



JURNAL BASIS

Bahasa dan Sastra Inggris

AN ANALYSIS OF STUDENTS' ABILITY IN BUILDING COHESION AND COHERENCE IN ARGUMENTATIVE ESSAYS WRITTEN BY THE FOURTH YEAR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF BENGKULU

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AN ERROR ANALYSIS OF FOREIGN LANGUAGE LEARNING IN THE TERMINAL MOVIE

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PENERAPAN TEORI ANTROPOLINGUISTIK MODERN (*COMPETENCE, PERFORMANCE, INDEXICALITY, & PARTISIPATION*) DALAM *UMPASA* BUDAYA BATAK TOBA

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SOCIO-AFFECTIVE LEARNING STRATEGIES USED IN SPEAKING III BY THE ENGLISH DEPARTMENT STUDENTS OF STAIN BATUSANGKAR

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THE VOCABULARY UNDERSTANDING OF READING TEXT IN HOSANNAH BATAM SCHOOL

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Abstrak

Ada beberapa permasalahan mendasar menulis seperti; kesalahan gramatikal, kohesi dan koheren, dan isi serta organisasi. Berdasarkan permasalahan yang ditemukan pada awal penelitian maka tujuan penelitian ini adalah untuk menemukan kemampuan mahasiswa tahun ke-empat dalam membangun kohesi dan koheren dalam menulis esai argumentatif pada program studi pendidikan bahasa Inggris Universitas Bengkulu. Penelitian ini adalah penelitian deskriptif. Populasi penelitian adalah mahasiswa tahun ke-empat program studi pendidikan bahasa Inggris Universitas Bengkulu yang terdaftar pada tahun ajaran 2012/2013. Sampel dipilih dengan menggunakan teknik purposive sampling. Data diperoleh melalui test menulis esai argumentatif. Data di analisa dengan menggunakan metode kuantitatif. Hasil penelitian menyimpulkan bahwa kemampuan mahasiswa dalam membangun kohesi adalah Low Average (LA) dan kemampuan mahasiswa dalam membangun koheren adalah Low Average (LA) dimana skor rata-rata menunjukkan bahwa beberapa siswa memiliki skor dengan rentang 3-3.5 yang berarti bahwa mereka memiliki pemahaman yang rendah terhadap macam-macam kohesi dan koheren.

Kata Kunci: Kemampuan siswa; Kohesi dan Koheren; Argumentatif Esai.

INTRODUCTION

There are four basic language skills in English such as listening, speaking, reading and writing. Those are important skills in learning English. From those skills, "writing is considered as the most difficult skill for L2 learners to master" (Richards and Renandya, 2002: 303). Based on that statement, the difficulty in writing is not only on how to generate and organize the ideas, but also how to translate the ideas into the readable text. Relating to the difficulty of writing above, the students should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

Moreover, as it is stated in the previous paragraph, writing is one of the important skills in English. There are some reasons relating to the importance of writing skill for students. The first is to lead the students to the academic success in the school. By developing the writing skill, students will gain benefit in writing their paper or essay assignments from a single paragraph and building multi-paragraphs essay. Then, the other reason for students is to develop their critical

thinking so that they will have confidence in writing academic papers. By having good critical thinking in writing skill, they will be confident to put the ideas into the paper and write their papers easily in several pages long.

Based on the preliminary research, the researcher found some major problems regarding to their writing. The problems were as follows: (1) grammatical errors on writing, (2) the representation of cohesion devices, (3) the representation of coherence devices and (4) content and organization in writing. Therefore, the researcher provided his preliminary research with empirical data of students' marks. The researcher took the data from 37 students in the class and the data described the students' ability in writing. The researcher found that 3 students (8.1 %) got the lowest mark in range 50 to 60. Then, 15 students (40.5 %) got the mark in range 61 to 70. After that, 12 students (32.5 %) got the mark in range 71 to 80. Then, the last range was 81 to 90 where 7 students (18.9 %) got the highest mark.

From the description of the empirical data above, the students' ability was average and more important that students at English Department of University of Bengkulu should be able to write better. As it is found in the field, students' problems in writing are common to be found in writing. Therefore, the process of writing may not be ignored by the students. They need to pay attention to the writing stages beginning from planning the text until finishing the draft. Thus, writing as a required subject at University of Bengkulu is one subject which is considered as difficult subject for the students.

In fact, the students who are asked to write an essay, failed to represent the criteria of good text such as *cohesion* and *coherence*. The essay produced by the students was still disappointed. This happened due to the lack of knowledge of the students. In the university level, they are expected to acquire the knowledge on how to write good academic papers (a paragraph, an essay and a research report or research plan) in English.

Moreover, they need to be familiar with kinds of genre in the text, one of them is genre of arguing or which is known as argumentative essays; discussion, analytical and hortatory exposition text. These kinds of the text have their own function to each other but together they employ some arguments to be discussed. This genre correlates to the task of writing subjects to write papers in some paragraphs or an essay or research report or research plan which involve the argumentation itself. This genre also represents the criteria of cohesion and coherence into its essay.

Based on the limitation of the problem above, the problems of the research are formulated as follows: How is the fourth year English department students' ability in (1) building cohesion devices in writing argumentative essays at University of Bengkulu? And (2) building coherence devices in writing argumentative essays at University of Bengkulu? In relation to the formulation of the problem above, this research has two purposes as follows: to find out the fourth year English department students' ability in (1) building cohesion devices in writing argumentative essays at University of Bengkulu, and (2) building coherence devices in writing argumentative essays at University of Bengkulu.

Oshima & Hogue (1991: 3) emphasize a kind of writing for college or university, it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary writing, journalistic writing,

business writing, etc. In addition, Swales & Feak (2004: 7) mention that "graduate students face a variety of writing task as they work toward their chosen degree". It means that graduate students will face an academic writing as well.

O'Malley and Pierce (1996:136) define writing as a "personal act where the writers take ideas or prompts and transform them into 'self-initiated' topics". The writer draws on background knowledge and complex mental processes in developing new insights. Moreover, Coulmas (2003: 1) defines some definitions of writing. The first definition is "a system of recording language by means of visible or tactile marks". Then, the second definition is "the activity of putting such a system to use". After that, she defines writing as "the result of such activity, a text". Next definition is "the particular form of such a result; a script style such as block letter writing". The fifth definition of writing is "artistic composition". And the last definition of writing is as "a professional occupation". From those various definitions of writing, she reflects on the first definition as her major definition of writing.

Furthermore, the experts such Murray and Moore (2006: 5) define writing as "the manifestation of professional learning journey and it is a continuous process involving reflection, improvement, development, progress and fulfillment of various types and in varying measures". They also believe that writing contains different process and phases in each process. At last, it is expected then that the second language learner will be able to write coherent essays with artfully chosen rhetorical and discourse devices.

Another expert such Gordon (2008: 244) defines writing as an extension of grammar and therefore focuses on accuracy. His explanation based on one end of the theoretical continuum whereas at the other end the communication of meaning is paramount and accuracy is a side issue. Subsequently, Brown & Abeywickrama (2010: 259) state that writing is "primarily a convention for recording speech and reinforcing grammatical and lexical features of language". They who are writing must be well educated person since in writing it is completed with its own features and conventions.

Teaching writing is different from the teaching of other skills. Brown (1994: 319) compares writing to the swimming. He argues both are the same because students need media and someone who teach them those skills. According to him, practice to write the ideas into written text is the best way to achieve the best skills to be advanced in writing.

Moreover, Ur (1994: 159) gives his view on the difference between teaching writing and speaking. The difference lies on the two types of discourse which differ in some basic characteristics. "The differences between two types of discourse -written and spoken discourse- are some generalizations of both discourses such as permanence, explicitness, density, detachment, organization, slowness of production; speed of reception, standard language, a learnt skill, and sheer amount and importance".

In teaching writing, there are two concepts which should be noticed, cohesion and coherence. The concepts of cohesion and coherence have been widely discussed by researchers in text and discourse studies. It is agreed that there is a difference between cohesion and coherence by the point of view of researchers. Louwse and Graesser (2005: 1) apply the term cohesion to the surface structure of the text and the term coherence to the concepts and relations underlying its meaning. Meanwhile, Tanskanen (2006: 7) argues that cohesion refers to "the grammatical and lexical elements on the surface of a text which can form connections between parts of the text. Coherence, on the other hand, resides not in the text, but is rather the outcome of a dialogue between the text and its listener or reader".

Halliday and Hasan (1976: 4) explain the concept of cohesion as "a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text". Thus, the concept of cohesion from both experts is the main concept of cohesion which is referred to this study. Furthermore, they argue that the general meaning of cohesion "is embodied in the concept of text" (p: 298). By this role, cohesion helps to create a text and they also explain that what create the text is component of the linguistic system or it is known as the textual or text forming (p: 299).

Bailey (2003: 55) defines the cohesion as the phrases which is linking together to make the whole text clear and readable. At the same way, Renkema (2004: 103) explains cohesion that is referring to the "connections which have their manifestation in the discourse itself". He gives an example in a sentence like *Mary got pregnant and she married*, the example of cohesion is shown by the word *she* which is referred to *Mary*. In other words, cohesion concerns the way in which the components of the surface text, i.e. the actual words we hear or see are mutually connected within a sequence. In conclusion, to make a good text, it should meet the standards of a good text, it is cohesion.

Knapp and Megan (2005: 47) explain that cohesion refers to the devices available to

help link information in writing and help the text flow and hold together. From those definitions, it is known that cohesion in the text related to the connection between texts to another text. In addition, Matthews (2007: 62) defines cohesion as "the connection between successive sentences in the texts, conversations, etc., in so far as it can be described in terms of specific syntactic units".

Furthermore, Halliday and Hasan (1976: 303) discuss that the classification of cohesion which is based on the linguistic form which has five main kinds of devices such as substitution, ellipsis, reference, conjunction and lexical cohesion. Where, some cohesion devices such as substitution, ellipsis and reference are clearly referred to the grammatical. Lexical cohesion is referred to the lexical which involves a kind of choice and conjunction which is in the border line of grammatical and lexical.

Renkema (2004: 103-106) explains five types of cohesion; they are substitution, ellipsis, reference, conjunction and lexical cohesion. According to Renkema (2004: 103-106), the cohesion devices such as substitution, ellipsis, conjunction, and lexical cohesion have some types that distinguished every part of cohesion devices. There are three frequently occurring types of substitution such as substitution of a noun, substitution of a verb and substitution of a clause. He also adds that ellipsis has three kinds such as nominal ellipsis, verbal ellipsis, and clausal ellipsis. After that, he explains three frequently occurring relationships in conjunction such as; addition, temporality, causality. The relationship can be hypotactic (as in the first-examples, which combine a main clause with a subordinate clause or phrase) or paratactic (as in the second-examples, which have two main clauses). Finally, he explains that there are two types of lexical cohesion that can be distinguished: reiteration and collocation.

Secondly, the concept of coherence is explained as the word which is derived from the Latin words, *Co-* is a Latin prefix that means "together" or "with". The verb *cohere* means "hold together". In order to have coherence in writing, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one (Oshima and Hogue, 1991: 39).

Kehler (2002: 15) explains the theory of coherence as the relation between utterances. The reason is when we comprehend a discourse; we do not merely interpret each utterance within it, but we attempt to recover ways in which these utterances are related to one another. He also

argues that the attempt to identify syntactic and semantic relationships when presented with sequences of words in discourse is the attempt to identify the coherence relationships.

Zemach and Rumisek (2003, 2005: 82) explain that coherence is the arrangement of ideas in a clear and logical way. When a text is unified and coherent, the reader can easily understand the main points. In other words, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.

There are several ways to achieve coherence. According to Oshima & Hogue (1991: 39-50), there are four ways to achieve coherence. The first two ways involves repeating key nouns and using pronouns which refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The fourth way to achieve coherence is to arrange the sentences in logical orders. Three of common logical order is chronological order (order by time), logical division, and order of importance.

Moreover, there are various genres in teaching English. As proposed by Knapp and Megan (2005: 27) that divide genre into five common forms such as genre of describing, genre of explaining, genre of instructing, genre of arguing and genre of narrating. In each genre, there are some products which commonly used by each genre, for example in the genre of arguing, it is commonly used in essays, expositions text (analytical and hortatory), discussions text, debates, interpretations and evaluations.

Genre of arguing is important in language teaching where most of writing activities in the school are involving the genre of arguing. Knapp and Megan (2005: 187) write that "the genre of arguing is a fundamental language process for teaching or learning" where students are asked to give an opinion of story, write about topical issue, or give reasons for a viewpoint and they have to employ the genre of arguing as well. As stated by Knapp and Megan (2005: 27), the genre of arguing is commonly used in essays, expositions text (analytical and hortatory), discussions text, debates, interpretations and evaluations.

One kind of the text which tends to focus in written arguments is exposition. Basically, there are two types of exposition text; they are analytical exposition and hortatory exposition. Analytical exposition is also known as argumentative while hortatory exposition is known as persuasive. First of all, Gerot and Wignell (1994: 197-199) explain about analytical exposition as well. They argue that analytical

exposition has social function to persuade the reader or listener that something is the case. They also define that analytical exposition has three generic (schematic) structures such as thesis, arguments, and reiteration. In addition, they give some significant lexico-grammatical features of analytical exposition such as; focuses on generic human and non-human participants, uses simple present tense, uses relational processes, uses external temporal conjunction to stage argument, and reasoning through causal conjunction or nominalization (Gerot and Wignell, 1994: 198).

While in hortatory exposition, the writer gives his or her view, idea, opinion, or suggestion that one topic or phenomenon or problem needs to be explained, or to get the attention by persuading the reader to be pro-contra in his or her view, idea, opinion, or suggestion. Moreover, hortatory exposition has social function namely to persuade the reader or listener that something should or should not be the case. Moreover, the generic structures of hortatory exposition explains the thesis which announce the issue to be concerned, while the arguments explain reasons for concerning something and leading to recommendation and in the recommendation, the writer gives the statement of what ought or ought not to happen. Besides generic structures, there are some lexico-grammatical features such as focus on generic human and non-human participant, the use of mental, material and relational processes and the use of simple present tense (Gerot and Wignell: 1994: 210).

The discussion text is one of the argumentative essays as well as hortatory and analytical exposition. According to Gerot and Wignell (1994: 214), discussion text has social function to present at least two points of view about an issue. The generic structure of discussion text such as the issue, arguments for and against or statements of differing point of view and the last is the conclusion or recommendations. Where, in the first point, the writer states the issue by giving the statement and preview about two points of view of the issue. After that, the writer gives any point of arguments and elaborated them. The last, the writer concludes or recommends the arguments have been discussed.

Moreover, Knapp and Megan (2005: 194) explain that the purpose of discussion text is "a more sophisticated as it involves the consideration of an issue from a number of perspectives". In the discussion text, it has some arguments which are for and against one to another. There are at least two viewpoints of arguments in the text which are both for and against. Then, discussion text concludes by giving the recommendation that states the writers'

viewpoints and summarize the evident presented. Finally, they argue that discussion text is much more than commentary on opposing viewpoints.

Based on the classification of argumentative essays above, there are three kinds of essay writing in argumentative essays such as *exposition text (analytical and hortatory)* and *discussion text*. First of all, the essay writing consists of some paragraphs. At least there are three paragraphs in the essay writing. They are introductory paragraph, body, and conclusion paragraph. In analytical exposition, there are thesis, arguments and reiteration. While in hortatory, there are issue, arguments and recommendation. At last, in discussion text, they are issue, pro or contra arguments and recommendation or conclusion. Meanwhile, the paragraph has its own structures and also the essay itself.

In this case, to assess students' cohesion and coherence on their writing of argumentative essays, the researcher uses the scoring rubric for cohesion and coherence which is adapted from Hamp-Lyons (1992: 6-7) and derives the criteria of each indicator based on some experts' arguments on behalf of their explanation about cohesion and coherence (see appendix 1 and 2 for complete scoring rubrics). There are five ways to achieve cohesion, the cohesion devices are; substitution, ellipsis, reference, conjunction, and lexical cohesion. To support the ideas on cohesion, there are four features of cohesion such as sentence adverbials or linking terms, referring expressions, coordinating structures, and vocabulary. On the other hand, there are four ways to achieve coherence in writing. The coherence devices are; repetition of key nouns, the use of pronouns, the use of transition signals, and chronological order.

METHOD

The analysis of students' ability in building cohesion and coherence into argumentative essays is analyzed by using quantitative analysis. By this analysis, the researcher worked in objective way and systematically by using quantitative approach. By using purposive sampling technique, the class A students in the fourth year of English Department at University of Bengkulu; enroll in the 2012/2013 academic year was taken as the sample.

In the process of data collecting, this research used argumentative writing test as the instrument to collect the data. The writing test was used to investigate the students' ability in building cohesion and coherence in students' argumentative writing at English Department of University of Bengkulu enrolled in the 2012/2013

academic year. Moreover, the instrument in this research was conducted to collect the data from the seventh semester students of English Department at University of Bengkulu. The writing test was a writing task to compose argumentative essays such as analytical exposition text, hortatory exposition text and discussion text. In order to get a natural result of the test, the topic was given before they start to compose their paragraph. The students were free to choose the desired topic and developed them into the title of argumentative essays such as analytical exposition text, hortatory exposition text and discussion text as well. The topics provided in the test such as: (1) *The Importance of English*, (2) *Is Smoking Good for Us?*, (3) *The advantages and Disadvantages of Fast food*, (4) *Children should be controlled to use facebook*, (5) *Death penalty in democracy country*.

To see the cohesion and coherence devices presented by the students in their writing argumentative essays, the researcher referred to the indicators of the ideal cohesion and coherence devices which were adapted by the understanding of both indicators from some experts. The scoring rubrics related to those indicators can be seen in the appendices.

In addition, the scoring rubrics adapted from Hamp-Lyon (1992: 6-7) with some categories or scores in each indicator. The ideal cohesion and coherence devices were labeled with the score of 6 with category of high/excellent. The range of the scores was from 1 to 6 with the category and score presented as; low/very weak (1), weak (2), low average (3), high average (4), good (5), and high/excellent (6).

FINDING AND DISCUSSION

Finally, to know the average of students' ability in building cohesion and coherence into their writing, the researcher calculated all students' scores to find the average score. The average scores then were converted to the criteria of Hamp-Lyon's holistic scoring (1992: 6-7). The figure 1 described the average of students' ability in building cohesion into their writing of argumentative essays. The figure 1 presented the average score of each cohesion devices and the total average score for building cohesion in argumentative essays.

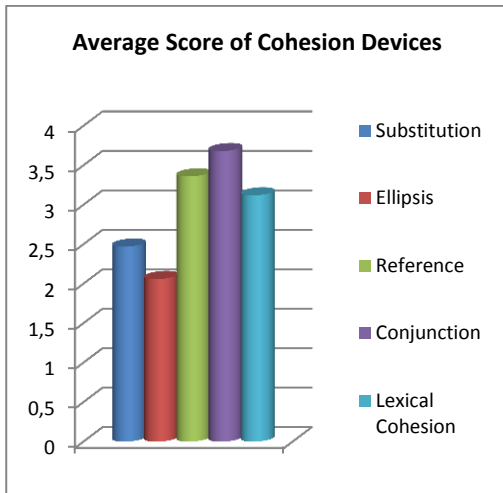


Figure 1: The Average score of Cohesion Devices

From the figure 1, it could be seen that the average score in representing substitution was 2.47. It meant that their ability in representing substitution was in Weak (W) category. Then, the second cohesion devices was ellipsis where the average score in representing ellipsis was 2.06 or it was also in the Weak (W) category. After that, there was an improvement in the third cohesion devices. It showed that the students' ability in representing reference was Low Average (LA) with the average score 3.36. Next cohesion devices was conjunction where the students' ability in representing conjunction in the argumentative essays was the highest one with the average score 3.68 or it could be best described that their ability in representing conjunction was in High Average (HA) category. The last cohesion devices was lexical cohesion where the students' ability in representing lexical cohesion was Low Average (LA) with the average score 3.12.

Then, to know the average of students' ability in building coherence in argumentative essays, the researcher combined two kinds of scores from both scorers and labeled them with the criteria given. The figure 2 described the average of students' ability in building coherence into their writing of argumentative essays. The figure 2 presented the average score of each coherence devices and the total average score for building coherence in argumentative essays.

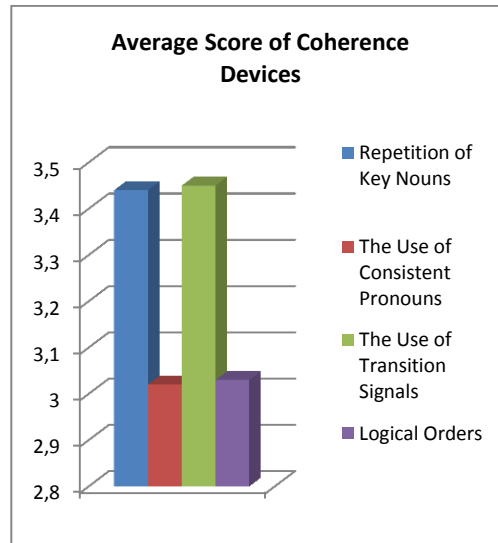


Figure 2: The Average score of Coherence Devices

From the figure 2, it could be seen that the average score for representing the repetition of key nouns was 3.44 and it was in the Low Average (LA) category. Then, the second coherence device was the use of consistent pronouns where the average score for it was 3.02 and it was in the Low Average (LA) category. After that, from the use of transition signals, the average score was 3.45 and it was also in the Low Average (LA) category. The last coherence device was logical orders where the average score for it was 3.03 and it was in the Low Average (LA) category.

