keywords: Effect, TTO Summarizing, writing, word webbing,

I.INTRODUCTION

Human as social creatures, can not live alone, but they need others in their life because people is social human. People need to cooperate, collaborate and want to stay along with others. Many things in the world can not be done alone for example when we build a building, we need others people to make it well and finish it as soon as possible. Similarly people can not live without language because it is a tool to express their mind, ideas, and the way to show their feeling to each other.

Variation of language is caused by the existence of social interaction activities conducted by a very diverse society or group and because of its non homogeneous speakers. In the case of this language variation there are two views. First, the variation is seen as a result of the social diversity of the speakers of the language and the diversity of language functions. Thus variations of the language occur as a result of the diversity of

social and the diversity of language functions. Second, the variation of the language already exists to fulfill its function as a tool of interaction in various community activities. Both of these views may either be accepted or rejected. Clearly, the variations in language can be classified based on the existence of social diversity and function of activities within social society.

According to Pardede (2006: 30 - 31) language variations are divided into five kinds of styles (variety), namely Frozen, Formal, Consultative, Casual, and Intimate. Frozen Style, this style is characterized by monotone intonation that used. Formal Style, this style is used for formal situation. Consultative Style, this style occur in semi formal situation. Casual Style, when we talk about casual one, we will know that this style is used to talk among friend or insider. The casual style characterized by the vocabulary that used. Intimate Style, this style is used by a couple or some people with very close relation such as family. The words which usually used in this style " Dear, honey". This style usually used when we talk about our private problem or some secret..

Based on the explanation above, the researcher prefer to choose the research entitled "The Language Styles in the Classroom Conversation at at second grade in Nommensen Pematangsiantar in year 2018."

II. LITERATURE REVIEW

2.1 Social Function of Language in Society

Language has an important role in life of human being. Human being have used languages as tool of communication. Language attended in line with social history of nations communities. The understanding of a language as social function has become the fundamental matter of human being to perform the social interaction with others.

Nababan (1986:38) says that language besides functioning as a communication tool, language also has (1) cultural function, (2) social function, (3) individual function, and (4) education function.

As a tool of communication, language has social function and cultural function. To its function as social function, language is a tool to connect each members of community. As cultural function, language is medium to continue culture from one generation to the following generation. Language is a tool here to fluent the process of human's activity as social creature.

2.2 Psycholinguistics Aspects Occur on Language

Lyons (1984:268) states that psycholinguistic is defined broadly as the study of language and mind. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse. The term 'psycholinguistics' is combination of psychology an linguistics. Both are the branches of sciences. Psychology is defined as the systematic study of human experience and behavior or as the science that studies the

behavior of men. There are several branches of psychology, among others, social psychology, psychology of communication, developmental psychology, educational psychology, and psychology of language. The last branches of psychology is often called as psycholinguistics. Psycholinguistics covers the cognitive processes that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes that make it possible to understand utterances, words, texts, etc. Developmental psycholinguistics studies children's ability to learn language. Relationship between psychology and linguistics can be seen from behaviorist psychology in which a language activity is considered as a part of human behavior, and from cognitive psychology in which acquiring / learning and using language are considered as cognitive processes.

2.3 Variation of Language

Variety is correlation of set of linguistic items with certain social factors. The social factors are; user (a) geographical origin and/or geographical place of living, (b) social class, (c) gender, (d) age, (e) ethnicity. And the social situation, (a) social relatioship between participants and interaction, (b) mode, (c) type of even, (d) topic, (e) place or time.

Situation can also become variations, language in certain formal situation and language that used of informal situation. For formal situation, language that used in standard language, and standardization is depended on how formal the situation is. While in informal situation recognized by intemacy on it.

A communication assesses effective if the speaker knows the language manner. By this, the speaker can be easily convey his/her points or ideas by using language manner that compatible with his/her requirement.