Finally, from all average score, the total of average score in building cohesion was 2.94. It could be concluded that the students' overall ability in building cohesion in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA). At last, the total average score in building coherence in argumentative essays was 3.23. It could be concluded that the students' overall ability in building coherence in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA). The data above could be described as in figure 3:

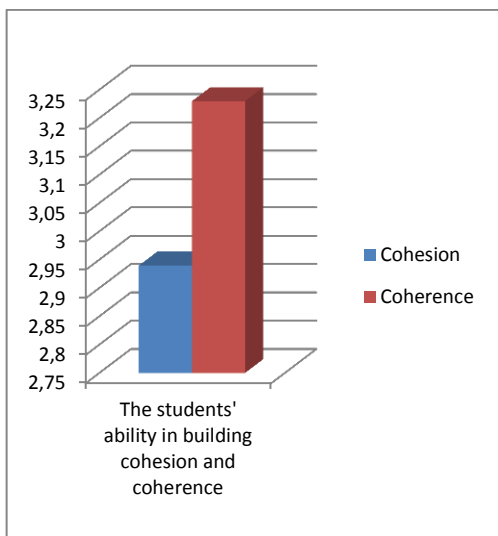


Figure 3: The Average score of students' ability in building Cohesion and Coherence

Furthermore, to know the percentage of students' ability in building cohesion and coherence into their writing, the researcher calculated each criterion of the student and determined the percentage of students' ability in building cohesion and coherence. The illustrations could be seen in the figure 4 which presented the general descriptions of the students' ability in building cohesion and coherence in argumentative essays. The cohesion devices were substitution, ellipsis, reference, conjunction, and lexical cohesion. The result of the cohesion devices was described as follow:

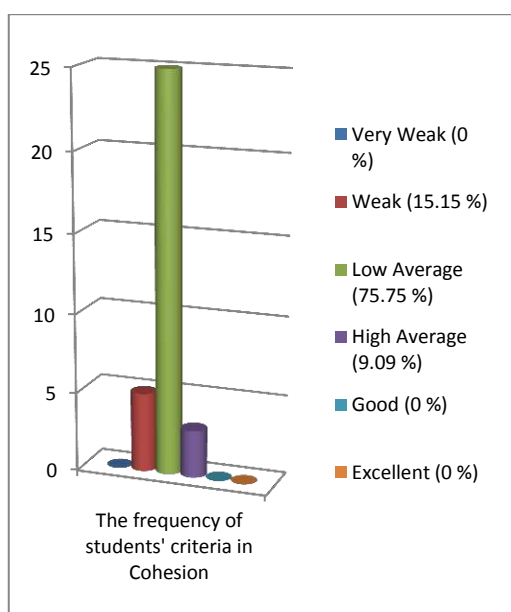


Figure 4: The frequency of students' criteria in Cohesion.

From the descriptions of the students' score in building cohesion, it was found that 3 students (9.09 %) from the total students were in High Average (HA) criteria in building cohesion and applied the cohesion devices such as substitution, ellipsis, reference, conjunction, and lexical cohesion into their writing of argumentative essays better than others. After that, there were 25 students (75.75 %) from the total students were in Low Average (LA) criteria. Finally, the rest of them or 5 students (15.15 %) were in Weak (W) criteria in building cohesion and coherence. The scores represented the students' ability in building cohesion in general.

Meanwhile, the result of the students' ability in building coherence which could be achieved by repeating key nouns, the use of consistent pronoun, the use of transition signals, and logical orders were described as follow:

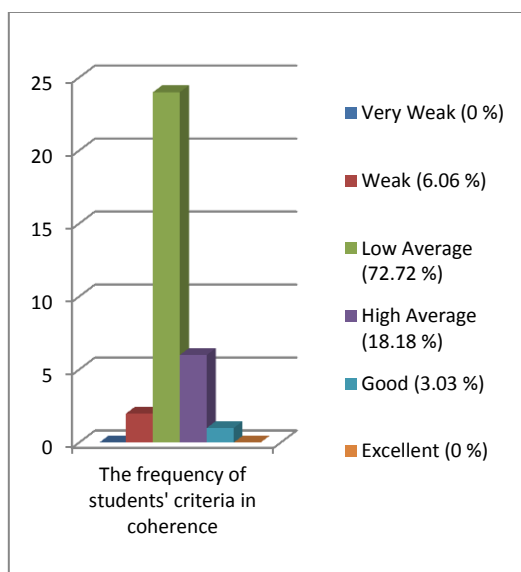


Figure 5: The frequency of students' criteria in Coherence.

From the descriptions of the students' score in building coherence, it was found that only one student (3.03 %) from the total students were in Good (G) criteria in building coherence and applied the coherence devices such as repeating key nouns, the use of consistent pronoun, the use of transition signals, and logical orders into their writing of argumentative essays better than others. Then, 6 students (18.18 %) from the total students were in High Average (HA) criteria. After that, 24 students (72.72 %) from the total students were in Low Average (LA) criteria.

criteria (LA). The last, 2 students (6.06 %) were in Weak (W) criteria in building coherence into argumentative essays. From all students, more than half of the students had low average ability in building coherence in argumentative essays. All the scores represented the students' ability in building coherence in general.

In conclusion, all figures showed the students' ability in building cohesion and coherence. Then, the figures also described the students' score in each indicator of cohesion and coherence devices which referred to their ability in building cohesion and coherence into their writing. From the research result, the students' overall ability in building cohesion in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA). Furthermore, the students' overall ability in building coherence in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA).

Conclusion

There are some conclusions which can be derived from the analysis: (1) The students' ability in building cohesion in argumentative essays written by fourth year students of English department at Bengkulu University is Low Average (LA) where the average score shows that some students have scores in the range of 3-3.5 which mean that they have low understanding on cohesion devices. (2) Meanwhile, the students' ability in building coherence in argumentative essays written by fourth year students of English department at Bengkulu University is Low Average (LA) where the average score shows that some students have scores in the range of 3-3.5 which means that they have low understanding on coherence devices.

Suggestion

From the conclusions above, the researcher would like to propose suggestion as follows; (1) English department students at University of Bengkulu are suggested to be aware to the kind of cohesion and coherence devices in writing especially when they are writing their argumentative essays. (2) English department lecturers at University of Bengkulu are suggested to give more practices in writing related to the students' ability in building cohesion and coherence into their writing whether writing in home or at campus and should be aware of instant writing which directly copying the sources from internet.

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AN ERROR ANALYSIS OF FOREIGN LANGUAGE LEARNING IN THE TERMINAL MOVIE

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Abstrak

Penelitian ini bertujuan untuk menganalisa kesalahan yang dilakukan oleh pemeran utama dalam film the Terminal. Kemudian dalam penelitian ini juga dianalisa bagaimana seorang yang belajar Bahasa asing (English) langsung datang ke Amerika. Data penelitian ini diperoleh dari dialog yang dilakukan oleh pemeran utama dalam Film The Terminal. Penelitian ini menggunakan penelitian kualitatif. Hasil dari penelitian ini diperoleh bahwa kesalahan dalam pengucapan maupun pilihan kata yang digunakan karena pengaruh bahasa pertamanya.

Kata Kunci: Analisa, kesalahan, pembelajaran, Bahasa Asing, Film The Terminal

Introduction

In daily normal life human being need to interact with others as they fulfill their needs by using communication tool such as language in a society. Therefore, it is important thing of human life, people need communication to share idea, opinion, or feelings to others. In addition, good interaction when they can communicate their tough well. But the problem is conducting a good relationship with the others is not an easier matter. So, in society human being uses a language. Holmes (2005) explains that sociolinguistics studies a language in society. She adds that in society need what it is called as common language, namely language used among people who have different mother tongue. For example English nowadays considered as an international language. Therefore, many people from many different countries try to learn English. Some countries still consider English as foreign language.

According to Busman (1996:627) language is vehicle for the expression or exchanging of thoughts, concepts, knowledge and information as well as the fixing and transmission of experience and knowledge. There some ways in learning language such as communicative approach and grammar approach are so significance approach learning of foreign language. In English learning process the student must competence on four skills in English, they are: speaking, listening, writing, and reading. Especially speaking is used to express their ideas and to communicate to people in the world. It is very important to master speaking well. To have

speaking ability, student must be train to use English in communication orally. The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.

So, English is very important in international communication, when we go to foreign countries with different mother, English is a solution to communicate with foreign people. More particularly when we go to English countries such as United Kingdom, USA, Australia, etc English is a must. Therefore, psychologically study foreign language needs a challenge such as going abroad.

It is based the explanation above, in this study, it is aimed to focuses on foreigner who come to USA with special purpose but he cannot speak English. This is very interesting to study how he survives in his communication in English. This case can be studied psychological aspects of learning language such as in the "The Terminal" movie. It tells a man adapts and sets up residence in the airport, which makes the man who placed him there unhappy, as it seems he is in line for a promotion but he presence might complicate that. With a strong survival instinct, he has makes friends with some of the people who work in the airport is attracted to a flight attendant .

This study analyzes a man who names Viktor Navorski who came from an Eastern European country arrives in New York. However after he left his country war broke out. Suddenly Navorski is a man without a country - or one that the U.S. cannot recognize, thus he is denied entrance to the U.S. However, he also can't be deported so he is told by the Security Manager that he has to remain in the airport until his status can be fixed. And also Navorski doesn't speak English very well, so he cannot talk to or understand anyone. But he somehow adapts and sets up residence in the airport, which makes the man who placed him there unhappy, as it seems he is in line for a promotion but Navorski presence might complicate that. So he tries to get Navorski to leave but Navorski remains where he is. Navorski makes friends with some of the people who work in the airport and is attracted to a flight attendant he runs into whenever she comes in.

Therefore, as quoted by Pateda, (1990:11) say that Psycholinguistic investigates the interaction of language and mind in processing and producing utterances and in language acquisition. Osgood and Sebeok as quoted by Pateda, (1990:11) argue that Psycholinguistics deals directly with the process of encoding and decoding as they relate states of message to states of communicators. Hence, this study aimed to analyze the errors done by the main character in the Terminal movie. Then the study analysis limited of the grammar errors

Underlying Theory of Foreign Language Learning

In language learning is a process of comprehension requires that listeners take in utterances analyze it. According to Clark (1977: 298) nativist propose the language acquisition is the result of innate capacity to language is thus only found in human being. A foreign language, therefore is one which is not in common use in the social setting in which the individual is placed. For example, Russia, French, Italian or Spanish, Indonesia will consider definitely English as foreign languages.

Concept of Language

Firstly, in the Since the first god created the world, they have had their own ways in communication. Every creature to develop its own way to show the expression in communication, specially human. When

people are already in the society, they start to create their language plays an important role in communication. According to Brown (1994:4) 'Language is a system of communication by sound, operating through the organ of speech and hearing, among member of a given community and using vocal symbols possessing arbitrary conventional meaning'. Therefore, in communication language is very important in understanding of language. Every language has its own system, especially English. It has specific pronunciation and grammar. So, many people who learns English has mistakes or errors in their pronunciation and grammar.

There are so many languages used in the world, but the most generally spoken language is English. People all over the world use English as the international language. Through a language, someone is able to communicate with other people. Language has many advantages in real life as : to talk with each other, to express the idea and also to transfer knowledge and culture.

According to Finicchio (1964: 8) states " language is system of arbitrary vocal symbol with permits all people in given culture or other people who have learned the system of that culture to communicate or interact". So, language has important role in our life with the function language as a tool of communication. People need to develop their language skill in human activities. With the language we are able to get the language permits practically all human activities both social and private. We also use language basically everything we doing involving often person. It is primary function in communication, transference message between two or more individual and himself.

Errors in Error Analysis

According to Brown (2001:221) having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors? While the answers the these questions are somewhat speculative in that sources must be inferred from available data, in such questions lies the ultimate value of learner language analysis in general. By trying to identify sources we can take another step toward understanding how to learner's cognitive and affective processes relate to the

linguistic system and formulate an integrated understanding of the process of second language acquisition.

There is a danger in too much attention to learner's errors. While errors indeed reveal a system at work, the classroom language teacher can become so preoccupied with noticing errors that the correct utterances in the second language go unnoticed. In our observation and analysis of errors-for all that they do reveal about the learner-we must beware of placing too much attention on errors and not lose sight of the value of positive reinforcement of clear, free communication. While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency. Furthermore, Brown (2001:274) adds that people may learn second or foreign language as the same how to acquire the first language so the errors or mistakes may occur like the first language acquisition.

Classification of Errors

According to Dullay (1980:146), there are four types there are four types of description taxonomies which concern with the mistakes of errors are divided into four kinds, namely:

a. Linguistic based category.

Linguistic based category classifies errors according to either or both the language component and the particular linguistic the errors affect.

b. Communicative affect

The communicative affect classification deals with errors from the perspective of their affect on the listener or reader. It focuses on distinguishing between errors to cause miscommunication.

c. Comparative analysis

The classification of the errors is based on comparison between the structure of errors and certain other types of construction.

d. Surface strategy

It highlights the way surface structure are alerted. The learner may omit necessary item or add unnecessary ones; they may misinform item or mis-order them. surface strategy is divided into fourth; they are omission errors, addition errors, disordering errors, and misinformation errors. From those theories the writer would like to focus on the surface strategy. The following part is synopsis of the "Terminal Movie". It issued because the data

will be obtained from the movie as explained in following chapter.

Mistakes or Error of the Second and Foreign Language Learning

Brown (2001:217) by the late 1960s, SLA began to be examined in much the same way the first language acquisition had been studied for some time: learners were looked on not as procedures of malformed, imperfect language replete with mistakes but as intelligent and creative beings proceeding through logical, systematic stages of acquisition, creatively acting upon their linguistic environment as they encountered its forms and functions in meaningful contexts. By a gradual process of trial and error and hypothesis testing, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language. A number of terms have been coined to describe the perspective that stresses the legitimacy of learners second language systems. The best known of these is interlanguage, a term that Selinker (1972) adapted from Weinreich's (1953) term "interlingual." Interlanguage refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target languages.

According to Namser (1971) in Brown (2001:217) referred to the same general phenomenon in second language learning but stressed the successive approximation to the target language in his term approximate system. Corder (1971:152) used the term idiosyncratic dialect to connote the idea that the learner's language is unique to a particular individual, that the rules of the learner's language are peculiar to the language of that individual alone. While each of these designations emphasizes a particular notion, they share the concept that second language learners are forming their own self-contained linguistic systems. This is neither the system of the native language nor the system of the target language, but a system based upon the best attempt of learners to bring order and structure to the linguistic stimuli surrounding them. The most obvious approach to analyzing inter-language is to study the speech and writing of learners, or what has come to be called learner language (Lightbown & Spada 1993; C. James 1990). Production data is publicly observable and is presumably reflective of a learner's underlying competence-production competence, that is.

Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

It follows that the study of the speech and writing of learners is largely the study of the errors of learners. "Correct" production yields little information about the actual linguistic system of learners, only information about the target language system that learners have already acquired. Therefore, our focus in the rest of this chapter will be on the significance of errors in learner's developing systems, otherwise known as error analysis.

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. You learn to swim by first jumping into the water and flailing arms and legs until you discover that there is a combination of movements – a structured pattern – that succeeds in keeping you afloat and propelling you through the water. The first mistakes of learning to swim are giant ones, gradually diminishing as you learn from making those mistakes. Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment, and with that feedback to make new attempts that successively approximate desired goals.

Language learning, in this sense, is like any other human learning. We have already seen in the second chapter that children learning their first language make countless "mistakes" from the point of view of adult grammatical language. Many of these mistakes are logical in the limited linguistic system within which children operate, but, by carefully processing feedback from others, children slowly but surely learn to produce what is acceptable speech in their native language. Second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature. Inevitably learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors.

According to Brown (2001:216) Researchers and teachers of second languages came to realize that the mistakes a person

made in this process of constructing a new system of language needed to be analyzed carefully, for they possibly held in them some of keys to the process of second language acquisition. According to Corder (1967: 167) notes "A learner's error are significant in [that] they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learned ar acquired, what strategies or procedures the learner is employing in the discovery of the language."

Mistakes and Errors

Errors and mistakes are being idea about something. Error are students false utterance or sentences in speaking or writing because they have lack of the knowledge of English structure.

To make it clear, the writer will describe about the between errors and mistakes. Because both of them are simile in meaning but in language study are different.

According to Brown (1994:205) states "a mistakes refer to performance error that is either a random guess or 'slip' in that is a failure to utilize a known system correctly". It means learner have known the rule in making sentences before, it is out of condition of the learner such as miswriting and fatigue.

According to Brown (1994:205) states "error is noticeable deviation from the adult grammar of native speaker, reflecting interlingua competence of the learner". In teaching and learning, the students must be able to communicate into spoken or written. Of course, the students are able to speak and write well. It also needs students ability, they will be able to speak and write English well. Based on the theory above, it is clear that in using language the students must have the ability of structure.

So, the different between error and mistakes is that errors is ungrammatical utterance which refer to the language competence and mistake is unperfectness of utterance which refer to the language performance. In order to analyze learner language in an appropriate perspective either second or foreign language learning, it is crucial to make a differences between mistakes and errors. According to Brown (2001:218) a mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. So, many people can make mistakes, in both native and second language situations. Native speakers are normally

capable of recognizing and correcting such “lapses” or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performances lapses in native-speakers production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

Mistakes must be carefully distinguished from errors of a second or foreign language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. According to Brown (2001:218) An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

Brown (2001:218) adds that learners of English who ask, “Does John can sing?” are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. As such, it is a error, most likely not a mistake, and an error that reveals a portion of the learner’s competence in the target language. In addition, James (1998:83), while mistakes can be self-corrected if the deviation is pointed out to the speaker. But the learner’s capacity for self-correction is objectively observable only if the learner actually self-corrects; therefore, if no such self-correction occurs, we are still left with no means to identify error vs mistake. So, can we turn to frequency of a deviant form as a criterion?

James (1998:83) states that sometimes. If, on one or two occasions, an English learner says “John cans sing”, but on other occasions says “John can sing, ”it is difficult to determine whether “cans ”is a mistake or an error. If, however, further examination of the learner’s speech consistently reveals such utterances as “John will go,” “John mays come,” and so forth, with very few instances of correct third person singular usage of modal auxiliaries, you might safely conclude that “cans”, ”mays” and other such form are errors indicating that the learner has not distinguished modals from other verbs.

In addition, Brown (2001:219) The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner’s errors, called error analysis.

Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language. Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors a learner makes are attributable to all the errors contrastive analysis predicted they should, and that learners from disparate language backgrounds tend to make similar errors in learning one target language.

Errors in Error Analysis

Brown (2001:220) there is a danger in too much attention to learner’s errors. While errors indeed reveal a system at work, the classroom language teacher can become so preoccupied with noticing errors that the correct utterances in the second language go unnoticed. In our observation and analysis of errors-for all that they do reveal about the learner-we must beware of placing too much attention on errors and not lose sight of the value of positive reinforcement of clear, free communication. While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency.

Moreover Brown (2001:220) another shortcoming in error analysis is an overemphasis on production data. Language is speaking and listening, writing and reading. The comprehension of language is as important as production. It also happens that production lends itself to analysis and thus becomes the prey of researchers’, but comprehension data is equally important in developing an understanding of the process of Second Language Acquisition (SLA).

In addition, James (1998:84) over the years, many studies have shown that error analysis fails to account for the strategy of avoidance. A learner who for one reason or another avoids a particular sound, word, structure, or discourse category may be assumed incorrectly to have no difficulty therewith. Finally, error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language. Therefore, in the analysis of learners’ errors, to engage in “performance analysis” or “ inter-language analysis” . According to Celce-Murcia & Hawkins (1985 : 64), a less restrictive concept that places a healthy investigation of error within the larger perspective of the learner total language

performance. While significant portion of this chapter deals with error analysis, let us nevertheless remember that production error are only a subset of the overall performance of the learning.

Identifying and Describing Mistakes and Errors

Brown (2001:221) one of the common difficulties in understanding the linguistic systems of both first and second language learners are the fact that such system cannot be directly observed. They must be inferred by means of analyzing production and comprehension data. Systems are in a constants state of flux as new information flows in and, through the process of subsumption, causes existing structures to be revised. Repeated observations of a learner will often reveal apparently unpredictable or even contradictory data.

The first step in the process of analysis is the identification and description of errors. Corder (1971) in Brown (2001:221) provides a model for identifying erroneous or idiosyncratic utterance in a second language. According to Corder's model, any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. Overtly erroneous utterances are unquestionably ungrammatical at the sentence level. Covert errors, in other words, are not really covert at all if you attend to surrounding discourse (before or after the utterance).

Sources of Mistakes or Errors

According to Brown (2001:221) having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors? While the answers these questions are somewhat speculative in that sources must be inferred from available data, in such questions lies the ultimate value of learner language analysis in general. By trying to identify sources we can take another step toward understanding how to learner's cognitive and affective processes relate to the linguistic system and formulate an integrated understanding of the process of second language acquisition.

Therefore, it is based on the above that Foreign or second Language Learning: according to Brown (2001:274) people may

learn second or foreign language as the same how to acquire the first language so the errors o mistakes may occur like the first language acquisition.

Mistakes of Dispelling

The first step in investigating age and acquisition might to be dispel some myths about the relationship between first and second language acquisition. H.H.Stern (1970:57-58) summarized some common arguments that cropped up from time to time to recommend a second language teaching method or procedure on the basis of first language acquisition:

1. In language teaching, we must practice and practice, again and again. Just watch a small child learning his mother tongue. He repeats things over and over again. During the language learning stage he practices all time. This is what we must also do when we learn a foreign language.
2. Language learning is mainly a matter of imitation. You must be a mimic. Just like a small child. He imitates everything.
3. First, we practice the separate sounds, then words, then sentences. That is the natural order and is therefore right for learning a foreign language.
4. Watch a small child's speech development. First he listens, then he speaks. Understanding always precedes speaking. Therefore, this must be the right order of presenting the skills in a foreign language.
5. A small child listens and speak and no one would dream of making him read or write. Reading and writing are advanced stages of language development. The natural order for first and second language learning is listening, speaking, reading, writing.
6. You did not have to translate when you were small. If you were able to learn your own language without translation. You should be able to learn a foreign language in the same way.
7. A small child simply uses language. he does not learn formal grammar. You don't tell him about verbs and nouns. Yet he learns the language perfectly. It is equally unnecessary to use grammatical conceptualization in teaching a foreign language.

These statements represent the views of those who felt that "the first language learner was looked upon as the foreign language teachers dream: a pupil who mysteriously laps up his vocabulary, whose

pronunciation, in spite of occasional lapses, is impeccable, while morphology and syntax, instead of being a constant headache, come to him like a dream' (Stern.1970:58). The statements also tend to represent the views of those who were dominated by a behavioristic theory of language in which the first language acquisition process was viewed as consisting of rote practice, habit formation, shaping, overlearning, reinforcement, conditioning, association, stimulus and response, and who therefore assumed that the second language learning process involves the same construct.

There are flaws in each view, sometimes the flaws is in the assumption behind the statements about first language learning, and sometimes it is in the analogy or implication that is drawn; sometimes it is in both. The flaws represent some of the misunderstandings that need to be demythologized for the second language teacher. Through a careful examination of those shortcomings in this chapter, you should be able, on the one hand, to avoid certain pitfalls, and on the other hand, to draw enlightened, plausible analogies wherever possible, thereby enriching your understanding of the second language learning process itself.

As cognitive and constructivist research on first language acquisition gathered momentum, second language researchers and foreign language teacher began to recognize the mistakes in drawing direct global analogies between first and second language acquisition. Some of the first warning signals were raised early in the process by the cognitive psychologist Ausubel (1964). In foreboding terms, Ausubel outlined a number of glaring problems with the then-popular Audio-lingual Method, some of whose procedures were ostensibly derived from notions of "natural" (first) language learning. He issued the following warnings and statements.

- The rote learning practice of audiolingual drills lacked the meaningfulness necessary for successful first and second language acquisition.
- Adults learning a foreign language could, with their full cognitive capacities, benefit from deductive presentations of grammar.
- The native language of the learner is not just an interfering factor-it can facilitate learning a second language.
- The written form of the language could be beneficial.

- Students could be overwhelmed by language spoken at its "natural speed," and they, like children could benefit from more deliberative speech from the teacher.

These conclusions were derived from Ausubel's cognitive perspective, which ran counter to prevailing behavioristic paradigms on which the Audiolingual Method was based. But Ausubel's criticism may have been ahead of its time, for in 1964 few teachers were ready to entertain doubts about the widely accepted method. (See the vignette at the end of this chapter for a further discussion of the Audiolingual method.)

By the 1970s and 1980s, criticism of earlier direct analogies between first and second language acquisition had reached full steam. Stern (1970), Cook (1973, 1995), and Schachter (1988), among others, addressed the inconsistencies of such analogies, but at the same time recognized the legitimate similarities that, if viewed cautiously, allowed one to draw some constructive conclusions about second language learning.

Grammar Errors

According to Dykes (2007:14) states "The word grammar often invokes a negative reaction in both teacher and students". When thinking about grammar many people probably imagine a book full of explanation and rules that tell them which verb have what endings, how to use adverbs, how to use modal, how to use preposition, and how to use conjunction. The word grammar is very ambiguous since it has several meaning". There is no fixed definition of grammar because many expert often define the term of grammar differently. Grammar may mean an analytical and terminological study of sentences. Thus, when we learn the grammar we will learn the part of speech, their name and their description, we will learn such term of phrase, clause, interrogative sentence, retained object, ect.

Methodology

This study apply descriptive qualitative research due to this data found consist of words. According to Creswell (2003:74) a research problem can originate from many potential sources. The writer collects data through observation toward the movie by watching many times, then he comes up with a theory to analyze the data. So, this study can be classified in the field of qualitative research. Moleong (2009: 4) states that the type of this study is "Descriptive

Qualitative Research”. Qualitative research is the procedure of research which produces descriptive data that is written or oral word from the people and the behaviors which are observed. Hence, this study has some process of doing the study this is circular, having completed it by collecting the data based on the text of the dialogue among the characters but the focus on this study is the main character only. In addition, the errors are still wide range, therefore, the data analysis limited of the grammar errors.

Data Analysis

In this data analysis to focus on the grammar errors. So, the grammar is the systematized knowledge or theory of sentence structure. Grammar provides a whole cohesive system concerning the formation and transmission of language. Grammar may also be defined as the basic signals a language transmit meaning. Therefore, the data display below will be explained more detail..

Data 1

Mulroy : Well, why don't go home?

Viktor : I just arrived

The data 1 above shows that Mulroy says and Navorsky wrong of grammar “Well, why don't go home?”. This shows that victor has mistake he omits (pronoun of “you) . This should be Well, why don't **you** go home? Therefore, he did errors of using second person by omitting “you”.

Data 2

Viktor : I.....I help you?

Cashier : Im so sorry sir, the position has already been filled

The data 2 above shows that Viktor say to Cashier wrong of grammar by using of “I help you?”. This shows that the foreigner when he learns English as foreign language by using grammar. He should say “Can I help you?”. The above is an error of using English grammar.

Data 3

Viktor : It's **beautiful horse**

Nadia : Who said that?

The data 3 shows that Viktor say to Nadia wrong of grammar by using of “beautiful horse?”. This shows that the foreigner when he learns English as foreign language by using wrong grammar . He should say “beautiful horse” but it is not English expression, he just sees the picture so, he does wrongly to use

good grammar. It makes misunderstand each others.

Data 4

Viktor : So, I answer one question. Go to New York City tonight.

Dixon : Tonight

The data 4 above shows that Viktor talks with Dixon say of grammar by using of “go to New York”. This shows that the foreigner when he learns English as foreign language by using wrong grammar by omitting “ I will” . He should say “ I will go to New York”. So it makes Dixon confused to Victor what he means. So the dialogue is clear that the error done by the main character.

Data 5

Shopkeeper : Yeah, so could you please go sit some place else?

Viktor : I go to bathroom now

The data 5 above shows Viktor talks with Shopkeeper say of grammar by using of “go to bathroom”. This shows that the foreigner when he learns English as foreign language with low understanding. He should say “ okay, thank but he answers “ go to bathroom’ So the dialogue is clear that the error done by the main character to make shopkeeper confused.

Data 6

Dixon : Are you sure you want to do that?

Viktor : I go New York City now.

This is based the data 6 above that Viktor talks with Dixon says of grammar by using of “are sure you want to do. This shows that the foreigner when he learns English as foreign language with low understanding. He should say “yes or not only” because eth question is Yes/no question. The above data shows error of the main character.

Data 7

Viktor : Now I go New York City. Thank you.

Dixon : No, Mr. Navorski. I cannot allow you

The data 7 above shows that Viktor talks with Dixon says of grammar by using of “now I go to New York City”. This shows that the foreigner when he learns English as foreign language with low understanding. He should say “I go to New York City?”. He did an error by saying as the above.

Conclusion

This study can be concluded that in learning a foreign language has some features or steps the errors come. The analysis was focused on the main character that he tries communicating although the grammar still many errors. The grammar provides a whole cohesive system concerning the formation and transmission of language as in this study used by Victor as the main character. He still has lack of the English grammar mastery so errors occurred in communication among he and the hearers of the Terminal movie.

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PENERAPAN TEORI ANTROPOLINGUISTIK MODERN (*COMPETENCE, PERFORMANCE, INDEXICALITY, & PARTISIPATION*) DALAM UMPASA BUDAYA BATAK TOBA

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Abstract

This studies, discusses the application of the modern antropolinguistic modern (competence, performance, indexicality, and partisipation) in umpasa of Batak Toba culture. The linguistic anthropology examines the structure and relationships through kinship terms, the concept of color, parenting, or examine how community members communicate with each other in certain situations such as the custom ceremonies, then connects it with the culture's concept. Umpasa contains the poetic value, contains philosophy of life, politeness ethics, law, and society. Umpasa contains a request for Batak Toba dreams of life that is hagabeon (happiness), hamoraon (wealth), hasangapon (respected), and Saur matua (longevity and prosperity). The writer applies the antropolinguistik modern theory to know how is the knowledge of a language that is controlled by a speaker of a language and the use of language that is evident in the actual communication as a reflection of the mind of speakers regarding the signs that have a relationship existential with the referenced and the involvement of the speakers to produce the form of acceptable speech in umpasa of Batak Toba culture.

Keywords: antropolinguistic, umpasa, Batak Toba

PENDAHULUAN

Antropologi merupakan cabang ilmu yang mempelajari manusia dan sistem kebudayaan secara menyeluruh. Manusia adalah pencipta kebudayaan, namun di pihak lain kebudayaan yang “menciptakan” manusia sesuai dengan lingkungannya. Dengan demikian, terjalin hubungan timbal balik yang sangat erat dan padu antara kebudayaan dan manusia.

Bahasa menduduki tempat yang istimewa di dalam sebuah kebudayaan. Selain sebagai salah satu unsur kebudayaan, bahasa juga berfungsi sebagai sarana terpenting dalam pewarisan, pengembangan dan penyampaian atau penyebarluasan suatu sistem kebudayaan.

Salah satu cakupan kajian berkaitan dengan bahasa adalah antropologi linguistik. Hal ini dijadikan sebagai satu disiplin ilmu yang berdiri sendiri karena bahasa mencakup semua aktivitas manusia.

Istilah yang digunakan para ahli untuk untuk membicarakan hubungan antara bahasa dan kebudayaan adalah *linguistic anthropology*. Sesuai dengan namanya, istilah pertama lebih memfokuskan pada kajian linguistik, sedangkan istilah kedua lebih memfokuskan pada kajian antropologi. Untuk lebih menekankan kepaduan antara kedua bidang ini, dikenallah istilah *antropolinguistik*.

Antropolinguistik adalah cabang linguistik yang mempelajari variasi dan penggunaan bahasa dalam hubungannya dengan perkembangan waktu, perbedaan tempat komunikasi, sistem kekerabatan, pengaruh kebiasaan etnik, kepercayaan, etika berbahasa, adat-istiadat, dan pola-pola kebudayaan lain dari suatu suku bangsa. (Sibarani, 2004:50). Masih menurut Sibarani, antropolinguistik menitikberatkan pada hubungan antara bahasa dan kebudayaan di dalam suatu masyarakat seperti peranan bahasa di

dalam mempelajari bagaimana hubungan keluarga diekspresikan dalam terminologi budaya, bagaimana cara seseorang berkomunikasi dengan orang lain dalam kegiatan sosial dan budaya tertentu, dan bagaimana cara seseorang berkomunikasi dengan orang dari budaya lain, bagaimana cara seseorang berkomunikasi secara tepat sesuai dengan konteks budayanya, dan bagaimana bahasa masyarakat dahulu sesuai dengan perkembangan budayanya. Kajian antropologi linguistik antara lain menelaah struktur dan hubungan kekeluargaan melalui istilah kekerabatan, konsep warna, pola pengasuhan anak, atau menelaah bagaimana anggota masyarakat saling berkomunikasi pada situasi tertentu seperti pada upacara adat, lalu menghubungkannya dengan konsep kebudayaannya.

Berdasarkan latar belakang di atas, maka yang menjadi rumusan masalah dalam makalah ini adalah bagaimana penerapan teori antropolinguistik modern yang terdapat dalam budaya Batak Toba?

KAJIAN TEORI

Ilmu Antropolinguistik

Antropolinguistik adalah cabang linguistik yang mempelajari variasi dan penggunaan bahasa dalam hubungannya dengan perkembangan waktu, perbedaan tempat komunikasi, sistem kekerabatan, pola-pola kebudayaan lain dari suatu suku bangsa. Antropolinguistik menitikberatkan pada hubungan antara bahasa dan kebudayaan di dalam suatu masyarakat seperti peranan bahasa di dalam mempelajari bagaimana hubungan keluarga diekspresikan dalam terminologi budaya, bagaimana cara seseorang berkomunikasi dengan orang lain dalam kegiatan sosial dan budaya tertentu, dan bagaimana cara seseorang berkomunikasi dengan orang dari budaya lain, bagaimana cara seseorang berkomunikasi dengan orang lain secara tepat sesuai dengan konteks budayanya, dan bagaimana bahasa masyarakat dahulu sesuai dengan perkembangan budayanya. (Robert Sibarani 2004: 50).

“Antropological linguistics is that sub-field of linguistics

which is concern with the place of language in its wider social and cultural context, its role in forging and sustaining cultural practices and social structures. As such, it may be seen to overlap with another sub-field with a similar domain, sociolinguistics, and in practice this may indeed be so. (Foley, 2003:3)”

Foley’s (1997:3) mendefinisikan linguistik antropologi sebagai sub disiplin linguistik yang berkaitan dengan tempat bahasa dalam konteks budaya maupun sosial yang memiliki peran menyokong dan menempa praktek-praktek kultural dan struktur sosial.

Antropolinguistik memandang bahasa sebagai prisma atau inti dari konsep antropologi budaya untuk mencari makna dibalik penggunaan, ketimpangan penggunaan maupun tanpa menggunakan bahasa dalam bentuk register dan gaya yang berbeda. Dengan kata lain, Antropolinguistik memuat interpretasi bahasa untuk menemukan pemahaman kultural.

“Antropological linguistics views language through the prism of the core anthropological concept, culture, and such, seeks to uncover the meaning behind the use, misuse, or non-use of language, its different forms, registers and style. It is an interpretive discipline peeling away at language to find cultural understandings”. (Foley 1997:3).

Sebagai bidang interdisipliner, ada tiga bidang kajian antropolinguistik, yakni studi mengenai bahasa, studi mengenai budaya, dan studi mengenai aspek lain dari kehidupan manusia, yang ketiga bidang tersebut dipelajari dari kerangka kerja

linguistik dan antropologi. Kerangka kerja linguistik didasarkan pada kajian bahasa dan kerangka kerja antropologi didasarkan pada kajian seluk-beluk kehidupan manusia.

Dengan mendengar istilah antropolinguistik, paling sedikit ada tiga relasi penting yang perlu diperhatikan. Pertama, hubungan antara satu bahasa dengan satu budaya yang bersangkutan. Yang berarti bahwa ketika mempelajari suatu budaya, kita juga harus mempelajari bahasanya, dan ketika kita mempelajari bahasanya kita juga harus mempelajari budayanya. Kedua, hubungan bahasa dengan budaya secara umum yang berarti bahwa setiap ada satu bahasa dalam suatu masyarakat, maka ada satu budaya dalam masyarakat itu. Bahasa mengindikasikan budaya, perbedaan bahasa berarti perbedaan budaya atau sebaliknya. Ketiga, hubungan antara linguistik sebagai ilmu bahasa dengan antropologi sebagai ilmu budaya. (Sibarani 2004:51).

Menurut von Humboldt, bahasa itu adalah aktivitas rohani, proses kejiwaan yang berulang-ulang untuk membentuk ide/gagasan dengan mengeluarkan bunyi artikulasi. Setiap bahasa mencerminkan lambang jiwa, tabiat, sifat suatu bangsa itu. Hal ini menimbulkan keragaman bahasa dan perbedaannya.

Teorinya ini mengandung konsep dasar, bahasa milik suatu bangsa menentukan pandangannya terhadap dunia dan lingkungan sekitarnya melalui kategori gramatikal dan klasifikasi semantik yang mungkin ada dalam bahasa yang diwarisinya bersama-sama dengan kebudayaannya. Fungsi bahasa yang utama adalah alat untuk berpikir dan berlaku pada setiap bangsa.

Teori Antropolinguistik Modern

Melalui pendekatan antropologi linguistik, kita mencermati apa yang dilakukan orang dengan bahasa dan ujaran-ujaran yang diproduksi; diam dan *gesture* dihubungkan dengan konteks pemunculannya (Duranti, 2001:1). Dapat dikatakan pendekatannya melalui *performance*, *indexicality*, dan *participation*.

Ada beberapa gagasan analitis yang mendasari linguistik antropologi, yaitu: 1) *competence* dan *performance*, 2) *indeksikalitas*, dan 3) *partisipasi* (Duranti, 1997: 14--21). Konsep *competence* dan *performance* adalah dua terminologi kunci dalam tatabahasa generatif yang dikembangkan oleh Noam Chomsky (1965). *Competence* merupakan sistem pengetahuan suatu bahasa (sistem suatu budaya) yang dikuasai oleh penutur suatu bahasa bersangkutan, *performance* merupakan penggunaan bahasa secara nyata dalam situasi komunikasi yang sebenarnya yang merupakan cerminan dari sistem bahasa yang ada pada pikiran penutur.

Konsep *indeksikalitas* menyangkut tanda yang memiliki hubungan eksistensial dengan yang diacu. Konsep *partisipasi* dimaksudkan sebagai keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima (Duranti, 1997:14-21).

Ahli linguistik antropologi tidak hanya mengkaji varietas bahasa tetapi juga varietas bahasa-bahasa yang diucapkan dalam sebuah komunitas tertentu. Dengan kata lain, linguistik antropologi memulai asumsi bahwa pikiran atas varietas bahasa mensyaratkan sebuah komunitas tutur. Komunitas tutur adalah suatu kelompok masyarakat yang mempunyai repertoar verbal yang relatif sama serta mereka mempunyai penilaian yang sama terhadap norma-norma pemakaian bahasa yang digunakan dalam masyarakat tersebut (Chaer, 2004:36). Sementara menurut Duranti masyarakat tutur adalah produk aktifitas komunikatif yang terlibat dengan orang-orang di dalamnya (2000:82).

PEMBAHASAN

Marumpasa (berpantun) dalam masyarakat Batak Toba merupakan salah satu kebiasaan yang masih dipertahankan dan terus berkembang dari waktu ke waktu. Tradisi *marumpasa* ini selalu dilakukan dalam pelaksanaan upacara adat. Baik dalam acara memasuki rumah, pesta kelahiran, perkawinan, kematian, panen, dll. *Umpasa* ini dapat dikaji berdasarkan teori antropinguistik modern, yakni *competence* dan *performance*, *indexicality*, dan *participation*.

Umpasa

1. *Molo ogung na mabola,
Pintor dipaboa do luhana.
Molo boru marroha,
Pintor dihombor do simatuana.*

Jenis sastra di atas merupakan *umpasa* (pantun) batak Toba. Makna dari *umpasa* tersebut adalah dalam budaya Batak Toba, seorang *Boru* harus hormat kepada *simatua* (mertua). *Boru* adalah merupakan pihak yang menerima perempuan, dan *simatua* adalah pihak *hula-hula* yang memberi perempuan. Ini bermakna agar *boru* memiliki hati kepada *hula-hula/simatua* (mertua) atau dengan kata lain agar *hula-hula* memberi kesan atau pengaruh agar *boru* mengerti kedudukan *hula-hula* dalam konsep adat Batak. Dalam konsep adat Batak, *hula-hula* dianggap sebagai pihak yang memberi *pasu-pasu* (berkat) kepada *boru*. Dan dengan kata lain agar *boru* mengerti kedudukan *hula-hula* dan agar dapat menjalankan tugas dan perannya sebagai *boru* kepada *hula-hula* dalam konteks adat. Agar ia menghargai *hula-hulanya*.

Berdasarkan penjelasan di atas, maka berikut ini akan disajikan analisis dengan menggunakan teori antropinguistik modern

- (1) **Competence:** *hula-hula* adalah sumber *pasu-pasu* (berkat) dalam konteks adat Batak.
- (2) **Performance:** *Molo boru marroha, Pintor dihombor do simatuana.* ‘Boru yang baik, harus menghampiri mertuanya’.

- (3) **Indexicality:** *Molo ogung na mabola, Pintor dipaboa do luhana.* ‘Alat musik yang rusak akan mengeluarkan suara yang sumbang’.

Maka, dalam budaya Batak Toba, *boru* yang tidak mengerti akan posisinya sebagai *boru* dan tidak menghargai *hula-hulanya*, dianggap tidak baik. *Boru* yang tidak menghargai *hula-hulanya* disamakan dengan *ogung* (alat musik gong) yang sudah terbelah dua.

- (4) **Participation:** sesuai dengan pengertian partisipation, keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima seperti pada isi *umpasa* seperti di bawah ini.

*Molo ogung na mabola,
Pintor dipaboa do luhana.
Molo boru marroha,
Pintor dihombor do simatuana.*

2. *Birong parsisiraan,
Di salean ingananna.
Bontar pe hambing,
Di tombara do ingananna.*

Jenis sastra kedua di atas juga merupakan *umpasa* (pantun) batak Toba. Makna dari *umpasa* tersebut adalah *birong* (hitam) tempat menyimpan garam karena berkaitan dengan tempat penyimpanannya yaitu di para-para atau tempat memasak. Dengan adanya pengaruh asap ketika memasak, maka akan membuat tempat garam akan menghitam. *Birong* (hitam) dalam sampiran dan *bontar* (putih) dalam isi berasosiasi dengan ‘wanita.’ Dengan demikian, hitam memiliki akrti *kurang cantik*, dan putih diasosiasikan dengan *kecantikan*.

Dalam budaya Batak Toba, wanita pada umumnya harus tinggal di rumah. Wanita yang betah di rumah berarti memiliki kepribadian yang baik karena mempunyai kebiasaan untuk mengerjakan tugas-tugas rumah sebagaimana wanita umumnya. Dengan demikian, tempat garam yang hitam dengan kata lain wanita yang kurang cantik parasnya akan tetap

kelihatan cantik karena tetap tinggal di rumah. *Bontar* (putih) pada bagian isi pada umumnya disukai banyak orang. Makna lambang kias putih adalah *cantik*, maka bila dikaitkan dengan rujukannya yaitu kambing yang tempatnya di kandang belakang maka dapat diartikan bahwa wanita yang cantik bila berperilaku seperti kambing dalam arti '*binatang*' tidak akan memiliki arti karena akan dibelakangkan.

Relevansi pengertian umpasa di atas dalam budaya Batak Toba adalah: *anggo boru di jabu do ingananna* (anak perempuan di rumahnya tempatnya) yang artinya anak perempuan harus di rumah karena kelak dia akan menjadi istri orang lain dan harus mampu mengurus pekerjaan rumah tangga. Umpasa ini disampaikan *hula-hula* kepada borunya agar bersikap arif dan bijaksana dalam mengurus rumah tangga. Karena bukan kecantikan yang menjadi ukuran kebahagiaan, tetapi adalah perilaku.