2.4 Definition of Language Style

Language style is the way people manipulate others and control their interaction in bringing messages, idea, or mind conveyed in word or tone of voice. Social styles (including dialect styles) are a resource for people to make many different sorts of personal and interpersonal meaning.In communication, language style can be found in the word and grammar which are choosed and used.

2.5 The Kinds of Language Style

Pardede (2006:30-31) sugessted five types of languages styles, they are Frozen, Formal, Consultative, Casual and Intimate.

A. Frozen Style

Frozen style is defined as the most formal style and elegant variety that reserved for important or symbolic moments. The example of the style can be seen in the opening of Indonesian 1945 constitution below.

Example:

- *Bahwa sesungguhnya kemerdekaan itu ialah hak segala bangsa dan oleh sebab itu maka penjajahan diatas dunia harus dihapuskan karena tidak sesuai dengan peri kemanusiaan dan peri keadilan.*
  (Whereas independence is a genuine right of all nations and any form of alien occupation should be erased from the earth as not in conformity with humanity and justice).

The example above is the part of *Preamble* in Indonesia country. *Preamble* is always red in national ceremony. So, all the words that used in the sentence are the standardized words. That is based on EYD (Ejaan Yang Disempurnakan) and KBBI (Kamus Besar Bahasa Indonesia).

B. Formal Style

Formal style is defined as the style of language that be used for important or serious situation, on other words its complete sentences and specific word usage.
Example:

Moderator	:	*Sekarang, kami mempersilahkan pemakalah untuk mempresentasekan makalahnya*.
Pemakalah	:	*Baiklah, saya akan memulai mempresentasekan makalah saya, dan saya mengharapkan agar kita sama – sama menjaga agar keadaan tetap kondusif*.
Moderator	:	Now, we invite the speakers to present her paper.
The speaker	:	Well, I will present my paper, and I hope that we both maintain that conditions remain condusive.

C. Consultative Style

Consultative style is typically a dialogue that used for the purpose of consulting.
Example:

Dokter	:	*Apanya sakit, Bu?*
Pasien	:	*Perut saya, Dok*
Dokter	:	*Apakah Ibu ada makan makanan yang pedas seperti rujak?*
Pasien	:	*Iya, Dok. Semalam saya makan rujak yang banyak.*
Doctor	:	What's so sick ma'am?
Patient	:	My stomach, Doc
Doctor	:	Is ma'am there eating spicy foods like salad?
Patient	:	Yes, Doc. Yesterday I ate a lot of salad.

D. Casual Style

Casual style is defined as the style is used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends.
Casual style is the condition between formal and intimate.

Example:

A : *Nunggu siapa?*
B : *Nunggu teman*.
A : Whom is he waiting?
B : Wait my friend.

E. Intimate Style

An intimate style is one characterized by complete absence of social inhibitions. Talk with family, beloved one and very closed friends, where you tend to reveal your inner self. Intimate style is also a completely private language developed within families, lovers and the close of friends.

Example:

A : *Coi! Pulang Yok.*
B : *Entar lagi ya Bro*.
A : Coi! Let's go home.
B : Wait a moment Bro.

III. RESEARCH METHODOLOGY

The research conducted by both of descriptive method and qualitative method. Descriptive method here describes reality of the real situation from the conversation that used of types of language style for students at second semester Nommensen University Pematangsiantar. The subject of this research is second semester Nommensen University Pematangsiantar which consists of twenty one students. They are 12 females and 9 males. The location of collecting data is at Sangnawaluh street No. 4 of Pematangsiantar. The object of this research is to analyze the types of language style used by students in Nommensen (FKIP) Pematangsiantar.

The instrument of this research is observation. Observation will be done by hearing, recording, and writing language data and context; such as topic, situation, and place in the conversation. There are some procedures in collecting the data: 1) The researcher observs the students at second grade in Nommensen Pematangsiantar, and 2) The researcher will start to hearing, recording, and writing language data and context; such as topic, situation, and place in the conversation. After collecting the data the researcher conducts the analyzing data process, they are: 1) Listening the recording conversations, 2) Analyzing the usage of types language style, 3) Transcribing the data.