Berdasarkan penjelasan di atas, maka berikut ini akan disajikan analisis dengan menggunakan teori antropinguistik modern

- (1) **Competence:** *Boru* dalam konsep Batak Toba harus tinggal di rumah, mengurus pekerjaan rumah.
- (2) **Performance:** *Bontar pe hambing, Di tombara do ingananna.* 'kambing berbulu putih, adanya di kolong rumah.'
- (3) **Indexicality:** *Birong parsisiraan, di salean ingananna.* 'tempat garam yang hitam, adanya di para-para'.

Para-para tempat menyimpan kayu bakar yang ditaruh di atas tungku memasak.

Maka dalam budaya Batak Toba, anak perempuan yang betah tinggal di rumah, mengerjakan pekerjaan rumah tangga akan tetap dikedepankan sekali pun memiliki paras yang kurang cantik. Sama halnya dengan tempat garam yang di atas para-para. Meskipun warnanya hitam tetap ditempatkan di rumah di dekat memasak makanan.

- (4) **Participation:** sesuai dengan pengertian partisipation, keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima seperti pada isi umpasa seperti di bawah ini.

*Birong parsisiraan,
Di salean ingananna.
Bontar pe hambing,
Di tombara do ingananna.*

3. *Bintang na rumiris, Ombun na sumorop. Anak pe antong riris, Boru pe antong torop.*

Jenis sastra yang ketiga di atas juga merupakan *umpasa* (pantun) batak Toba. Makna umpasa di atas adalah dalam budaya Batak Toba, kedudukan laki-laki dianggap sangat penting, karena laki-laki adalah penerus marga bapaknya. Sistem patrilineal yang diyakini masyarakat Batak Toba membawa kesan tanpa adanya anak laki-laki berarti akan musnahlah keturunan dari marga orang tuanya. Sebagaimana bintang mempunyai arti menduduki tempat yang tinggi atau berada di atas dan bersinar dalam arti memperoleh keberhasilan. Dengan demikian, keberadaan anak laki-laki pada masyarakat Batak Toba dapat bersinar dan berhasil dalam kedudukannya sebagai orang atas.

Berdasarkan penjelasan di atas, maka berikut ini akan disajikan analisis dengan menggunakan teori antropinguistik modern

- (1) **Competence:** anak laki-laki adalah penerus marga orang tua.
- (2) **Performance:** *Anak pe antong riris,* 'anak pun banyak'
- (3) **Indexicality:** *Bintang na rumiris, Ombun na sumorop.* 'bintang yang berjejer rapi/jumlahnya banyak, embun yang mengendap.'

Maka dalam budaya Batak Toba, jumlah anak laki-laki yang banyak dan diharapkan agar kelak seperti bintang di langit. Berhasil menjadi orang atas dan orang yang bersinar namanya karena dianggap sebagai penerus marga orang tua disamakan dengan bintang yang

berada di atas, berjejer dan bersinar.

- (4) **Participation:** sesuai dengan pengertian partisipation, keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima seperti pada isi umpasa seperti di bawah ini.
Bintang na rumiris,
Ombun na sumorop.
Anak pe antong riris,
Boru pe antong torop.

4. *Bona ni aek Puli,*
Dolok ni Sitapongan.
Sai tubu ma di hamu akka na uli,
Jala sai tambama pancarian

Makna dari umpasa di atas adalah dari umpasa di atas, ada dua istilah yang penting, yaitu *ae* (sungai) dan *dolok* (bukit). *Aek* 'tumbuh segala yang baik' dan *dolok* 'dengan rezeki melimpah.' Secara umum dapat diyakini, di mana ada sungai, menandai adanya kehidupan karena air merupakan sumber kehidupan. Sungai berasosiasi dengan kebaikan, karena sungai tidak pernah mengenal orang yang akan menggunakannya. Berbeda dengan kata *dolok* (bukit) yang berasosiasi dengan *tambah pencarian*. Kondisi bukit yang menjulang tinggi berkaitan dengan harapan penghasilan yang sama tingginya dengan bukit tersebut. Umpasa ini disampaikan *Hula-hula* kepada *boru* karena keberhasilan para *boru* merupakan harapan *hula-hula*. Karena bagi masyarakat Batak Toba *hula-hula* dianggap sebagai sumber berkat.

Berdasarkan penjelasan di atas, maka berikut ini akan disajikan analisis dengan menggunakan teori antropolinguistik modern

- (1) **Competence:** *hula-hula* adalah sumber berkat bagi *boru*. *hula-hula* selalu mengharapkan keberhasilan *borunya*.
(2) **Performance:** *Dolok ni Sitapongan*. 'asalnya dari bukit Sitapongan'
(3) **Indexicality:** *Sai tubu ma di hamu akka na uli*. 'kiranya datang segala yang baik.'

Maka, harapan *hula-hula* akan keberhasilan para *boru* mendapat segala yang baik dan rezeki yang melimpah disamakan dengan air yang mengalir dari bukit yang mengalir terus menerus dan mendapat rezeki yang melimpah seperti bukit yang menjulang tinggi.

- (4) **Participation:** sesuai dengan pengertian partisipation, keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima seperti pada isi umpasa seperti di bawah ini.
Bona ni aek Puli,
Dolok ni Sitapongan.
Sai tubu ma di hamu akka na uli,
Jala sai tambama pancarian

5. *Balintangma pagabe,*
Tumundalhon sitadoan.
Saut ma gabe,
Molo dung marsipaooloan.

Makna dari umpasa di atas adalah dalam masyarakat Batak Toba menekankan perlunya kebersamaan yang sering tercermin dalam kegiatan adat. *Balintang* sebagai alat pengikat pagar merujuk kepada pengertian *seia sekata*. Dalam hal ini dimaksudkan perlunya kesatuan anatar unsur Dalihan Na Tolu dalam kegiatan adat. Dalihan Na Tolu selalu hadir dalam situasi adat sebagai pengikat persaudaraan yang kokoh sebagaimana *balintang* mampu mengikat pagar agar tidak terlepas.

Berdasarkan penjelasan di atas, maka berikut ini akan disajikan analisis dengan menggunakan teori antropolinguistik modern

- (1) **Competence:** dalam budaya Batak Toba, *Dalihan Natolu* (*hula-hula, boru, dan dongan tubu*) harus menjaga kekompakan.
(2) **Performance:** *Tumundalhon sitadoan*. 'penyangga alat tenun.'
(3) **Indexicality:** *balintang ma pagabe*. 'kayu pengikat'
Maka, dalam budaya batak toba, kekompakan antara unsur dalihan

natolu akan menunjukkan persaudaraan yang kokoh dan kuat, sehingga dapat hidup dengan harmonis karena seia sekata. Sama halnya seperti balintang yang digunakan sebagai alat pengikat atau penyangga alat tenun agar kokoh dan dapat dipakai.

- (4) **Partisipation:** sesuai dengan pengertian partisipation, keterlibatan penutur dalam menghasilkan bentuk tuturan yang berterima seperti pada isi umpasa seperti di bawah ini.

*Balintangma pagabe,
Tumundalhon sitadoan.
Saut ma gabe,
Molo dung marsipaooloan.*

dan menggunakan *perumpamaan* Batak semakin hilang di masyarakat Batak, hal itu karena *perumpamaan* Batak tidak dipakai dalam bahasa pergaulan sehari-hari hanya dalam upacara ritual adat. *Perumpamaan* Batak yang itu-itu saja diperdengarkan, itu berdampak terhadap aturan-aturan pemakaian *perumpamaan* tersebut. Sehingga dewasa ini terlihat *perumpamaan* yang diucapkan asal-asalan. Tidak terlihat lagi aturan yang menyampaikan dan yang menyampaikan secara baik. Misalnya *umpasa* atau *perumpamaan* dari pihak *hula-hula* ke pihak *boru*, sering bertukar. Dari yang dijamu terhadap yang menjamu, sering bertukar dipakai yang menjamu terhadap tamunya dan lain sebagainya. Menciptakan *perumpamaan* dan menyampaikan *perumpamaan* harus memahami aturan-aturan.

SIMPULAN

Batak adalah salah satu etnis yang cukup dinamis terhadap lingkungannya. Kedinamisan dan kemampuan berelaborasi juga bisa sebagai mobilitas dalam pergaulan dengan etnis-etnis yang lain. Sehingga suku Batak mampu memasuki budaya etnis yang lain. Kedinamisan itu bisa sebagai ancaman terhadap budaya Batak itu sendiri. Dengan prinsip adaptasi, orang Batak sering melupakan budayanya maupun bahasanya demikian juga dengan kearifan lokalnya sendiri. Dan akhirnya dengan kedinamisan, orang Batak dengan gampang memasukkan budaya, sifat dan bahasa asing terhadap kehidupannya.

Sifat negatif dari kedinamisan orang Batak, dapat kita lihat betapa orang Batak menggandrungi Budaya yang lain tanpa memperdulikan budayanya. Budaya, pergaulan dan bahasa Batak semakin terabaikan oleh sebagian besar orang Batak. Dapat kita lihat semakin banyak orang dewasa yang tidak mampu menuturkan bahasa Batak secara baik. Dan generasi mudanya sangat banyak tidak memahami bahasanya lagi. Demikian juga dengan *perumpamaan* Batak lama-kelamaan kemampuan untuk menciptakan

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SOCIO-AFFECTIVE LEARNING STRATEGIES USED IN SPEAKING III BY THE ENGLISH DEPARTMENT STUDENTS OF STAIN BATUSANGKAR

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ABSTRAK

Berbicara merupakan salah satu keterampilan bahasa Inggris yang harus dikuasai. Artinya, mahasiswa tidak hanya menguasai menulis, mendengar, dan membaca, tapi mereka juga harus bisa menyampaikannya dengan berbicara. Dimana, mahasiswa harus menemukan strategi untuk menghilangkan kecemasan ketika berbicara bahasa Inggris dan mengimplementasikannya dengan cara yang benar, khususnya mahasiswa di kelas Speaking III di Tadris bahasa Inggris STAIN Batusangkar. Mereka menggunakan strategi-strategi socio-afektif. Akan tetapi, pada kenyataannya, strategi-strategi yang mereka gunakan belum sukses di implementasikan secara benar. Artikel ini membahas tentang strategi-strategi socio-afektif yang digunakan oleh mahasiswa di Speaking III di Tadris bahasa Inggris STAIN Batusangkar. Selain itu, artikel ini juga membahas cara penerapan strategi-strategi socio-afektif tersebut.

Keywords: Socio-affective learning strategies, speaking.

INTRODUCTION

Speaking is very important for students who learn language, even English. Speaking makes someone communication with other people. Someone can express their ideas and feeling by speaking with someone else. By speaking, the students can share their ideas directly. They cannot only exchange information but also explore their feelings and thoughts. According to Vanderberg (1982: 45), Thornbury (2005: 1-2), Morris (1980: 24), Wilkins (1976:24), Harmer (2001:269), and Widdowson (1984:58), the students who have good speaking skill will think that the skill is very useful for their future career. They can make many relation and interaction to other people in the world by oral communication. In other words, oral communication plays a central role in the social interaction;

oral communication is the device to express feelings, ideas, and thoughts. In fact, in the present and future, this skill can help the students to make a communication with other people to keep his relationship with others and to fulfill his need. In mastering English as foreign language, there are four language skills that have to be mastered by the English language learners. The four interrelated skills are listening, speaking, reading, and writing. Those skills are supported by English components such as language components and non-linguistic components. Language components consist of five components: vocabulary, fluency, grammar, pronunciation, and comprehension. Then, non-linguistic components include body language, intelligent, talent, self confidence, and motivation. It is expected that by having

both language and non-linguistic components, the students can perform communication well and in turn the goals of teaching can be obtained.

The problem which the students have in speaking deal with the best speaking strategies for motivating the students to communicate in English are by changing the situation in the class. Many students who learn English complain that they cannot speak English well, or they do not understand English. The students are not confident enough to join conversation. They need speaking strategies to help them. As explained by Brett (2007) says that speaking strategies are keys for success in speaking. Addition, Alcaya et all in Cohen (1996:23-26) mention that speaking strategies involve as follows: Before You Speak (*Lower your anxiety and prepare and plan*), While You Are Speaking (*Feeling in control, be involved in the conversation, and monitor your performance*), and After You Speak (*Evaluate your performance and plan for future tasks*). it can be inferred that speaking strategies are any set of operations, attempts, steps, behavior or thought and also mental process that are used by the learner to help them comprehend, learn, retain new information and used the target language so the learning process felt easier, enjoyable by the learners, especially in speaking skill.

Language learning strategies are the methods taken by the students to enhance and achieve their own speaking skill. The strategies are especially important for language learning because they are tools for developing language competence and achieving language learning. The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. One of the language learning strategies is

socio-affective learning strategies. Socio-affective learning strategies are those which are non academic in nature and involve stimulating learning through establishing a level of empathy between the lecturer and student. Socio-affective learning strategies strongly consider the student's relation to society as a whole ranging from family to the global community. Socio-affective learning strategies ranked as the most effective strategies in terms of enhancing learning among students. However, based on the preliminary observation, it was indicated that related to reduce their anxiety, most of the students got difficulty to reduce their anxiety. In the preliminary observation, some of them did not want to speak English because they were nervous while speaking. In fact, having nervous makes them not able to speak fluently. Then, the students could not control their breathing while speaking. Consequently, they could not express their ideas freely.

Furthermore, the students also could not develop their cultural understanding to increase their understanding about English culture. They did not empathize with native speaker. They thought that they were not able to speak English. They were afraid of making mistakes in using English to speak even though they have enough vocabulary. In fact, having self-confident to speak with native speaker is needed to make them able to speak English well. Based on those problems, this research is to investigate the socio-affective learning strategies used by the English department students of STAIN Batusangkar in Speaking III. Besides that, it is also to see the way the students' implementation those strategies in speaking.

METHOD

This research used descriptive research method. The descriptive research determines and describes the way things are (see Gay, 2000: 275). This research was aimed to find out socio-affective learning strategies used by the students, and the implementation of socio-affective learning strategies in speaking III at STAIN Batusangkar. The data were collected through the observation, questionnaire, and depth-interview toward the students. The data were analyzed by making data reduction, display data, and conclusion as proposed by Miles and Hiberman (1984:21-22).

FINDINGS AND DISCUSSION

The Students' Socio-Affective Learning Strategies in Speaking III

In using socio-affective learning strategies, the students have several strategies. This research involves six strategies for the students. Based on the data analysis on the previous part, there were several findings that were found in relation to students' socio-affective learning strategies. The findings related to the students' socio-affective learning strategies that were interrelated each other when the students used it.

The first strategy for the students in socio-affective learning strategies was asking questions. In asking questions, the students were demanded to ask each other and their lecturers for clarification and correction to increase their speaking. The data that have been collected described that 3 of 3 classes did clarification and correction in speaking activities. Based on the data analysis of the observation and interview, it was supported that they did strategies of asking questions because

they asked clarification and correction. In other words, they did consider the vocabulary that they were going to speak. If they did not know the pronunciation of the vocabulary, they asked clarification and correction from their friends. Besides, the other finding of this research was the students run these strategies in asking questions was influenced by the lecturers guide. Based on the data analysis, it can be concluded that the students used asking questions about clarification and correction.

The second strategy for the students in socio-affective learning strategies was cooperating with others. Based on the data analysis, it was found that the students used the strategy of cooperating with others. In cooperating with others, the students were demanded to cooperate with their friends and others. From the data description and data analysis, the students did cooperate with others, but they did not cooperate with proficient users. The data that have been collected from the table 3 found that no student was never cooperate with peers and 34 were students never cooperated with proficient users from 93 students in speaking class. Based on the data analysis of the observation and interview, it was supported that the students applied cooperating with peers and did not applied cooperate with proficient users because from the observation in the table 4, there were only cooperate with peers there were checklist in every meeting of each classes, and there was no checklist in cooperating with proficient users. In other words, they did not apply cooperating proficient users strategies. The data that have been collected through interview proved that there were no native speakers in that college.

Besides, the other finding of this research was the students run these strategies in cooperating with others were influenced by the lecturers guide. Based on the data analysis, it can be concluded that the students applied cooperating with peers and did not applied cooperating with proficient users strategies. The strategy of cooperating with others is a good opportunity for the students to develop their English proficiency if they can train themselves to practice full English. In fact, they just cooperate with peers without using full English. Thus, they did this strategy but not in maximum ways. As the lectures should be guide their students to practice their speaking English with a native speaker.

Based on data that have been collected, it can be stated that the students did not apply the strategy of empathizing with others. The students did not successful in implementing socio-affective learning strategies because they did not apply all the strategies in socio-affective learning strategies. The data that have been collected through questionnaire, interview, and observation proved that there were only 1 of 3 class who had apply empathizing strategies while there was only one class in one meeting who had apply develop cultural understanding strategy. Based on the data analysis, it was found that those problems were dealt with the other strategy of the students. It can caused by the students understanding of developing cultural understanding and becoming aware of others' thought and feeling strategies. The students did not fully understand about these strategies. As a conclusion, it can be stated that the successful of the students in implementing empathizing strategies, they had to know the developing cultural understanding and becoming aware of others' thought and feeling

strategies in a good ways. Based on the data that has been analyzed, it was found that the students used the strategy of lowering anxiety. The finding from questionnaire concluded that most of student used progressive relaxation, deep breathing or mediation in lowering anxiety strategies in speaking activities. This also found in observation which is done by the researcher in the classroom. Students relaxed while speaking in front of class. There were only 2 of 9 meeting who used progressive relaxation, deep breathing or mediation in every meeting. As a conclusion, the students did not succeed in using their lowering anxiety strategies because of several factors. It was caused by their knowledge and perception leded them to ignore using relaxation, deep breathing or mediation, music, and laughter while speaking English.

One of the important strategies for the students during the implementation of socio-affective learning strategies was encouraging yourself strategies. This strategies was demanded to the students because it gave a chance for the students to encourage themselves to speak English. It was also gave motivation for the students. Based on the data analysis, it was found that the students used the strategy of encouraging yourself. But the students did not fully use all strategies in every meeting; there were only 3 of 9 meeting who used reward strategy. As a conclusion, the students did not succeed in using their encouraging strategies because of several factors. It was caused by their knowledge and perception leded them to ignore using reward to motivate them to speak.

Based on the data analysis, it was found that the students used the strategy of Taking emotional temperature. In learning process, the students almost felt positive and negative signal. They

felt happy while speaking and they controlled it by deep breathing and silent for a while and then speak again slowly. They controlled positive signal to make them not in hurry while speak. They also felt nervous while speak. They tried to confident to control their emotional. They focused on information that they were going to say. Finally in speaking, they arranged their emotional temperature to make them succeed while speaking. The students did not use checklist on their paper. They just memorized vocabularies that they did not know. They also just checked pronunciation directly on their dictionary. They wrote their problems and feeling in notebook. They wrote many vocabularies, phrase, and sentences related to the topic based on their problems in speaking at that time. The lecturer also asked them to write a diary about their problem in speaking to improve their vocabulary and grammar. They discussed about their difficulties in pronounce. The lecturer also asked them to make a title about something that they will to say and discussed with their friends. They also prepared by themselves. In the observation at that time, the researcher saw that they discussed in English about their problems after speaking in front of the class.

The Way the English Students Implement Socio-Affective Learning Strategies in Speaking III

The implementation of socio-affective learning strategies involved not only the students, but also the lecturers. The students have their own way to ask questions that gave contribution to the successful implementation of these strategies. The ask questions strategies gave a better contribution to increase students speaking. In these strategies,

the students demanded to ask for clarification and correction. The data that have been collected described students' performance in playing their strategies.

Based on the data that have been analyzed, it was found that the students did not cooperate with proficient users because they did not have the native speaker and they were not familiar with this strategy. The students only applied cooperate with peer strategy. The lecturers were not guided them to use the strategy of cooperate with proficient users in the correct ways. Moreover, the students were also demanded to develop cultural understanding and become aware of others' though and feeling strategies. In empathizing strategies, the students were also supposed to get an active students in the classroom by using develop cultural understanding strategy. The students did not implement these strategies, this happened because they did not interact with English native speakers or other proficient users, so they did not acquire English proficiently. Good level English proficiency is the requirement in using this strategy since it is related to the appropriate use of English based on precise English cultural sense.

As the English department students, they demanded to apply this strategy properly. In fact, they did not implement this strategy. The other strategy for the students was lowering anxiety strategy. Through this strategy, the students were demanded to reduce their anxiety when speaking. There are three strategies in lowering anxiety strategies. The students applied these strategies. They applied strategy of progressive relaxation, deep breathing, and mediation, and also used music and laughter strategy. The data proved that there were no student never use progressive relaxation, deep breathing,

and mediation, and also used music, and only 2 students were never used laughter strategy.

The next strategy for the students was encouraging strategy. In this strategy, the students make positive statement. They encourage themselves to perform in front of class. They dare to take the risk wisely. And the last was rewarding themselves. From the data interview 7, the students confident when speak in front of class by knowing the material deeply, and then making positive statement. The data interview 8 proved that the students dare to speak although made many mistakes when speaking. They take risk by thinking the mistakes are lessons to be better. And the students did not reward themselves to motivate them. The last strategy for the students was taking emotional temperature strategy. In this strategy, the students were demanded to be able to control themselves. The majority of the students were freaking out, panic, and lost self control which made their English became poor. They able to write a diary in English use checklist and discuss feeling with someone else.

Based on the finding, it could be stated that the socio-affective learning strategies did not run well in the speaking classroom. The students also did not know how to implement it in the right way. The students did not apply all strategies of socio-affective learning strategies in speaking. Because of that, there should be a discussion what students' socio-affective learning strategies used in speaking, and how they implemented their socio-affective learning strategies in the classroom. Socio-affective strategies promoted for getting best comprehension for the students in speaking. Vandergrift (2003:9) defines that "socio-affective strategies as the techniques learners use to collaborate with others, to verify

understanding or to lower anxiety." It means that socio-affective strategies are set of strategies that can help the students to lower students' anxiety in speaking process. The core point that is implied in Vandergrift shows important function of socio-affective learning strategies to intensify mutual understanding and to decrease anxiety. It will help them to overcome the problem in speaking. The first strategy in socio-affective strategies is asking questions. There are two strategies in asking questions, they are asking for clarification and asking for correction. According to Brown (1987:93-94) explains that "cooperation and question for clarification are the main socio-affective strategies." It is a crucial first step that has to do for the students before speaking. It is the process how the students ask clarification to their friends and make conversation with cooperation through asking for clarification. While Fedderholdt (1997:1) explains that "the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem."

The theories above dealing with data finding were found by the researcher. Based on the data finding about asking questions strategies in speaking III at STAIN Batusangkar, it can be seen that most of the student almost asked for clarification (item 1), and most of the students almost asked for correction (item 2) in speaking activities. Furthermore for their application, based on the data finding in interview, they have applied these strategies based on the sub indicator of asking questions strategies that designed in task was

given by the lecturer in speaking III at STAIN Batusangkar . Based on the data, it is found that the students apply the following two kinds of asking question strategies: asking for clarification and asking for correction. In applying asking for clarification strategies, the students asked their friends to clarify their pronunciation. Moreover, when the students apply the second strategy: asking for correction, the students check up the dictionary directly since they bring the dictionaries to the campus.

The finding about the implementation of asking question describes that they asked questions to their friends about the pronunciation of the words. They also checked the dictionary by themselves and discussed with their friends.

The second strategy in socio-affective is cooperating with others. This strategy consists of two strategies as follow: Cooperating with peers and cooperating with cooperating with proficient users of the new language. Stern (1992: 265-266) stated that “learners should monitor their own development and evaluate their own performance.” It means that learners should contact the native speakers and cooperate with them. Learners must become acquainted with the target culture. It helps students to develop and evaluate their own performance by using cooperating with others. While according to Brown (1987:93-94) explains that “cooperation and question for clarification are the main socio-affective strategies. It means that cooperation is the main important in socio-affective strategies. It helps students to communicate with others.” Based on the finding in this research, the students were found almost cooperate with peers. In which most of the student almost cooperate with peers strategies (item 3) in students’ speaking

activities in the classroom. In other hand, the data finding were found by the researcher the student did not use cooperate with proficient users of the new language strategies (item 4) in speaking activities in the classroom. Furthermore for their application, based on the data finding in interview, they have applied only one strategy based on the sub indicator of cooperating with others strategies.

The students implement these strategies in many ways. They made commitment with their friends to speak English in certain days and the time they committed. If at the time one of them did not speak English, there was a punishment for her or him. They also speak English with their friends who enjoy speaking. Therefore, their communication are connected each other. The third strategy in socio-affective is Empathizing with others. In these strategies there are two strategies, they are developing cultural understanding and becoming aware of others’ thought and feeling. According to Brett (2007) says that “speaking strategies are keys for success in speaking. Students are found to place particularly strong emphasis on the importance of practice and revision.” From the ideas above, it can be stated that strategy as the specific action. Ones need to know the specific strategy in improving their speaking. It is considered to be “effective” if it provides positive support to the students in their attempts to learn or use the foreign language.

The theories above is not dealing with data finding were found by the researcher. Based on the data finding about empathizing with others strategies in speaking III at STAIN Batusangkar, it can be seen that most of the student never develop cultural understanding (item 5), and most of the students never

become aware of others' thought and feeling (item 6) in speaking activities. Furthermore for their application, based on the data finding in interview, they did not apply these strategies based on the sub indicator of empathizing with others strategies. In these strategies, the students did not apply it with the reason there was not native speaker at the campus. And it was very difficult to find the native in Batusangkar. But just one student said that he communicated with native speaker in the tourist object of Pagaruyung palace at Batusangkar. The fourth strategy in socio-affective is lowering anxiety. There are three strategies in lowering anxiety strategy; they are using progressive relaxation, deep breathing or mediation. According to Vandergrift (2003:9) defines "socio-affective strategies as the techniques learners use to collaborate with others, to verify understanding or to lower anxiety." The core point that is implied in Vandergrift shows important function of socio-affective strategies to intensify mutual understanding and to decrease anxiety.

The theories above dealing with data finding were found by the researcher. Based on the data finding about lowering anxiety strategies in speaking III at STAIN Batusangkar, it can be seen that most of the student almost use progressive relaxation, deep breathing or mediation (item 7), most of the students almost use music (item 8), and most of the students almost use laughter (item 9) in speaking activities. Furthermore for their application, based on the data finding in interview, they have applied these strategies based on the sub indicator of lowering anxiety strategies. The students applied these strategies by thinking and uttering the easier words in sharing the ideas. They did not use difficult words in speaking because if they use it they would have problem to

speak with their friends or lecturers. They tried to find the easy ways to express their feeling and thought in speaking. The fifth strategy in socio-affective is encouraging yourself. There are three strategies in encouraging yourself as follows: making positive statement, take risk wisely, and reward you strategies. This set of three strategies is often forgotten by students, especially those who expect encouragement mainly from other people and do not realize they can provide their own. According to Oxford (1990:58-97 and 152-173) explains "the most potent encouragement-and the only available encouragement in many independent language learning situations-may come from inside the learner. Self-encouragement includes saying supportive things, prodding oneself to take risk wisely, and providing rewards." The theory above dealing with data finding was found by the researcher. Based on the finding about encouraging yourself strategies in speaking III at STAIN Batusangkar, it can be seen that most of the student almost make positive statement (item 10), and most of the students almost take risk wisely (item 11) in speaking activities. Otherwise, it was found from data finding there were students never did reward yourself strategies (item 12) in speaking activities.

Furthermore for their application, based on the data finding in interview, they have applied positive statement strategies and take risk wisely strategies otherwise, they did not applied reward yourself strategies based on the sub indicator of encouraging yourself strategies designed in task given by the lecturer in speaking III at STAIN Batusangkar. In short, the three strategies are really necessary to be comprehended and understood by the students. Each of them has their own

important points that support the strategies as well. But not all the student applied all strategies in encourage yourself strategies.

The students encourage themselves by making positive statement. They encourage themselves to be confident in sharing the ideas to their friends. They were not afraid in making mistakes while speaking. They believed they could learn from their mistakes to be a good English speaker. But, they seldom give reward to themselves if they won the English competition, with the reason it was not important for them. It contradict with the theories describe that rewarding will encourage the students to speak English well and give motivation to the students in order to share the ideas as well as possible. The last strategy in socio-affective is taking emotional temperature strategies. According to Oxford (1990:9) defines that "Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language." While (Stern 1992:266) states that "learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise."

The theories above dealing with research finding were found by the researcher. Based on the data finding about taking emotional temperature strategies in speaking III at STAIN Batusangkar, it can be seen that most of the student almost listening to their body (item 13), most of the students sometime using checklist (item 14), most of the students writing language learning diary (item 15), and most of the student almost discussing feeling with someone else (item 16) in speaking activities. Furthermore for their

application, based on the data finding in questionnaire, interview and observation, they have applied these strategies based on the sub indicator of taking emotional temperature strategies in speaking. To implement these strategies, the students tried to be relax by laughing and making themselves comfortable with the situation and topic that they were going to discussed. They also take a breath to manage their fluency in speaking. In other hand, they never did meditation in speaking, because their lecturer did not guide them to mediate.

CONCLUSION

In asking for clarification; the students made small conversation with their friends firstly and asked their friends for clarification about the topic. In asking for correction; the students checked the pronunciation of words by themselves. They took their dictionary and check it by themselves.

In cooperating with others; the students discussed about pronunciation of the words related to the topic each other. In using progressive relaxation; in learning teaching process before speaking the students used progressive relaxation, deep breathing or mediation. In deep breathing or mediation; before speaking the students used music to reduce their anxiety. In use music; the students used deep breathing, sing a song, and laugh to lower their anxiety. In making positive statement; they asked their friend to check their pronunciation. It made them confident to speak if their pronunciation is good. In taking risk wisely; the students do not worry for making mistakes. Students spoke confidently although there were mistakes. In rewarding them; the students treat their friends to reward themselves. In listening to their body;

the students controlled their body by deep breathing and silent for a while and then speak again slowly. They controlled positive signal to make them not in hurry while speaking. They also felt nervous while speaking. They tried confident to control their emotional. They focused on information that they were going to say. In writing language learning diary; the students wrote their problems and feeling in notebook. They wrote many vocabularies, phrases, and sentences related to the topic based on their problems in speaking at that time. In discussing feeling with someone else; before the students speaking in front of class, discussed about their difficulties in speaking. The lecturer also asked them to make a title about something that they will say and discussed with their friends. They also prepared a topic by themselves.

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THE COMPARATIVE EFFECTS OF JIGSAW AND DICTOGLOSS TECHNIQUE ON THE SECOND YEAR STUDENTS' GRAMMAR ABILITY OF ENGLISH DEPARTEMENT STKIP DHARMA BHAKTI LUBUK ALUNG

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Abstrak

Penelitian ini bertujuan untuk melihat perbandingan pengaruh dari teknik Jigsaw dan Dictogloss terhadap kemampuan grammar mahasiswa. Penelitian ini menggunakan metode kuasi—eksperimen dengan rancangan factor 2x2. Populasi penelitian ini adalah seluruh mahasiswa tahun kedua STKIP Dharma Bhakti Lubuk Aling tahun ajaran 2012-2013 yang berjumlah 100 orang..Sampel penelitian diambil sebanyak 44 orang mahasiswa dengan menggunakan teknik Cluster Random Sampling. Untuk mendapatkan data penelitian digunakan instrument berupa tes kemampuan grammar. Analisis data dilakukan secara kuantitatif dengan menggunakan uji t dan two ways Anava unweighted means. Temuan menunjukkan bahwa: (1) pengajaran grammar dengan teknik Jigsaw memberikan hasil yang sama dengan teknik Dictogloss;(2) Pencapaian pemahaman grammar mahasiswa berkemampuan awal tinggi yang diajar dengan teknik Jigsaw sama dengan mahasiswa yang diajar dengan teknik Dictogloss;(3) Pencapaian pemahaman grammar mahasiswa berkemampuan awal rendah yang diajar dengan teknik jigsaw sama dengan mahasiswa yang diajar dengan teknik dictogloss. Dengan demikian dapat disarankan kepada para guru untuk dapat menerapkan teknik jigsaw dan dictogloss dalam pengajaran grammar karena kedua teknik ini dapat meningkatkan hasil belajar siswa dalam memahami grammar.

Key Terms: Jigsaw, Dictogloss, Grammar Ability, Initial Achievement

INTRODUCTION

As one of the component of the language, grammar is fundamental in comprehending the language. Although, we are free to utter any utterances, however, the utterances must be understandable which is established by the grammar system. Therefore, for students to master the language, they must understand and use grammar appropriately, so that, they can be said to have linguistic or grammatical competence.

The main goal of language learning today is to develop communicative competence. It is the ability to communicate effectively and spontaneously in real life settings. Grammatical competence is an integral part of communicative language ability. It means that grammar should not only be learned, but also be applied to some linguistic or communicative purpose and it should be viewed as a basic source for effective communication. For that reason, the teacher cannot ignore the study of grammar in teaching English and it should be taught integratedly with other skills.

Grammar

Language and grammar are two things which support each other. It is the structural foundation of a language. For example, a language can be called a language, when it has a set of grammatical rules. On the other hand, grammar will not exist without a language to arrange. Depending on one's theoretical guidance, different people define grammar differently. For instance, Larsen and Freeman (1991:78) mention there dimensions which grammar should deal with in teaching and learning process; (i) structure of language. It tells about how to construct a sentence such as verb, noun system, modifiers, phrases, clauses etc.(ii)the semantic or the meaning of the language; it tells about the meaning of words and things of words, (iii) the pragmatic condition governing their use. It tells about which of several meanings to assign given the context of a sentence. It is important to understand the significance of the interconnectedness of all three dimensions, or no one dimension is suffered. Thus, grammar as an

organizational framework within which communication operates.

Furthermore, O'Grady and Debronolsky (1993:3) state that grammar regarding to the mind and thinking that human being to form and interpret the words and sentences of their languages. They emphasize that grammar is a system in a language which is important in producing speech. In other words, the utterance of words must be supported by existing grammatical rules of a language.

Gerot and Wignel (1994:2) state that grammar is a theory of language that discussed about how language is put together and how it works. They divided grammar into three major that influence on schools. First, traditional grammar. It focuses on rules for producing correct sentences. Second, formal grammar. It describes the structure of individual sentence. In other words, it just focus on how is the sentence structure. Third, functional grammar. It describes language in actual use and focus on texts and their contexts. Thus, it focuses on structures and also how those structures construct meaning.

Thornby (1999:5) states that grammar is partly the study of what forms (or structures) are possible in a language. It has been concerned almost exclusively with analysis at the level of the sentence. It means that a grammar is a description of the rules that manage how a language's sentences are formed. A set of rules in a language is needed in communication to make it producible and understandable. It is supported by Nunan (2003:26) who states that grammar is a set of rules which specifies the correct ordering of words at the sentence level. Thus, sentence are acceptable if they follow the rules set out by the grammar of the language and language cannot be separated from its grammatical. Therefore, learning a language must be followed by learning the grammatical rules because language is constructed toward the use of grammar.

While, Hudson (2000:6) states that grammar plays a central role in language. For example, it is a framework for the language and can be a requirement for a more basic linguistic knowledge and as a crucial part for sufficient linguistic competence. Thus , it is intended as an aid to the learning of the language.

Gradually, Rokni (2009 :5) states that grammar is thought to complete the basis for a set of language skills; listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in understanding and expressing spoken language. Thus, learning grammar of a language is considered necessary to get the capability of producing grammatically acceptable utterances in the language. Besides, in

reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In context of writing, grammar allows the learners to put their ideas into comprehensible sentences. So that, the learners can successfully communicate in a written form.

All experts that have been mentioned above generally talk about grammar as part which is considered by crucial in the existence of a language. It is a system of rules that discussed about the arrangement and relation of words in a sentence. In addition, grammar is a theory of language. Learning grammar in any way is needed in order to create comprehensive language learners. The use of language must come along its grammar to make it acceptable and understandable. Moreover, effective communication is possibly conducted by obeying the rules that construct the language.

Teaching Grammar

Grammar has been at the foundation of learning languages, therefore it is a necessary component of any language teaching programmed, and plays an important role in language teaching. Nowadays, knowing of the grammatical rules of the language would be the basic part that should be achieved for meaningful communication. Therefore, the use of communicative language teaching has a big role on the way grammar should be taught and learned, because it emphasizes on meaning and how language is used. As the result grammar should not be taught in isolated. Students should be provided with the context and should be able to create realistic picture of English and apply what they have learned in actual situations.

Thornby (1999: 25) gives two basic principles which should be followed when teaching grammar. The first principles are economy, ease and efficacy. The efficiency level depends on how much time it takes (economy), how easy it is (ease) and how is it consistent with learning principles (efficacy). The second principle is appropriacy. Appropriacy considers students' needs and interest, attitudes and expectations. Thus, in teaching grammar, the teacher must consider not only the efficiency but also the degree of appropriateness of tasks and methods for a particular group of students.

Brown (1994:78) states that grammar is essential to the improvement of learning process. Because, the ability to use language grammatically correct is a key component and an integral part of effective communication in the target language. Therefore, it is needed in a communicative language teaching.

While Murcia (2001: 283) proposes general principles which can guide the teaching of

grammar in second/foreign language classroom. First, grammar teaching should be planned and systematic. It means that the teacher should be able to create a strategic vision in the teaching and learning process, based on the condition that the teacher face in the classroom in order to find the desired outcome of the teaching. Second, grammar teaching should allow an opportunities to express student's ability in understanding grammar gradually. Third, the teaching and learning process may also allow the teacher to use code switching and mother tongue especially for beginners. Forth, grammar teaching should be "little and often". It means that, it may discuss about some issues which is related with material proportionally and periodically. Fifth, In order to develop student's ability in practicing grammar, text based, problem solving grammar activities could be needed. Sixth, In order to promote student's active control of grammars, the teacher could use active corrective feedback and elicitation. Seventh, grammar teaching should give opportunities for the students to practice and use the language gradually, therefore, it need to be supported and based on meaning oriented activities and tasks.

Swain (2002:128) states that there are two good reasons for a good teaching grammar. First, comprehensibility. It means that the students should know how to build and use certain structures which will make the communication run successfully. Without understanding the structures, it is difficult to make comprehensible sentence. Therefore, the teacher must try to identify these structures and teach them well. Second, acceptability. It means that in some social context, there are some native speaker norms which force the learner to understand the culture of native speaker of the language use well. It could be important in order to avoid miscommunication later. Therefore, grammar that the students learn should be acceptable with the real life settings.

However, Ellis (2003:93) also promotes general characteristics of teaching grammar. There are as follows. First, the focus on the form as same as meaning. It means that both focus on form and meaning are important in teaching grammar. Second, teachers should try to focus on those grammatical structures that are known to be problematic to learners rather than try to teach the whole of grammar. It means that before teaching grammar the teacher should analyze the material based on its level of difficulties and students ability, students needs and learning purpose. Third, grammar is best taught to learners who have already acquired some ability to use the language (i.e, intermediate level) rather than to

complete beginners. However, grammar can be taught through corrective feedback as soon as learners begin to use the language productively. Fourth, the teacher could use a focus-on-forms approach as long as it includes an opportunity for student's to practice behavior in communicative tasks. Fifth, the teachers should consider their students needs, before applying an approach to teaching grammar because it will influence to the successfulness of the technique use later. Sixth, grammar instruction should take the form of separate grammar lessons and should also be integrated into communicative activities

While, Nunan (2003:86) states principles for teaching grammar. First, integrate both inductive and deductive methods. In the deductive grammar classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. Inductive procedures present the learner with samples of language and, through a process of guided discovery, get them to work out the principles or rule for themselves. The teacher can integrate those methods based on the grammar point being taught and the learning style of the students. Second, The teacher can use tasks that make clear relationship between grammatical form and communicative function. It means that the teacher should present grammar in the context that makes clear the relationship between the grammatical form and the communicative function. Third, focus on the development of procedural rather than declarative knowledge. It means that the students not only know language rules, however they are able to use the knowledge for communication. Therefore, students need to develop mastery of the target language items, not by memorizing rules, but by using the target items in communicative context.

To sum up, teaching of grammar cannot be avoided, because without teaching grammar it is not possible for the learners to master English well. Clearly, grammar is an essential part of learning to master language. Grammar is an important aspect of the foreign language learning process and the teacher need to use his/her professional judgment and talk on board theoretical considerations when deciding on his/her personal approach to grammar teaching. In brief, grammar should not be taught in isolation from communicative objective, because as Patchler (2000:4) states that communicative competence is used surround grammatical competence, sociocultural competence, discourse competence and strategic competence.

Jigsaw

Jigsaw is basically a technique where students work together as a team to learn the material. According to Kagan (1992:11), Jigsaw is a technique which has multifunctional kinds of cooperative learning that can be used for variety goals..

Johnson and Holubec in Meng Duo (2010:9) states five principles of Jigsaw. First, positive interdependence. It means that, each members efforts are really influenced to the group success. Thus, each group member has to make contributions to the joint effort and work together. Second, face to face promotive interaction. It means that group members must explain the topic that they get to their friends in group orally and learn how to solve problems together, teach one's knowledge to others, check for understanding, discuss concepts being learned and associated the present learning with the past one. Third, individual and group accountability. The students work together in group and each member of the group has own accountability to the success of the group. Therefore, the teacher should consider about the size of the group. Because the smaller the size of the group is, the greater the individual accountability. Fourth, interpersonal skills. The success of Jigsaw learning in classroom is also influenced of social skill. Social skills include decision making, trust building, communication and conflict-management skills. Those can develop students interpersonal skill. Fifth, group processing. In the group, the students can discuss how well they are achieving their goals and maintaining effective working relationships together. Besides, the students also can discuss and make decisions about what thing that good or bad to their good and try to solve it together.

From the above explanation, it can be concluded that jigsaw technique is efficient since students can learn many things at one time. For example, they can practice self and peer teaching which can make them understand the material deeper. In addition it also will give good effect to the students themselves, because they will be active student's not passive ones. Moreover, here the teacher does not have to have a long explanation to transfer all.

Dictogloss

There are some experts define the dictogloss. Wajnryb (1997:5) states dictogloss is a teaching technique that consist of the speedy dictation of a short text to a group of students. Here, the students take notes during the reading of the text and then, working in small groups, then, the group's notes make of grammatical decisions about the text. Finally, after each group has

produced its own version of the text, the groups' versions are analyzed and corrected together

Wajnryb (2007:7) proposes the basic stages of dictogloss. They consist of 5 stages: preparation, dictation, reconstruction, analysis and correction and the last evaluation. Here, the researcher modify the stages which suit with the the teaching and learning process.

1. Preparation

In preparation stage, teacher prepares students the text and brainstorms some of vocabulary used.

2. Dictation

In this stage, teacher reads the text twice and make short pauses between sentences. The students then hear the text and take some notes..

3. Reconstruction

As soon as dictation is finished, the learners start to reconstruct the text on the basis of fragments recorded in the stage. This is the collaborative stage in which students work together in groups.

4. Analysis and correction

In this stage, the students will analyze and correct their texts. This is done by the help of the teacher by comparing their version to the other group and then with the original.

5) Evaluation

In this stage, the teacher will ask the students to make their own story based on grammar point given.

This article is the result of experimental research about the comparative effects of jigsaw and dictogloss technique at the second year student's grammar ability of English Departement STKIP Dharma Bhakti Lubuk Alung. The purpose of this study is to find out whether: (1) jigsaw produces differet results on student's grammar achievement as compared to dictogloss, (2) jigsaw produces better results on grammar achievement for upper half students as compared to dictogloss, (3) jigsaw produces better results on grammar achievement for lower half students as compared to dictogloss.