IV. RESULTS OF THE RESEARCH

After analyzed the data from the students' conversation, the writer found some research problems that will be discussed, they are: what are the types of language style

used by students at second semester Nommensen University Pematangsiantar? The researcher found out three kinds of language style used by the students of second semester Nommensen University, namely frozen style, casual style, and intimate style.

From the data has been analyzed, the writer makes the research finding as follows:

4.1 From data 1-9, the types of language style in Frozen style are:

Data 1

1. *Apa kabarmu?* (How are you?)
2. *Saya baik, dan kamu?* (I'm fine, and you?)
3. *Saya juga baik* (I'm fine too)
4. *Gadis saya ingin memberitahu bahwa besok kita tidak sekolah*! (Gadis I want to tell you that tomorrow we do not go to school!)
5. *Oh ya, dari mana kamu tahu?* (Oh yeah, where do you know?)
6. *Saya tahu dari kepala sekolah* (I know from headmaster)
7. *Oh ya, kalau begitu terimakasih atas pemberitahuannya. Kalau begitu aku pergi dulu ya sampai jumpa* (Oh yeah, thank you for your information. Ok I will go, see you)
8. *Oke, sampai jumpa lagi* (Ok, see you later)

Data 2

1. *Apa kabar Sinta?* (How are you Sinta?)
2. *Kabarku baik, kalau kamu?* (I'm fine, and you?)
3. *Aku baik juga* (I'm fine too)
4. *Aku juga mau membeli gaun* (I also want to buy a dress).
5. *Oh, kita sama* (Oh, we are same)
6. *Kamu pilih gaun yang warna apa?* (You choose what color dress?)
7. *Aku mau pilih gaun warna putih, kalau kamu?* (I want to choose a white dress, and you?)
8. *Aku mau pilih gaun warna putih juga* (I want to choose a white dress also)
9. *Hahaha.. ya* (Hahaha .. yes)
10. *Oke, aku pergi dulu ya, sampai jumpa* (Ok, I will go, see you)
11. *Oke, sampai jumpa lagi* (Ok, see you again)

Data 3

1. *Triana kenapa kamu tidak masuk sekolah semalam?* (Triana why did not you go to school last night?
2. *Ya Medisah tiba- tiba kepala saya pusing* (Yes Medisah Suddenly my head dizzy)
3. *Mata pelajaran apa Medisah dan halaman berapa?* (what subjects and how many pages?)
4. *Mata pelajaran Bahasa Indonesia halaman 26-27 itu Triana*. (Indonesian page 26-27 Triana)

5. *Ya Triana* (Yes Triana)
6. *Sama - sama juga Triana* (You're welcome Triana)

Data 4

1. *Selamat sore Gusti* (Good afternoon Gusti)
2. *Selamat sore juga* (Good afternoon too Dear)
3. *Apa kabarmu hari ini?* (How are you today?)
4. *Baik - baik saja, kamu?* (Fine, and you)
5. *Baik - baik juga* (Fine too)
6. *Apakah kamu sudah makan?* (Have you eaten?)
7. *Belum* (Not yet)
8. *Apakah kamu mau makan bersama dengan saya?* (Do you want to eat with me?)
9. *Ya boleh juga* (Yes of course)
10. *Apakah yang ingin kamu makan?* (What do you want to eat?)
11. *Terserah kamu saja* (Up to you!)
12. *Ya mari kita makan!* (Let's eat!)
13. *Apakah kamu puas dengan makanan yang disajikan?* (Are you satisfied with the food served?)
14. *Ya saya puas* (Yes I am satisfied)
15. *Ya sudah sepertinya hari sudah gelap* (Yeah, it looks like it's dark already)
16. *Ya mari kita pulang!* (Yes let's go home!)
17. *Ya sudah sampai jumpa* (Ok, see you again)
18. *Sampai jumpa kembali* (See you again)