In this research, there are two kinds of hypothesis, they are null hypothesis and alternative hypothesis. The Hypothesis were formulated as follow:

1. The first hypothesis

H_1 : Jigsaw produces different results on student's grammar achievement as compared to dictogloss

H_0 : Jigsaw does not produce different results on student's grammar achievement as compared to dictogloss

2. The second hypothesis.

H₁ :Jigsaw produces better results on grammar achievement for upper half students as compared to dictogloss

H₀ : Jigsaw produces same results On grammar achievement for upperhalf students as compared to dictogloss

3. The third hypothesis

H₁ :Jigsaw produces better results on grammar achievement for lower half students as compared to dictogloss

H₀ : Jigsaw produces same results on grammar achievement for lower half students as compared to dictogloss

METHOD

The type of the research in this study is experimental design. In this research, the researcher measured two kinds of technique and two levels of achievement. The design is called a two factorial design. It is written 2x2 to indicate the levels involved in each independent variable. The purpose of this design was to study the independent and simultaneous effects of two or more independent treatment variables on at outcome. This quantitative research employs the pre-test and post-test design.

The population of this research was the second year English department students of STKIP Dharma Bhakti Lubuk Alung registered in 2012/2013 academic year. There were four classes with the total of 100 students. Sample was chosen by using cluster random sampling. The sample of this research was class C that consist of 20 students and class D that consist of 24 students.

The instrument of this research was test. The test was aimed to know the ability of English students in understanding grammar through the two techniques of teaching , in this case Jigsaw and Dictogloss. In this research , the researcher gave pre test and post test. Both of the test were in the same material and level of difficulties. They were eight tenses as the material which is taken in the test. They were: simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, and simple future tense.

Before tests the hypothesis, the data were analyzed by pre-requisite analysis, that is, test of normality and homogeneity. Normality testing was analyzed by using Liliefors and homogeneity testing were analyzed by Barlett test. In testing the hypothesis of this research, the researcher

used T-test and two way ANOVA with *unweighted means method*.

FINDINGS AND DISCUSSION

In this research, the researcher had collected all data needed. There was from pre test and post test. The test was used to measure student's grammar ability of English tenses test. The pre-test was conducted before treatment. It was given for both groups. Pre-test was aimed to compare the two groups to know the student's grammar ability before the treatments. The summary of the pre-test of two experimental groups is presented in the following table below:

Table 1. The summary of the Pre-test of two experimental classes

	Grammar Ability	
	Jigsaw class	Dictogloss class
N	20	24
Highest score	64,00	60,00
Lowest score	22,00	24,00
Total score	786.00	926.00
Mean	39.30	38.58
Deviation standard	11.83	10.82
Variance	139.91	117.04

The table above shows that the mean score of jigsaw class was 39.30 and the mean score of dictogloss class was 38.58. It means that jigsaw class and dictogloss class did not have significantly different results . Thus, It can be predicted that these two groups are homogeny and reliable to be a sample of the research.

After the eight meetings of treatments, the researcher did the post test. More detail, see the table of result summary of post test of two experimental groups below:

Table 2. The summary of the Post-test of two experimental groups.

	Grammar Ability	
	Jigsaw class	Dictogloss class
N	20	24
Highest score	88,00	70,00
Lowest score	40,00	40,00
Total score	1176	1360
Mean	58,80	56,67
Deviation standard	12,88	9,07
Variance	166.06	82.32

The table above shows that the mean score of jigsaw class was 58,80 and the mean score of dictogloss class was 56,67. The highest and the lowest scores were not different significantly. Thus, jigsaw class and dictogloss class did not

have significantly different results in all categories computation.

Before testing the hypothesis, the data were analyzed by pre-requisite analysis, that is, test of normality and homogeneity. Homogeneity testing was tested by using Barlett test. Test of homogeneity used 0.05 as a standard of significance. The results of the calculation and variance significance test for each group are distributed at table as follow:

Table 3. Test homogeneity of variant Jigsaw and Dictogloss

Varians	χ^2 score	χ^2 table	Ho mog en
A1 – A2 (Jigsaw and Dictogloss)	3.37	41.43	

The table above shows that χ^2 score = 3.37 and χ^2 table = 41.43 showed that χ^2 score < χ^2 table it meant that the variance of sample was homogeneity.

Based on the table above, the results of data normality and homogeneity from Jigsaw and Dictogloss were homogenous and distributed normally. It means that the requirement of data normality and homogeneity were fulfilled. Therefore, *t*-test and Anova *unweighed means* can be used in testing the research hypothesis.

Test of Hypothesis 1

The first hypothesis was tested by using *t* test with significant level $\alpha : 0,05$. The value of *t* score was compared with the value of *t* table. From the data analysis, it was found that there is no differences on the students' achievement between those who taught by using Jigsaw and Dictogloss after having the treatments based on jigsaw and dictogloss theories toward student's grammar achievement. For further description, it can be seen in the table below:

Table 8. The Summary of First Hypothesis

	Techniques	
	Jigsaw	Dictogloss
Data	N1 : 20 \bar{X}_1 : 60.14 S_1^2 : 14.64	N2 : 24 \bar{X}_2 : 55.25 S_2^2 : 10.06
Value of <i>t</i>	1.313	
<i>t</i> table	1,680	
Conclusion	Not significantly different	

Test of Hypothesis 2

The second hypothesis was tested by using two ways Anova *unweighed mean* with significant level of $\alpha = 0.05$. The value of *F* was compared with the value of *F*_{table}. From the data analysis, it was found that there is no significant

difference between upper half students' achievement who taught by using jigsaw and dictogloss. For further description, it can be seen in the table below:

Table 9. The Summary of second Hypothesis Testing

	Upper Half Students	
	Jigsaw	Dictogloss
Data	N1 : 7 \bar{X}_1 : 70,57 S_1^2 : 10,17	N2 : 8 \bar{X}_2 : 63,25 S_2^2 : 5, 75
Value of <i>F</i>	0,04	
<i>F</i> table	4,23	
Conclus ion	Not significantly different	

Test of Hypothesis 3

The third hypothesis was tested by using two ways Anova *unweighed means* with significant level of $\alpha = 0.05$. The value of *F* was compared with the value of *F*_{table}. From the data analysis, it was found that there is no significant difference between lower half students' achievement who taught by using jigsaw and dictogloss. For further description, it can be seen in the table below:

Table 10. The summary of third Hypothesis

	Lower Half Students	
	Jigsaw	Dictogloss
Data	N1 : 7 \bar{X}_1 : 49,71 S_1^2 : 10,73	N2 : 8 \bar{X}_2 : 47,25 S_2^2 : 6,13
Value of <i>F</i>	0.57	
<i>F</i> table	4,23	
Conclusion	Not significantly different	

.Discussion

1. Jigsaw does not produce different results on student's grammar achievement as compared to dictogloss.

Based on statistical analysis of the hypothesis testing, it was found that jigsaw produced the same results on student's grammar achievement as compared to dictogloss. Mean score of student's grammar on post test of jigsaw and dictogloss were not significantly different. The mean score of students who is taught by using jigsaw was 58.50. Then, the mean score of students who is taught by using dictogloss was 56.67. It was also proved statistically by using *t*-test at the 0.05 level. The result found that jigsaw

and dictogloss did not have significant different results in all categories computation.

In this research, the researcher did the treatments by using jigsaw and dictogloss technique. Actually, the reason why jigsaw and dictogloss have the same results because these two techniques were appropriate with material given, that was English tenses. In this research, eight tenses were used as materials to treat the students. They were simple present, present continuous, present perfect, past tense, past continuous, past perfect, past perfect continuous tense and simple future tense. Through the technique of jigsaw and dictogloss, students can internalize the eight tenses.

In jigsaw class, each part of tenses has sub topic that consist of three or five parts. Jigsaw technique gave chances for the students to understand the tenses well, because, students worked together as a team to learn material. For example, in teaching present perfect tense, there were sub topic such as present perfect since & for, present perfect already & yet, present perfect indefinite past, and present perfect vs simple past tense. Actually, it was a kind of tense that hard to understand by the students because it was very complex. However, by using jigsaw technique it made easier for them to understand. For example, in the procedure of jigsaw, each students must get one sub topic that they have to understand and find out all information about their parts well. The students who got the present perfect *since & for* may discuss it with the members of the group who have the same sub topic. Here, they got responsibility to explain it to their friends in their group later. Actually, it was the key point of jigsaw, where the students could explain and make sure all their comprehension about the sub topic that is given to them to their friends. In addition, when the groups perform in front of the class, each student was very motivated and active to share their opinions. In fact, it promoted positive effects on the student's achievements.

In line with this research findings, Mengduo (2007:7) states that jigsaw make the students understand the material deeper. Therefore, it suit with the material that consist of many parts such as English tenses. In jigsaw, the students could develop their decision making ability, communication and conflict management skills and responsibility feeling to the material given.

Moreover, In dictogloss, the students can internalize the eight tenses well too. For example, in teaching past tense, there were some verbs that get many syntactic changes. It is recognized by *-d, -ed, -ied, -t* inflections and how to use non action verbs that has several rules that they must know.

Dictogloss technique could help the students to discover those things for themselves. For example, from reconstruction stage, the students could reconstruct the text in groups based on their own notes from dictation stage. Most of the mistakes arose from the verb that the students used. Then, the students could discuss and find out the correct answer together and in analysis and correction stage. Here, the teacher could explain the grammar point in the text sentence by sentence. It made the students more understand about their mistakes and aware why did the mistake happen. Therefore, dictogloss could be used to promote the use of English tenses in teaching grammar.

The finding above was supported by Wajnryb (2007:13) that dictogloss is designed to help students in the grammar especially in English tenses. In other words, students learnt by the activity doing, and trying out the grammar point without its context. Moreover, Cakir (2011:2) states that grammar work in which students can focus on their own errors. From the error itself could make them more aware of their errors and more capable of self correcting in the future. Thus, error analysis and correction in dictogloss are good to encourage students to become aware of English tenses.

In conclusion, both jigsaw and dictogloss are balanced to make the students more motivate to learn grammar especially in learning English tenses. The finding in this research was supported by Zakaria (2012:14) who stated that Jigsaw and Dictogloss are great technique to allow students to work together in cooperative groups to learn core material. In addition, it involves not only students to form but also to all four language skills (such as listening, speaking, reading, writing) and involves learner autonomy and cooperation among learners.

2. Jigsaw produce the same results on grammar achievement for upper half students as compared to dictogloss

It is mentioned previously that jigsaw and dictogloss give same results in student's achievement. For upper achievement students, the advantages of dictogloss and jigsaw included higher chance in deeper understanding of how the target language is governed, develop student's creativity because it can be transformed from a boring task into an exciting challenge. Besides, it also gives such a challenge to produce psychological benefits in the learning process.

This finding is supported by Mengduo (2010:5) who stated that in Jigsaw technique, students are really motivated in the learning process and are responsible for the work and achievement, as the result it can increases

enjoyment of the learning experience. It almost same with the benefits of dictogloss which is base on Stockwell (2010:3) explanation. He said that the importance of dictogloss was collaborative groupwork of providing students an opportunity to notice form at a discourse and grammatical level were discussed. Thus, dictogloss and Jigsaw are likely to be useful technique as it focuses on form while remaining a communicative activity.

Higher achievement students often need an activity that can develop their critical thinking, organizational and motivational ability in the learning process. It can be achieved through dictogloss and jigsaw. These techniques consist of interactions that encourage students to actively participate in discussions and to be involved in their learning rather than passively wait for the teacher to give knowledge on them. Therefore, it can improve student's language development.

Based on the treatments that the researcher have done during the research, it was found that the procedure of dictogloss and Jigsaw can develop student's achievement , especially for higher achievement student. For example, during step 3 (reconstruction) of dictogloss provides students with chances to use thinking skills as they challenge , defend, learn from, and elaborate on the ideas presented during collaboration on the reconstruction task. Here, students analyzed their reconstructed text in relation to the original. The teacher can challenge student's skill at identifying main ideas by asking them to write summaries or getting the students to recognize the new text based on their own story. In addition, the step in jigsaw can stimulate student-student helping and tutoring to increase their own learning as well as others. For example, for higher achievement students, the researcher chose them to be the leader in their group. As the result, it will stimulate their responsibility feeling and tried hard to make all the member of their group understand and performed better.

Hongzhong (2007:2) states that the problem in applying cooperative learning like dictogloss and jigsaw is too much freedom that is not good to the amount of focus on form in student-student interaction. He found that there too much less attention to form in unstructured activities, and the pair/group work environment. It has been shown that there is less focus on form than teacher fronted classes. However, Pishghadam(2011:5) claims that, it can be the challenge to the teacher to design a communicative classroom activity that can raise students' motivation to learn. Here, teacher is claimed to be more aware on their students

necessities in order the cooperative learning that they applied run well.

However, Al Sibai (2008:3)states that one of the biggest problem in applying dictogloss and jigsaw is that grouping students together form a group in which some students are faster learners or workers than others. It means that, the students who need more time to understand the work may feel frustrated at being left behind. Alternately, students who learn faster may feel delayed or held back by having to wait for ones that learn more slowly. As the result, some students who are categorized in high achievement will always be leader's while others are just followers. If one student tries to take over the group and the other students don't feel equally heard or valued, it can make it difficult for work to be done. Instead the students just spent time arguing.

Basically, the teacher can minimize those problem. As Okazaki (2012:8) states that group investigation study can be successfully done before doing dictogloss and Jigsaw. However, it takes a great deal of time and effort. Therefore, he suggests that the teacher who will do those techniques should be trained over the course and know well about their student's characteristics and ability. In this research, the researcher divided students to group in a random process by counting off them while they sit at their desks. During the treatments, the researcher tried to make sure the students that they are encouraged to support one another. Therefore, it made learning environment where students feel responsible for their own and their groups works so well.

Actually, the implementation of Jigsaw and Dictogloss could help students clarify concepts and ideas through discussion in each of its steps. Through the process of interacting that can stimulate their cognitive. As Davis , Mahler & Noddings (1990:8) state that when students formulated their own solutions in those manner they are truly thinking critically. In brief, both techniques is good especially for high achievement students to improve their understanding of a subject that requiring students to create , analyze and apply concepts.

3. Jigsaw producesthe same results on grammar achievement for lower half students as compared to dictogloss

Actually, lower achievement students are benefits from working in pair or groups academically through practice and communication when the students help one another work together. It can be achieved through dictogloss and jigsaw. In dictogloss, it will stimulate student's responsibility in learning. For

example, from the procedure of the dictogloss itself, it can raise student's consciousness of the form and function of targeted grammatical items. Besides, in Jigsaw each students also has a chance to contribute meaningfully in a discussion and get the opportunity to teach themselves based on material presented to them.

According to the finding of this research, it was found that there is no significant difference between the result of post test score of students who are taught by using jigsaw and dictogloss for lower half students. It was proved statistically by using F test. It means that for lower half student, jigsaw and dictogloss give same result in teaching Grammar.

Actually, for lower half students, dictogloss and jigsaw influenced well to students' achievement result during the treatments. In dictogloss class, the lower half students are able to understand the grammar within the context in which that grammar is found from the text. But, the problem is that the students were not able perfectly render the text exactly. For example, in the dictation stage of dictogloss, the lower half students got difficulties in note down the information words from the text that the researcher read. They lack of ideas because lack of vocabularies, therefore, in the reconstruction stage they just wrote down their other friends note. However, the researcher tried to minimize it by explaining the grammar point from the text clearly to them. At least, they can catch the ideas and understand the context that was discussed from the text.

Besides, The lower half students in jigsaw class can get a better change to improve their team work and communication skills. Here, they can share different solutions to the same problem. For example, if the class studies simple present and each student in the group will get specific part of the material, in this case simple present. They are simple present; verbal sentence, simple present; nominal sentence, simple present; frequency of adverbs, and simple present; final s/es. The groups are then reconfigured into jigsaw group; the experts took turns teaching them specially to their jigsaw group. So that, each group learn every topic. The lower half students can discuss and learn from their other friend in the group. Then, they also can practice in peer teaching which required that they understand the material at deeper level. It really gave more benefits for lower half students.

Generally, Schul (2012:2) claims that both high and low achieves in the cooperative treatment performed better and had more positive attitudes towards grouping than do students working individually. He adds that the only way

the cooperative learning like dictogloss and jigsaw can succeed is to ensure that all group member's activity focus on explaining concepts to one another, helping one another practice, and encouraging one another to achieve. Thus, from the developmental perspective, the effects of cooperative learning on students achievement would be largely. There is some evidence that group processing activities can enhance the achievement effects of cooperative learning.

CONCLUSION

This is an experimental research with factorial design that applied two techniques which were associated with teaching grammar. After analyzing the data, it can be concluded that: First, there is no differences on the students' grammar achievement between those who taught by using jigsaw and dictogloss. Second, there is no differences on the students' grammar achievement between those who taught by using jigsaw and dictogloss for upper half students. Third, there is no differences on the students' grammar achievement between those who taught by using jigsaw and dictogloss for lower half students

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THE SLANG IN *GAY BEST FRIEND* MOVIE BY USING SYNTACTICAL ANALYSIS

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Abstrak

Artikel dengan menggunakan pendekatan teori sintaksis sebagai dasar analisis pembentukan kata slang, sebagai data dan temuan yang terdapat pada film Gay Best Friend. Analisa sintaksis ini bertujuan untuk mengetahui jenis-jenis pembentukan kata bahasa slang, mendeskripsikan pembentukan kata bahasa slang, dan signifikan kata slang melalui film pada Gay Best Friend. Metode penelitian yang digunakan sebagai analisis data adalah deskripsi-qualitatif, hal ini dipilih sebagai pendekatan yang paling tepat ketika menjawab semua permasalahan yang peneliti temukan. Dari hasil analisis data yang didiskusikan maka sembilan jenis pembentukan kata bahasa slang, antara lain: derivation sebanyak 25%, clipping (17%), compounding (15%), blending (12%), multiple processes (13%), acronym (12%), reduplicative (4%), coinage (1%), and conversion (1%). Proses dapat terbentuknya slang dengan menambahkan affix kedalam kata atau memotong kata tersebut kedalam beberapa bentuk yang lebih pendek atau menggabungkan dua kata yang terpisah, mengkombinasikan dua kata yang terpisah atau dibentuk dengan inisial huruf dan sebagainya. Signifikan pembentukan kata slang pada film Gay Best Friend adalah derivation.

Kata Kunci: sintak, slang, dominasi, deripasi

Introduction

In daily life, the human need to communicate with others. Communication becomes imperative for the human because the human is a social being who cannot live alone and always live in a society. Suprpto (2009:1) states, communication is a part of integral system and structure of human social life. It could be seen in every activity from morning until night which is communication. In every activity, the human communicate a lot with others including their families, their friends, colleagues, or even strangers. By communication, it helps the human to facilitate the process of sharing information and knowledge and helps the human to develop relationships with others in social life. Furthermore, Communication can be defined as “transfer information” or message from sender as communicator to receiver as communicant. The purpose is to achieve mutual understanding between two parties in process communication (Suprpto,2009:5). In addition, Hardjana (2003:11) states, communication can be defined as an activity in which a sender convey messages through a particular medium to receiver and after receiving the message and understand as far as ability, the receiver will response through certain medium also and deliver message to sender. From those definitions, the example can be seen such as

conversation between father and eight years son. The father asked” son, have you eaten yet? Then the son replied” yes, I have, dad. From the conversation above, the father is as communicator and son is as communicant. After receiving message from his father, the son understood the message and delivered the message by giving the feedback or respond to his father. Then from his son's feedback the father would know that his son had eaten. Thus, from that way of communication father and son got the mutual understanding.

Communication can be through verbal communication and nonverbal communication. Verbal communication is a process of communication use words, either oral or written (Hardjana 2003:22). Verbal communication through oral such as having conversation with friend or parents face to face, debating, arguing, giving a speech etc. Verbal communication could use medium like talking with a friend by using phone. Moreover, verbal communication through written could also use some medium to convey message such as letter, picture, email, SMS. By having this kind of communication, people can express their feeling, emotion, ideas or information by utterance the words and verbal communication can conveying information verbally that cannot be conveyed by non-verbal communication. On the other hand, non-verbal communication is a kind of

process communication which uses gesture or signs to convey the message. According to Hardjana (2003:27), nonverbal communication can be formed into four types such as gesture, sign, action, or object. First, gesture or body languages can be in the form of facial expressions, head movements, hand gestures. Gestures express various feelings, mind, the will, and the attitude of people. Second, in communication, signs replaced the words, such as flags, traffic signs land, sea and air; cue in sports. Third, Actions or deeds actually not specifically meant to replace the words, but it can deliver meaning. For example, pounded the table in the talks, closing the door loudly at the time of leaving the house, the car hit the gas hard. Fourth, objects as a form of nonverbal communication also does not change the word, but can convey a certain sense, such as clothing, grooming accessories, home, home furnishings, possessions, vehicles, gift. By having this kind of communication, it help someone who is hard of hearing or deaf, people can communicate at place that supposed to maintain silence, people can communicate something which do not others to hear or listen to and the most important is it can help people to communicate with someone who is different language spoken.

Whether it is verbal or nonverbal communication it cannot be done without language. Language is fundamental system that use for human in communication. Sapir in Kisno and Pardede (2014:1) also states that language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. From quotation above, it is known that the language plays a vital role in human life and also has many advantages of many various aspects of human life. Furthermore, as medium of communication, language should be understood by all around people in the world but in fact there are a lot of languages in the world. English is one of those a lot language in the world. English is an international language, spoken in many countries both as a native and as a second or foreign language. English also taught in almost every country on this earth in order to recognize and understood by people in everywhere. People in society have different ways in using language. English as well can be used in formal and informal features. Formal language is usually used by people in formal situation. Formal language is formal speech occurred in social contexts that are formal, serious, often official in some sense, in which speaker need to watch their language and in which manner of saying something is regarded as socially important (Akmajian, 2010:285). Formal language is used in formal situation such as, job interview, meeting an important person, and standing before a court of law. On the other hand,

informal language is language that used by people in casual situation. Informal speech is used of that term occur in casual, relaxed social setting in which speech is spontaneous, rapid and uncensored by the speaker (Akmajian, 2010:285). For example, informal language use informal situation such as chatting with friends and interacting in an intimate or family environment or similar relaxed setting. One of the informal style is slang.

Slang is language that is marked as the informal style of language. Slang is popular among the teenagers. According to Denham (2013:192), Slang words or phrases are typically very informal, and they are usually restricted to a particular group-typically teens and adults as a marker of in group status. Pardede and Kisno (2014: 62) state, slang is can be used by those inside a group who share ideas and attitudes as a way of distinguishing themselves from others. For teenagers, slang is a mark of their group identity and they also use slang to show their group different with other groups. Moreover, the teenagers like to use slang rather than the formal language because using slang is to show the solidarity with group members. Mattiello (2003:46) state, slang is frequently described as an in-group vocabulary that identifies people of a common age and experience, and facilitates their group solidarity. Another motive is to simplify the word so it easy to be delivered. For example, the speaker will say “ hi, buddy!” instead of” hi, my friend!”. In slang, buddy is meaning friend or close friend, use buddy is more show intimacy and the word is easy to delivered. Slangs can be borrowed from one language or invented by young people. Fromkin and Rodman (2011:470) state the use of slang has introduced many new words into the language by recombining old words into new meanings. Spaced out, right on, hang-up, and rip-off have all gained a degree of acceptance. Slang also introduces entirely new words such as barf, flub, and dis. Finally, slang often consists of ascribing entirely new meanings to old words. The development of slang words also are influenced by media such as magazine, radio, television, newspaper, social network, advertising, song, and movies and so on. Talking about movie, it is the source of entertainment which popular for students, college or teenager such as American and British teens movie. From watching these movies, teenager get to know more new slang words and they will use these new words in daily conversation and it will popularize these new slang words.

Gay Best Friends (GBF) movie is a American teen comedy film directed by Darren Stein. It was production in 2013. This movie is popular among teenagers. GBF movie focuses on closeted gay high school students Tanner and Brent. Through this movie, the researcher found slang words that use in GBF movie. For

example: BFF, celeb, prez, prom-queen, fatties, mega-hottie, and so on. The researcher interested to apply those slang in morphology study especially in word formation process in Gay Best Friend (GBF) movie. Word formation is process of creating new words and the new uses of the old words. For example, term BFF. It is formed by the process of acronym, in which it is actually derived from Best Friend Forever. Teenagers only know and use slang in their daily casual talk without knowing processes of how slang word have been formed and also difficult watch the movie without knowing what slang words meaning. Therefore, it is important for teenagers to understand slang meaning and how they been formed.

Identification of Problems

Based on background above, this research is study about a morphological analysis of slang word formation in Gay Best Friend (GBF) movie. The researcher interested to study of slang rather than formal language because slang often used by teenager in society and slang is unique and up to date and slang sometimes created by teenager for using in their group. Slang also can be applied in some linguistic studies such sociolinguistics, semantic or morphology. In sociolinguistics, study, slang can be study the characteristic language in society. For example the slang word such as fucking is offensive or vulgar in society. Then study of slang meaning deeply can be in semantic study because semantic study is indicated to study of meaning. Meanwhile slang in morphology study is studying about word formation or how slang words are formed. The teenager hears a lot slang but sometimes they do not how slang word are formed. According to Fromkim (2011:4), morphology is the study of the internal structure of words, and of the rules by which words are formed. The study of internal of word deals with morpheme. Morpheme is the linguistic term for the most elements unit of grammatical form. According Akmajian (2010:20) that morphemes are categorized into two classes: free morphemes and bound morphemes. He furthers explains a free morpheme can stand alone as an independent word in a phrase, A bound morpheme cannot stand alone but must be attached to another morpheme, like, the plural morpheme -s, which can only occur attached pens. While morpheme are combined to create new words is called word formation. According to Yule (2010), there are some of word formation processes; they are coinage, borrowing, compounding, clipping, blending, back formation, conversion, acronyms, multiple processes, derivation and reduplicative (Mattiello 2008). Based on the theory, the researcher interested to study slang applied to those word formation processes, especially slang that found in Gay Best

friend (GBF) movie. Each of word formation has different way to create new word for example acronym is creating new word from initial of letters. The word that created by acronym such as *BTW* stands for By The Way, *OMG* stands for Oh, My god and so on. Other word formation processes such clipping is shortening of word for example *perf* from perfect. Based on the explanations above, this research is conducted an or phonological analysis of slang word formation in GBF movie especially study about coinage, borrowing, compounding, clipping, blending, back formation, conversion, acronyms, multiple processes, derivation and reduplicative.

The Limitation of Problems

Based on the identification of the problem above, the researcher limited the limitation of the problem about "A Morphological analysis of slang word formation in Gay Best Friends (GBF) movie especially study about are coinage, borrowing, compounding, clipping, blending, back formation, conversion, acronyms, multiple processes, derivation, and reduplicative. From the explanation above, the researcher made the formulation of the problem that has been chosen above.

This research concerned intentionally written as attempt to provide the answer to the research problems, they are what are the types of slang word formation that used in Gay Best Friend movie, how those types of slang word formations are formed through morphological process in Gay Best friend movie? and that is the type of slang word formation that dominant used in Gay Best Friend movie? This research intended to analyze the word formation of slang in Gay Best Friend movie. The significant of the research can be divided into two fields as follows. In this research, the researcher expects that this study is able to contribute in theoretical field as follows; giving some contributions to the enlargement of the slang word, more information about slang to the students providing students with rich information or references about slang, and more information about syntactically study, especially word formation study.

Review Of The Related Literature And Theoretical Framework Word

Morphology is study internal structure of word. It is necessary to know the word. One of the most fundamental units of linguistic structure is the word. Akjiman (2010: 13) state words play an integral role in the human ability to use language creatively. The people can add words at will or even expand their meanings into new domains. Each of word has their own categories. The categories are called parts of speech or word classes. According to

Yule (2010:82) categories parts of speech , their definition and examples: 1.Nouns are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all “things.” 2.Articles are words (a, an, the) used with nouns to form noun phrases classifying “things” (You can have a banana or an apple) or identifying them as already known (I’ll take the apple). 3.Adjectives are words used, typically with nouns, to provide more information about the things referred to (happy people, large objects, a strange experience). 4.Verbs are words used to refer to various kinds of actions (go, talk) and state (be, have) involving people and things in events (Jessica is ill and has a sore throat so she can’t talk or go anywhere). 5.Adverbs are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (Really large objects move slowly. I had a very strange experience yesterday). 6.Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o’clock, in the morning), Pronoun is a word that replaces a noun in a sentence. Some examples of pronouns include (I, me, mine, myself, she, her, hers, herself, we, us, ours and ourselves). 7.Conjunction that link other words, phrases, or clauses in a sentence. It can be also divided two kind, such as coordinating conjunction (for, and, nor but, or yet, so) and subordinating conjunction (although, because, whether, while) Interjection are used as exclamations or to express feeling (Hey, oh, darn, wow)

Morpheme

Words have an internal structure consisting of smaller units organized with respect to each other in a particular way. The most important component of word structure is the morphemes. According Kisno (2011:72) that morphemes are the smallest unit of language, that is, any part of a word that cannot be broken down into smaller meaningful parts including the whole word itself. For example, the word *stems*. *Stems* can be divided into meaningful parts *stems* and plural suffix- s. For this reason *stems* and -s to be seen as morphemes. Neither of these can be divided into smaller parts that have meaning such as stem become st- em. Other definition from Akmajian (2010:19), morpheme is the basic parts of a complex word that is, the different building blocks that make it up. The word *stems* can be seen as complex word because it has two morphemes to builds these words. Some words may consist of single and complex word. Single word has single

morpheme while complex word has one or more morphemes. For examples:

One morpheme : Boy
 Two morphemes : Boy + ish
 Three morphemes : Boy + ish + ness

Morpheme can be divided into two types; they are free and bound morpheme.

Free Morpheme.

Free morpheme is morphemes that can stand alone become a word or can stand on their own as fully fledge words. Free morpheme is morpheme that can stand by them as single words (Yule, 2010:68). He further explains that free morpheme can be divided into two categories; they are lexical and functional morpheme. Lexical morpheme is “open” class of word that contains nouns, adjectives, verbs, and adverb as the words that carry the “content” of the messages. Functional morpheme is “closed” class of the words which contains conjunction, preposition, article, and pronouns.

Bound Morpheme

Bound morpheme is those forms that cannot normally stand alone and are typically attached to another form, exemplified as re-, -ist, -ed, -s. (Yule,2010:68). He also divides the bound morpheme into two categories; they are derivational and inflectional morpheme. Derivational morpheme is these bound morphemes to make new words or to make words of a different grammatical category from the stem. The noun care can become the adjectives careful or careless by the addition of the derivational morphemes -ful or -less. A list of derivational morphemes will include suffixes such as the -ish in foolish, -ly and prefixes such as re-, pre-, ex-, mis-, co-, un and many more. Inflectional morpheme is used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

Noun + -“s, -s (boy”s and boys)
 Verb + -s, -ing, -ed, -en (cooks, cooking, cooked)
 Adjective + -er, -est (prettier, prettiest)

Word Formation Process

In morphology, word formation process is the linguistic processes of creating new word or terms. The processes might be from the old words to the new uses without change the meaning or it may create completely new words. This process forming slang word same as process forming standard language in English. Based on Yule (2010), there are some ways of creating new words; there are coinage, borrowing, compounding, clipping, blending, back formation, conversion, acronyms, multiple processes, derivation. In

addition, the researcher added one theory from Mattiello (2008) is reduplicative. The researcher also added Mattiello (2008) "s theory, Elbe (1996)"s theory, Finnegan (2011) to support other types word formation.

Coinage

According to Yule (2010:53), coinage is the invention of totally new words, which are usually, invented in the names of company product. In this case, the typical process of coinage usually adopts the brand names as common words. For example, brand names (the first name product) sometimes become so widely used that they are accepted as generic terms and generalized to other product name. For examples, Kleenex for facial tissue, Xerox for photo copy, Honda for motorcycle and Indomie for instant noodle.

Borrowing

According to Yule (2010:54), borrowing is one of the word formation processes to create new words by taking from other language. English has adopted a huge number of loan words from other languages. There are some examples of borrowings from foreign languages, they are; Arabic (alcohol, arsenal, almanac), Latin (strata, data, focus), France (machine, technique, attaché), Italy (pizza, spaghetti, corridor). Other examples of borrowed words are: Democracy, derived from Greek language demos and cratos. Billabong, adapted from Australian aboriginal language, it is names from topographical features. Yogurt, a kind of drink which is fermented from milk, it is from Turkish.

Compounding

According to Yule (2010:55), compounding, there is a joining of two separate words to produce a single form. Mattiello (2008:72) state, compounding can be divided into three kinds, they are; Compound noun, joined to two words to create a single noun. For examples, Flannel-mouth (empty talker), Pointy-head (a stupid person), Big mouth (person who talks too much), Plug-ugly (ugly person who strike), Outside man (a person involved in robbery), Beer-up (a drinking or party). Compound adjective, joined to words to create a single adjective. Examples, God-awful (terrible, extremely awful). The most common compound adjective is phrase verb (as a past participle and preposition for examples, bombed out (drunk, under the influence of drugs), gross out (shocking or disgusting).in past participle, gobsmacked or gobstruck (speechless), goddamned (accursed, damnable). Compound verb, joined two word to created single verb. Examples, Kick ass (act roughly or aggressively), Donkey-lick (defeat easily), Hang out (spend or pass time), Kiss off (dismiss, get rid of).

Blending

According to Yule (2010:52), blending is

the combination of two separate forms to produce a single new term is also present in the process. Mattiello (2008:138) states, blending can be divided into two types, they are : Prototypical Blends consist of the head of one word and the tail of another one. They are often adjective formed from two standard or colloquial adjective having a similiar or related meaning, For example : dilly is from daft + silly, which means "foolish". Fantabulous is from fantastic+ fabulous, which means of almost incredible excellance and mingy from mean/mangy+stingy, which means mean, stingy. Partial and less prototypical blends is partial blends behave as typical blends, though one of the two bases remains intact. For examples, Kidvid is from kid+video which means a television program or video made for children. Gaydar is from gay+radar which means an ability, attributed esp. to homosexual person.

Clipping

According to Yule (2010:56), clipping refers to the shortening of the polysyllabic word into a shorter form which usually consists of one syllable only. Mattiello (2008:141) also defines clipping is a process which abbreviates a word to one of its parts. She also mentions that clipping can be divided into three types, such as: Back-Clipping, in which the beginning of a base lexeme is retained. Example in slang: lab from laborator, caff from café, crim from criminal, ex-con from ex-convict, fave from favourite, fed from federalist. Fore-Clipping, in which the final part of the word is retained. Example: phone from telephone, loid from celluloid (criminal), nana from banana (a foolish or silly person), scouse from lobsouse (a native or inhabitant of Liverpool, tache from moustache. Middle-Clipping, in which the middle of the word is retained. Examples, flu from Influenza, script from prescription , tec from detective

Back formation

Back Formation is the process of forming a word in the different part of speech. According to Yule (2010: 56), back formation is a very specialized type of reduction process, word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). For examples, in standard words such as; television (noun) become televise (verb), donation (noun) become donate (verb) etc. According to Mattiello (2008: 129), back-formation process is quite frequent in slang words. It can be divided into two types. First, verb back formed from nouns, usually delete -er. Baby-snatcher (Noun) become baby-snatch (Verb), Gold-digger (Noun) become gold-dig (Verb), Hooker (Noun) become Hook (Verb). Second, Verbs back formed from adjective, such as laid back (Adjective) become lay back (Verb),

Nouns back-derived from adjective (with- y, -ed, or -ish endings) as, in Dilly (Adjective) become dill (Noun), Pea-brained (Adjective) become pea-brain (Noun) and Yiddish (Adjective) become Yid (Noun)

Conversion.

According to Yule (2010 : 57), conversion is a change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction) other labels for this very common process are “category change” and “functional shift.” Eble (1996:34-35) mentions four main types of functional shift or conversion within the part of speech. Shift from noun to verb for examples the word of ace ‘get the grade of A’ (I definitely aced the exam.), flag ‘get the grade F’ (Unfortunately, I flagged the test.), potato ‘lie around doing nothing’ (I want to potato all Sunday). Shift from verb to noun for examples, the word of bust ‘a fault’ (It was my bust.), raise ‘parents’ (My raise are sometimes on the rack.), bash ‘a great party’ (I’m having a huge bash tonight, are you coming?), flow ‘wage’ (I’ve got plenty of flow to have a party!). Shift from adjective to noun for example, the word of bad ‘a fault’ (It was his bad!), brew ‘a countable word for beer’ (Would you like an ice cold brew?). Shift from adjective/adverb to verb for example the word of harsh ‘criticize’ (I hate the way you keep harshing on me.), later ‘to end relationship’ (My boyfriend latered me last week.)

Acronym

According to Yule (2010: 58), acronym is new words formed from the initial letters of a set of other words. Mattiello (2008:136) says, slang acronyms are quite numerous. Some example are; Dink (Double or duel income no kids) means professional working couple who have no children, Oink (One income no kids), Dom (Dirty old man) and Fubar (Fouled or fucked up beyonce all recognition)

Derivation.

According to Yule (2010: 58), the most common word formation process to be found in the production of new English words. This process is called derivation and it is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listings in dictionaries. These small “bits” are generally described as affixes. Affixation is the process where free morphemes or roots are combined by the affixes to create new words. There are three kinds of affixes which can be attached to the word: The affixes, which are put in front of the word, are called prefixes. The prefixes based on Mattiello (2008:92) in slang such as :de-, re-, schm-, shm-, super-, un-, and under-

For examples, prefixe de- : debowel (take the bowels out of), debug (remove the trousers as punishment or for a joke), delouse (free from something unpleasant), prefixe re- : re-up (service), re-enlist, prefixe schm-,shm : Child schmidt, moon-schmoon, oedipus schmoedipus, prefixe super- : super-cool, superfly. etc, prefixe un- : uncool, unreal.etc, prefixes under- : underfug.

The affixes, which are put in the end of the word, are called suffixes. The suffixes based on Mattiello (2008:93) such as -able, -ation, -ion, -dom, -ed, -er, -eroo, -aroo, -ery, -ette, -ful, -ei-, -y, -ify, -fy, -ing, -ish, -less, -ly, -ness, -s, -ster, -ock. For examples, The suffixes -dom ; bishopdom (the dignity of a bishop), hippiedom, queerdom, and yuppiedom which refer to the fact being a hippie, queer “homosexual”, yuppie, suffixes- able : ropeable (requiring to be roped; intractable), noshable (tasty, delicious), suffixes-ation, -ion : damnation is in black English, yuppification, suffixes -ed : banjaxed (Anglo-irish) mean destroy, blasted (US) means influence of drugs or alcohol, suffixes -er : juicer (an electrician), popper (a person who take a pills), suffixes -ie,-y : aunt-auntie, charles-charley, love-lovey. The affixes which are put inside the word are called infixes. For example: Fan-bloody-tastic, no bloody-body ect (Mattiello, 2008:123).

Multiple Processes

According Yule (2010:60), multiple process is to trace the operation of more than one process at work in the creation of a particular word. For example, it can be seen in the word “snowball” in the sentence. We had an exciting snowball fight yesterday (Snowball as Noun). Problems with the family have snowballed (Snowballed as Verb). The word of “snowball” is formed using compounding. Then it shift from noun to verb by adding -ed.

Reduplicative

Reduplicative is the process by which a morpheme or part of a morpheme is repeated to create a new word with a different meaning or different category (Finnegan,2008:47). According Merlini Barbaresi in Mattiello (2008:131), english reduplicative (or echo-words) belong to four main patterns: Ablaut (or apophonic) reduplicative, exhibiting vowel gradation (i.e a systematic alternation of the stressed vowel). The most productive vowels alternations are /i/,/æ/, /i/, /d/ examples slang word chit-chat (having a conversation), tick-tock (make a ticking sound), ding-dong (a heated argument).

Rhyming reduplicative, are twin forms consisting of two rhyming elements, one of which reproduces the other by changing its initial

consonants. Examples, fuzzy-wuzzy (a black person with tightly curly hair), easy-peasy (extremely easy, very simple), argy-bargy (disputatious argument). Rhyming compounds, in which both bases are meaningful, as in funny-bunny, Jelly-belly (a fat person, gender-bender, yellow-mellow). Copy (or exact) reduplicative, in which the two constituents are identical, as in bye-bye, no-no, wakey-wakey. They may also be shortened, as in ju-ju (marijuana). Based on the explanation above, the researcher concluded all process word formation in form of table.

Slang

People speak differently in formal contexts and in formal contexts, especially when speaking informally, people often use slang: an informal but colorful words and expressions. For example, what's up is an example of term for asking about people or greeting a person.

Definition Of slang

According Oxford Dictionary, slang is a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people as stated above, that slang is regarded very informal language, automatically slang belong to typical of spoken language. The example is like when go and watch soccer, people will hear a lot of slang from the crowd but the next morning when people read about the match in the newspaper, there will be far less slang in the paper's coverage of the game. Moreover, slang often use in a particular group. Groups of people who use slang often and might even have their own slang: teenagers, college-students, politicians, minority groups, soldiers, prisoners, etc.

According Dumas and Lighter cited by Elbe (1996:12), they are arguing that slang expression should be considered "true slang" if it meets at least two of the following criteria:

1. It lowers, if temporarily, "the dignity of formal or serious speech or writing"; in other words, it is likely to be considered in those contexts a "glaring misuse of register".
2. Its use implies that the user is familiar with whatever is referred to, or with a group of people who are familiar with it and use the term. For example someone who part of certain group, he will use slang with his member group because this kind language has been usual used in the group.
3. It is a taboo term in ordinary discourse with people of a higher social status or greater responsibility. Taboo terms are words and phrases that people avoid or reasons related to religion, politeness and prohibited behavior. Taboo word such as (You stupid f***ing

a**hole!).

4. It replaces "a well-known conventional synonym". This is done primarily to avoid discomfort caused by conventional phrases or by further elaboration. The following example "His uncle croaked. The word "croaked" replaces the well-known conventional synonym died. It allows the speaker to avoid saying died, which might be unpleasant for him, but it does not soften either for who croaked still expresses the same sense as died with as much bluntness.

History of slang.

According to Mattiello (2003:35), slang in lexicographic has acquired different sense in different period of time. Slang originally, term was used to refer to the language of criminals, thieves, and vagabonds. In the mid-eighteenth century, slang labeled "the special vocabulary used by any sets of persons of a low or disreputable character. Webster and McKechnie in Mattiello (2008:35) state, slang is specialized vocabulary and idioms of criminals, tramps, etc. The purpose of which was to disguise from outsiders the meaning of what was said". Accordingly, there seems to be an overlap between the original sense of slang and the current concept of cant (cf. F. argot). After mid-eighteenth century, the term "slang gradually broadened to include the language of other subgroups, not necessary of low culture, but rather connected by their profession, like lawyer, scientists, historians, essayists, and poet. The term became more specialized and nearly synonymous with jargons. Early years of the nineteenth century, slang acquired the more general sense of colloquial or informal vocabulary which outside of conventional of standard usage and which belong rather to familiar conversation than the written language.

Characteristics of slang

There are some characteristic of slang that used by people in society. According to Mattiello (2008: 46) slang is viewed as sociological properties has characteristic as follow; Group-restriction, Informality, Time-restriction, Ephemerality, Debasement, Freshness, Playfulness, Obscenity, Subject-restriction, Novelty, Orality, Unconventionality, Faddishness. Based on the explanation above, the researcher concluded all characteristic of slang in table form.

Synopsis Gay Best Friend (GBF) movie.

Gay Best Friend (GBF) movie tells about Tanner Daniels (Michael J. Willet) and Brent Van Camp, they are two closeted gay best friends who attend North Gateway High school. The school which is dominated by three most popular girls, they are Fawcett Brooks (Sasha

Pieterse), who rules over the richest and the most popular; the talented Caprice Winters (Xosha Roquemore) who leads the school's minorities and theater arts students; and 'Shley Osgood (Andrea Bowen), a nice but ditzzy Mormon that leads the "goody two shoes" and conservative Christians.

Previous Research.