Data 6

1. *Selamat pagi Daniel* (Good morning Daniel)
2. *Selamat pagi Roy* (Good morning Roy)
3. *Apa kabarmu hari ini?* (How are you today?)
4. *Baik, dan kamu?* (Fine, and you?)
5. *Ya, saya baik* (Yeah, I'm fine)
6. *Bagaimana dengan harimu?* (How about your day?)
7. *Sangat baik, kamu?* (Very well, you?)
8. *Ya sangat baik. Apa kamu sudah mengerjakan tugas rumah?* (Yes very well. Have you finished your homework?)
9. *Oh, saya tidak mengerjakannya, saya lupa* (Oh, I did not do it, I forgot)
10. *Matilah kau! Nanti guru akan marah sama kau bodoh* (You are dead! The teacher will be angry to you stupid)
11. *Oke, sampai jumpa* (Ok, see you)
12. *Oke, sampai jumpa lagi* (Ok, see you again)

Data 7

1. *Selamat pagi Henok* (Goood morning Henok)
2. *Selamat pagi juga* (Good morning too)
3. *Apa kabarmu hari ini?* (How are you today?)
4. Baik, kalau kamu? (Fine, and you?)
5. *Baik juga* (Fine too)
6. *Mata pelajaran apa hari ini?* (what subjects are today?)
7. *Bahasa Inggris, kalau kamu?* (English, and you?)
8. *Bahasa Korea* (Korea)
9. *Dimana rumahmu Henok?* (Where is your house henok?)
10. *Di jalan Patuan Anggi Gang Sepuluh, kalau kamu?* (In Patuan Anggi street gang 10, and you?)
11. *Di jalan Sekka Nauli Gang Masjid* (In *S*ekka Nauli street gang Masjid)
12. *Kamu juga!* Sampai jumpa lagi (You also! See you again)
13. *Oke* (Ok)

Data 8

1. *Apakah kamu mengerti bermain bola voli?* (Do you understand playing volleyball?)
2. *Ya tentu, kenapa?* (Of course, why?)
3. *Oh, Maksudku aku ingin mengajakmu bermain bola voli karena team kami kekurangan 1 orang lagi* (Oh Yeah, I mean I want to invite you to play volleyball because our team lacks 1 more person)
4. *Oh dengan senang hati aku akan membantumu* (Oh gladly I will help you)
5. *Oke. Dua hari lagi kita akan ada pertandingan antar kelas!* (Ok. In two days we will have competition)
6. *Oke. Kapan kita mulai latihannya?* (Ok. When do we start training?)
7. *Kita mulainya hari ini tepatnya jam 16.00 pm* (We start today exactly at 16.00 pm)
8. *Dimana teman?* (Where is my friend?)
9. *Dilapangan olahraga bawah* (The Under sports field)
10. *Oke, tetapi bisakah kamu menunggu 2 jam lagi?*(Ok, but can you wait another 2 hours?)
11. *Oke, sampai bertemu dilapangan bawah 2 jam lagi* (Ok, until meet in the field in under 2 hours)
12. *Oke teman, sampai bertemu kembali* (Ok friend, see you again)
13. *Sampai bertemu kembali juga (*See you again)

Data 9

1. *Selamat hari minggu Atmina dan Olga* (Happy Sundays Atmina and olga)
2. *Selamat hari minggu juga* (Happy Sundays too)
3. *Apa kabarmu Olga*? (How are you Olga?)
4. *Kabar ku baik, kalau kamu?* (Iam fine, and you?)
5. *Kabar ku baik dan kalau kabar mu Atmina?* (Iam fine, and you Atmina?)

6. Kalau kabar ku sangat baik! (Iam very well)
7. *Apa aktivitas kalian hari ini?* (What are your activities today?)
8. *Kami ingin pergi ke gereja! Dan kamu mau kemana Muti?* (We want to go to church! And where do you want Muti?)
9. *Kalau aku mau masak dulu, baru aku ke gereja. Kalau kamu Atmina?* (The first I want to cook, after that I will go to church. And you Atmina?)
10. *Kalau aku mau mandi dulu!* (I want to take a bath!)
11. *Oke*!! (Ok!)
12. *Jangan lupa*! (Don't be forget!)
13. *Ya, kami akan ingat!* (Yes, We will remember!)

4.2 From data 1-9, the types of language style in Casual style are:

Data 1
1. *Hai Kristin* (Hi Kristin)
2. *Hai Gadis* (Hi Gadis)

Data 2
1. *Hai Sinta* (Hi Sinta)
2. *Hai juga Anesa* (Hi Anesa)
3. *Kamu lagi ngapain disini?* (What are you doing here?)
4. *Aku lagi membeli gaun, kalau kamu ngapain?* (I'm buying a dress, and you what are you doing?)
5. *Kok kita sama terus ya* (We are always the same)

Data 3
1. *Hai Triana* (Hi Triana)
2. *Hai juga Medisah* (Hi Medisah)
3. *Tapi sekarang sudah baikan kan?* (But now it's ok right?)
4. *Ya, Medisah semalam saya tidak masuk sekolah, apakah ada pr?* (Yes, Medisah last night I did not go to school, is there a homework?)
5. *Ya, ada pr* (Yes, there is a homework)
6. *Apakah itu saja pr?* (Is just it homework?)
7. *Makasih Medisah karena sudah memberitahu bahwa ada pr* (Thank you for your information about our homework Medisah)

Data 4
1. *Kalau gitu saya pesan daging ayam saja* (If so I ordered chicken meat only)

Data 5
1. *Hei* friends, let's go to the canteen! (Hi friends, let's go to the canteen!)

2. *Tapi nanti pak Angga masuk, sekarang sudah jam belajar!* (But then Sir. Angga will come in, it will be time to study)
3. *Tadi aku ke piket, kata bu Raya bapak itu gak datang. Ada urusan keluar kota* (I went to picket, Sir did not come because there are business out of town said miss Raya)
4. *Ah serius dulu kau Angga? Nanti kena marah kita* (Are you seriously Angga? Later we will scolded by the teacher)
5. Sure. Let's go! *Paling kalau bohong kita hajar Angga. Masukkan ke karung*. Hahahaha (Sure. Let's go! If he liar to us, we will hit him. We enter him to the sack)
6. *Ayolah yang penting kenyang aku sampai malam nanti makan lontong Bu Yeyen* (Come on that is important to satisfy me until tonight to eat lontong Bu Yeyen)

Data 7

1. (*Lonceng berbunyi) Dah lonceng masuklah kekelas!* ((The bell is ringing). Let's go come in class!)

Data 8

1**.** *Hai David* (Hi David)
2. *Hai juga Teguh* (Hi too Teguh)

Data 9

1. *Ya udah kita nanti bertemu di depan gereja saja ya!* (Ok we will meet in front of the church!)

4.3 From data 1-9, the types of language style in Intimate style is:

Data 5

1. *Iya bro, ngapain aku bohong sama kalian. Ayolah sudah masak tadi goreng tahu Bu Yeyen* (Yes bro, why I must be liar to you? Hurry up it was ripe goreng tahu Bu Yeyen)

V. CONCLUSION

Based on the result of this research, we know that there are three kinds of language style used the students in the classroom conversation at second grade in Nommensen Pematangsiantar . They are frozen style, casual style, and intimate style. Based on the data analysis it can be concluded that the kinds of language style that always used students in the classroom conversation was frozen style, casual style, and intimate style.Each of the students in Nommensen (FKIP) Pematangsiantar used the kinds of language style in the classroom conversation.

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