This research was not the only one that analyzed word formation in slang terms. There was previous research that concern in this topic; was Nor Rahmi marzita (2013). The researcher used her study as a comparison and reference because of similarity between the study, it is study about word formation of slangs. There were similarities between the researcher and Nor Rahmi Marzita's study, as follows;

1. The researcher and Nor Rahmi Marzita studied about word formation of slang in the movie, the purpose of Nor Rahmi's study was to find out type word formation in movie and the researcher as well. It was also using same approach design, descriptive-qualitative to conduct the research. Although, Nor rahmi studied about word formation of slang in the movie. She used two kind different title movies to interpret her study, they were "Camp rock and "Juno". On the other hand, the researcher only used one movie. It was Gay Best Friend (GBF) movie.
2. In Nor Rahmi's study, she compared Camp rock and Juno movie based on type slang word formation finding, include the most dominant slang type word formation in used. While the researcher only found slang types of word formation include their process the formed through morphological analysis and the most dominant slang word formation in used in Gay Best Friend (GBF) movie.
3. The researcher and Nor Rahmi Marzita were also using different theory to conduct the research. Nor Rahmi took fourteen types of word formation processes by O'Grady et al (1997). They are affixation, cliticization, morpheme internal changes, suppletion, reduplication, compounding, derivation, conversion, clipping, blending, backformation, acronym, onomatopoeia, coinage and the researcher use theory based on Yule (2010) coinage, borrowing, compounding, clipping, blending, back formation, acronyms, multiple processes, derivation. In addition, the researcher added one theory from Mattiell (2003) is reduplicative.

Theoretical Framework.

Theoretical framework is provided to guide the research and to determine what things that the researcher measure or look for. In this

study, the researcher tried to make a theoretical framework as conceptual model to study about a morphological analysis of slang word formation in GBF movie.

The main framework of this research is

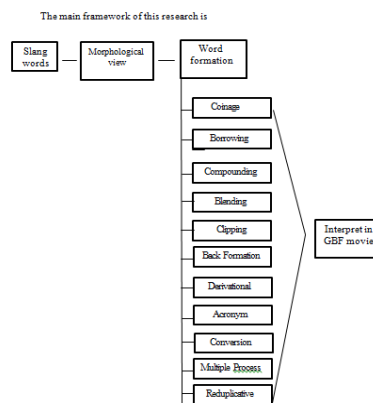


Figure. 2.1 Theoretical Framework.

Research Design

This article was study about a morphological analysis of slang word formation in Gay Best Friend (GBF) movie. The aim of this research was to find out types of word formation of slang found in Gay Best Friend (GBF) movie, included how those types of slang word formation were forming through morphological process and type of word formation of slang most dominant in used. Thus, the research design was using descriptive research. Descriptive research is to provide an accurate description or picture or status or characteristic of a situation or phenomena (Johnson and Christensen, 2010:366). In conducting this research, the researcher also used qualitative approach as the research data was word that cannot be counted systematically. Bogdan and Biklen cited by Sugiyono (2011:15) state, characteristic of qualitative approach qualitative research is descriptive and the data collected is in the form of words of pictures rather than number. Based on the quotation above, this research was conducted by using descriptive-qualitative in collecting and analyzing the data and draws some conclusions. In collecting data, the researcher used documentation as technique of collecting data which is collecting data in movie transcript. The movie script was downloaded in internet. In movie script, the researcher examined the slang words occurred based on the type word formation finding. While in analyzing data, researcher analyzed how the slangs were forming by word formation through morphological analysis and

finally to state the most dominant slang word formation in used in Gay Best Friend (GBF) movie.

Object of the Research.

This study about a morphological analysis of slang word formation in Gay Best Friend (GBF) movie. The object of this research was all slang words that contain type word formation found in the dialogue spoken by all characters in Gay Best Friend (GBF) movie. Gay best friend (GBF) movie was American teenager movie. This movie was production in 2013 and it was popular among the teenagers. After the researcher watched this movie, then the researcher found many slang words used by the characters in Gay Best Friend (GBF) examples, pop-tart, twinkie, buzzkill, hookup, bad-ass, celeb, prom, gaysian etc. Thus, the researcher applied the slang words in word formation through morphological analysis.

Method of Collecting Data

Method of collecting data is the major steps in research, because the main purpose of research is getting data (Sugiyono, 2011:308). Sugiyono also stated there are four method of collecting data in qualitative research; they were observation, interview, documentation and triangulation. In collecting the data, the researcher use documentation. According to Sugiyono (2011: 326), study documentation can be written text, picture, diary, life histories, etc. Movie transcript was the study documentation that the researcher used to conduct this research. It contains all conversation GBF's movie. The researcher used movie transcript in order to find slang words that contain type word formation. There were some steps to collect by data in movie script; such as watching the GBF movie in order to understand the story, marking the slang words in movie transcript by checking in the dictionary of American slang and online slang dictionary whether it was slang word making the table, list the slang words and their utterance and type word formation based on duration of movie finding. The duration of Gay Best Friend (GBF) is 92 minutes. then the researcher divided it into four part they were, Data finding I (the first 23 minutes), data finding II (the second 23 minutes), Data finding III (the third 23 minutes and the last, data finding VI (the fourth 23 minutes). Categorized the slang word based on the type word formation in tabular form.

Method of Analyzing Data.

In this step after the data all collected, the researcher tried to analyze the data based on the morphology study. As stated in chapter II morphology is study about internal word and how the word formed. The researcher tried to describe the slang words one by one based type word formation finding and explained how they had formed through morphological analysis, included

how the word derived from and kind of morpheme, free or bound morpheme contain in the word for examples, the word of bestie is created by using derivation. It derived best (Adj) +suffix -ie/y. Best is free morpheme and suffix -ie is bound morpheme. Best means good or of the most excellent sort; surpassing all others. Mattiello (2008:105) said, the -ei.-y suffix is predominantly used to form nouns with an appellative hypocoristic meaning/function. Best added suffix - ie became bestie (N). Bestie means best friend. In order to make it clear, here are steps that are applied by the researcher in analyzing data, they are:

1. Explain how those slang words word formation are formed through morphological process.
2. Giving the meaning of slang word to make a clear definition as addition.
3. Finding the percentage the most dominant type of word formation in use and presented the data in tabular form
4. Making conclusion after analyzing slang and kinds of word formation

Method of Presenting Research result

In method of presenting the result, the researcher presented all data in tabular form. Each of table form was divided based on the duration of movie. The duration of Gay Best Friend (GBF) movie is 92 minutes. Thus, the researcher divided the duration of movie into 4 parts. Each table contained slang words in 23 minutes. the first table was contained slang in first 23 minutes, the second table, contained slang in second 23 minutes, the third table, contained slang in third 23 minutes, and the last table, contained slang in fourth 23 minutes. After that, the researcher analyzed and explained the slangs based type word formation through morphological analysis. After finishing the analyzing, the last, the researcher made the percentage table to state most dominant slang used in the movie. The formula of the percentage could be seen as below.

$$P = \frac{f}{n} \times 100\%$$

Formula 3.1 Finding Percentage.

P= Percentage /Result

F= Frequency of each type word formation.

N= Total of type word formation.

Then finally, the researcher made a chart to show type of word formation finding.

Research Finding.

In the research finding, the researcher found the data which contained slang words and their type word formation. The data divided into

four part based on the duration of the movie is 92 minute and the data shown in table form. The four tables contained data finding in the first 23 minutes, in the second 23 minutes, in the third 23 minutes and in the fourth 23 minutes. In this data finding I (The first 23 minutes), the researcher found 40 data contained slang words and their types of word formation such as 5 data of acronym, 10 data of clipping, 4 data of multiple processes, 9 data of derivation, 1 data of reduplicative, 2 data of blending, 8 data of compounding and 1 data of conversion.

The data finding II (The second 23 minutes) is described in the following of table; In this data finding II (The second 23 minutes), the researcher found 20 data contained slang words and their types of word formation such as 5 data of derivation, 1 data of coinage, 1 data of acronym, 1 data of reduplicative, 4 data of multiple processes, 1 data of compounding, 3 data of clipping and 4 data of blending.

The data finding III (The third 23 minutes) is described in the following of table; In this data finding III (The third 23 minutes), the researcher found 10 data contained slang words and their types of word formation such as 3 data of derivation, 2 data of acronym, 2 data of compounding, 2 data of blending and 1 data of reduplicative.

The data finding VI (The fourth 23 minutes) is described in the following of table; In this data finding VI (The fourth 23 minutes), the researcher found 7 data contained slang words and their types of word formation such as 1 data of compounding, 1 data of acronym, 2 data of multiple processes, 1 data of blending and 2 data of derivation. Based on the data finding, the researcher will conclude the data by making tabular form to categorize data finding.

Categorize slang word formation

Based on the table above, coinage is invented in the names of company product, usually adopts the brand names as common words then the researcher found one slang word is belong to coinage, it is *twinkie*.

Borrowing is one of the word formation processes to create new words by taking from other language. In this research, the researcher actually found the word belong to borrowing is *RVSP* (*répondez s'il vous plait*) from French. But the word *RSVP* are actually formed by acronym then it is belong to multiple processes. Thus in this research, the research found no slang words belong to borrowing.

Compounding is a joining of two separate words to produce a single form, there are three kinds of compound such as, compound noun, verb and adjective. In this research, the researcher

found twelve slang words that belong to compounding, they are *buzzkill*, *hookup*, *witch-hunt*, *bad-ass*, *psycho-bitch*, *sidekick*, *half-ass*, *amezaballs*, *hang out*, *hangover*, *dumbass* and *goddamn*.

Blending is the combination of two separate forms to produce a single new term is also present in the process. Blending can be divided into two types such as Prototypical Blends, which is consist of the head of one word and the tail of another one and Partial blends behave as typical blends, though one of the two bases remains intact. In this research, the researcher found nine slang words that belong to blending in *GBF* movie, they are *gaybies*, *guydar*, *mangina*, *gurl*, *gaysian*, *whore-mon*, *hacktivist*, *fugly*, and *y'all*.

Clipping refers to the shortening of the polysyllabic word into a shorter form which usually consists of one syllable only. Clipping can be divided into three types, such as: back-clipping, in which the beginning of a base lexeme is retained, fore-clipping, in which the final part of the word is retained and middle-clipping, in which the middle of the word is retained. In this article, the researcher found thirteen slang word that belong to clipping, they are *celeb*, *prom*, *obvi*, *prez*, *dilem*, *fag*, *decaf*, *whatevs*, *„mo*, *perf*, *brills*, *bro* and *till*.

Back formation is a very specialized type of reduction process, word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). In this research, the researcher did not find slang words that belong to backformation.

Conversion is a change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction) other labels for this very common process are “category change” and “functional shift.” There are four main types of functional shift or conversion within the part of speech, they are shift from noun to verb, shift from verb to noun, shift from adjective to noun and shift from adjective/adverb to verb. In this research, the researcher found one slang word that belonged to conversion is *freaked*.

Acronym is new words formed from the initial letters of a set of other words. In this research, the researcher found nine slang words that belong to acronym, they are *G.B.F*, *F.Y.I*, *G.S.A*, *T.T.Y.L*, *O.M.G*, *B.F.F*, *B.F*, *W.T.F* and *S.B.F*.

Derivation is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listings in dictionaries. These small “bits” are generally described as affixes. Affixation is the process where free morphemes or roots are combined by the affixes to create new words. .

There are three kinds of affixes which can be attached to the word: The affixes, which are put

in front of the word, are called prefixes. The prefixes in slang such as :de-, re-, schm-, shm-, super-, un-, and under-. The affixes, which are put in the end of the word, are called suffixes. The suffixes such as :-able, -ation, -ion, - dom, -ed, -er, -eroo, -aroo, -ery, -ette, -ful, -ei,-y, -ify, -fy, -ing, -ish, -less, -ly, - ness, -s, -ster, -ock. The affixes which are put inside the word are called infixes.

In this research, the researcher found nineteen slang words that belong to derivation, they were fatties, mega-hottie, goddess, diva-dom, gay-less, queeny, gutless, butchy, sweetie, de-tag, de-friend, super-nice, bitchy, super-hot, bestie, gayness, un-gay, damnation and horniness.

Multiple processes is to trace the operation of more than one process at work in the creation of a particular word. In this research, the researcher found ten slang words that belong to multiple processes, they were, prom-queen, super-chris, cock-blocked, amazeballs, super-hetero, din-din, RSVP, redheaded., cray-cray, ginge- muff, and pop-tart.

Reduplicative is the process by which a morpheme or part of a morpheme is repeated to create a new word with a different meaning or different category. In this research, the researcher found three slang words that belong to reduplicative, they were super-duper, hokey-pokey and yum-yum

Conclusion

After analyzed the data, the researcher concluded that: 1. There are eleven types of word formation that used by the researcher to conduct this research based on Yule (2010) and Mattiello (2008) theory but the researcher found only nine types of them used for forming slang in the Gay Best Friend (GBF) movie. They were Coinage, Compounding, Blending, Clipping, Conversion, Acronym, Derivation, Multiple processes and Reduplicative. 2. The process of forming slang words that found in Gay Best Friend (GBF) movie can be formed by adding affixes into the words (derivation), cut off the word into a shorter form (clipping), joining two separate words (compounding), combination of two separate words (blending), or formed by initial letters (acronym) and so on. 3. The dominant type of word formation for forming slang words used by characters in the Gay Best Friend (GBF) movie from 77 utterances is Derivation with 19 utterance (25%) then followed by Clipping with 13 utterances (17%), then Compounding with 12 utterances (15 %), Blending with 9 utterances (12%), Multiple processes with 10 utterances (13%), Acronym with 9 utterances (12%), Reduplicative with 3 utterances (4%), Coinage with 1 utterances (1%) and the last were conversion with 1 utterances (1%).

Suggestion

1. The slang words are such inappropriate words because it usually give rude meanings but it is common to use them in America. So, the people needed to know how do these words formed because slang could be make-up words or just came from the old to the new uses. It was also possible that slang is formed by compounding two words become one, borrowed it from the other languages, cut off an exist word or changed the function of a word. It is important for giving the people a clear explanation so that the people would not make a mistake in understanding the meaning of those slang words which usually appear in movies.
2. The researcher realizes that this thesis is not perfect. Therefore, the researcher will be glad if there are some readers who can use this thesis for further research. The researcher also hopes that this thesis can be a reference for the next similar research. Hopefully, this thesis will be expanded the readers's knowledge on linguistics, in Morphology study, especially word formation study.

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THE VOCABULARY UNDERSTANDING OF READING TEXT IN HOSANNAH BATAM SCHOOL

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Abstract

Research carried out Team Lecturer English Language and Martial Arts University Putera Batam in grade 7th Junior HOSSANAH Bengkong Batam towards mastery Vocabulary affect the ability of students to teaching Reading Comprehension, shows that the mastery of English vocabulary is directly proportional to the ability of students to read English language students. Students who have a high vocabulary, higher the ability to read English. The same thing happens on a low student mastery of vocabulary, ability to read English also lower

Keywords: *Vocabulary, Reading, Comprehension*

Background

Along with the progress of science and technology in an increasingly globalizing era, cannot be denied that ability in a foreign language, especially English language is essential. Yet not a few students who learn English achievement was inadequate. This is due to constraints in teaching and learning English in schools, among others:

The ability of teachers is often inadequate to meet the demands of students, especially students who have high ability in language and have the means to learn more sophisticated than the teacher himself. The system of teaching and learning is often monotonous, less variety and less attractive so that students become bored, uninterested in learning. In class, students are often given only the theories, principles and laws of language, rather than application of the rules and laws are in practical use so that students do not find it useful to learn English.

As is known to learn the language that includes four aspects: listening, reading, speaking and writing. Of the four aspects of language that, in general, read less desirable students, the more so, if the topic did not attract students, it looks at students' work on tests, they tend to work on other problems in advance rather than questions about the understanding content of discourse (reading comprehension), because there are many students who do not have a mastery of English vocabulary sufficient to understand the content of the discourse. Based on these field experiences, came to the surface of a thought that mastery of English vocabulary students affect the students' ability to understand the content of the discourse of English. To test this idea the researchers conducted a survey study in school, to find out whether the mastery of English vocabulary associated significantly with the ability to read English?. Information obtained from this study are expected to become one of the inputs for teachers, students and those men who relate to the

education of English language vocabulary learning to Britain on improved student learning quality.

Problems Formulation Research

Based on the background that has been outlined above, gained some formulation of the problem as follows:

1. How learning system subjects especially English Reading Comprehension at grade 7th Junior HOSANNAH BATAM.
2. How much influence Vocabulary mastery of English reading comprehension skills for students grades 7th Junior HOSANNAH BATAM.

Objectives Research

The specific objectives of this research to be undertaken are as follows:

1. To determine the appropriate methods in teaching Reading Comprehension in grade 7th Junior HOSANNAH BATAM..
2. To determine the ability of the mastery of vocabulary in reading comprehension in English for students in grade 7th Junior HOSANNAH BATAM..

Implication

Seeing the importance of mastering the vocabulary of the reading ability of students is an English teacher should pay more attention to students' mastery of vocabulary in teaching and learning in the classroom. In this case, students should be trained in a way or strategy to increase vocabulary through various means of training and work assignments either individually or in groups.

Theory Analysis

Definition of Reading

Although it now has many means of information to increase

knowledge, such as radio, television and the Internet, reading is still an important thing to open the information window, and besides, the internet means information that today's most sophisticated, high reading ability is still expected. According to the Kamus beasar bahasa Indonesia explained that reading is to see and understand the contents of what is written (with the express or only in the liver). Webster Dictionary defines reading: *To read is to understand and grasp the full sense of (such mental formulation) either with or without vocal reproduction. The World Book Encyclopedia : Reading is the act of getting meaning from printed or written words. It is basic to learning and one of the most important skills in everyday life* (Webster's third new international dictionary Vol II. 1981). Simply understanding of reading is to recognize letters and collection letters that have specific meanings that express ideas in written or printed.

Definition of Vocabulary

Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing. Vocabulary or the vocabulary is the total number of words in a language; also the ability of words known and used by someone in speaking and writing. Vocabulary of a language is always changing and evolving as an increasingly complex lives. The right amount of vocabulary in English until now could not be ascertained, but a reliable estimate puts it at about 1 million. Based on the above definition, it is clear that mastery of vocabulary is sufficient, it is important to learn the language well. Besides talking about language then it cannot be separated from the vocabulary. Vocabulary is words that people understand both its meaning and its use. How many vocabulary words which must be belong to someone? A must have sufficient vocabulary to understand

what is read and heard, could speak and write with the right words so that it can be understood by others.

Based on Discourse

Reading has become an important activity in life sehari-hari in modern times. Someone will go ahead and knowledgeable when reading. Information about the various incidents and events worldwide can be obtained from mass media like radio, TV, newspapers, magazines and the latest is the internet. In addition to radio and TV, other mass media still need reading skills to be able to obtain the information it conveys. Reading is easier and more enjoyable when someone knows a lot about the vocabulary in a discourse, therefore it is important to learn vocabulary. The vocabulary can be learned by classifying by topic, be based on the context of the sentence or be studying a variety of prefixes and suffixes. Based on the discussion in advance is suspected positive relationship between mastery of vocabulary with the ability to read English. In other words, the higher the vocabulary, the higher the reading skills of English students.

Research Methods

Population, sample and sampling technique of this research takes seventh grade junior high student population HOSANNAH BATAM. Samples are used amounted to 31 students drawn at random simple. Research instruments for the mastery of vocabulary in the form of objective test item number 30 multiple choice questions with 5 items of choice, while for the ability to read the form of an objective test of 30 multiple choice questions with 5 options. The experiment was conducted at the end of the academic year 2010/2011 on semester 3rd, took place in grades 7th Junior HOSANNAH BATAM.

Data Analysis Techniques of data analysis performed by Pearson's correlation, and t test for correlation

coefficient significance test. The research method used is as follows: Descriptive, Interview, and Questioner. Providing the questions that have been measured on the basis of teaching materials that have been taught in the process of learning English grade 7th Junior HOSANNAH BATAM.

Place and Time

Place is the process of learning English grade 7th Junior HOSANNAH BATAM. Time

The research was carried out for 1 month and carried out outside study hours. With the following details

Population Research

Population is "semua anggota kelompok orang, kejadian atau objek yang telah dirumuskan secara jelas." (Arief Furchan, 1982. *Pengantar Penelitian Dalam Pendidikan*. Surabaya. Usaha Nasional, hal.189). The population is The process of learning English grade 7th Junior HOSANNAH BATAM on 2009/2010.

Research Samples

This study determined the sample of 31 students who pulled the overall number of students taking courses in English class

Technical Data Collection

These research data were collected by using the correct value of the number of scores in answering every question that has been given into the special sheets. Of the total matter that is given, 30 items is 10 for vocabulary about school, 10 vocabulary items and 10 items about the house again for office. Then the results can be seen in the following discussion.

Research Instruments

For collecting data on the variables of the lattice - lattice used a questionnaire consisting of 30 grains statement, the answer is classified into 3 ranks the answers by referring to the following Likert scale:

Tabel.6. Lattice - lattice questionnaire

Varibel	Indikator	Jumlah Item	No Item
House	Sofa, bedroom, television, chair,	10	1 - 10
School	table, pc, laptop, lamp, etc	10	11 – 20
Office	Book, pen, pencil, boardmarker, whiteboard, bag, teacher, ruler, etc Computer, laptop, magazines, telephone, fax, employee, calendar, invoice, e-mail, p/o, d/o, letter, report, etc	10	21 - 30

Test Instruments

After the research instruments developed the next step is carried out tests on the research instrument. The trial is conducted before the actual research conducted. Objectives of the experiment is to see the validity (validity) and reliability (reliability) of instruments used in the study.

Instrument validity

"Test validity is used as a gauge to determine how closely a test performs the function of the measuring ". (Donald Ary, Lucy Cheser Jacobs, Asghar Razavich, Introduction to Research in Education, Translation Arief Furqan (New York: National Business, 1992), p.. 157). To determine the validity of the instrument of this study, used a variable construct (Construct Validity), where a measurement is closely related to concepts drawn from theory which is used as the basis for the formulation of hypotheses, " The instrument is in conformity with the content aspect of the measure, said to have construct validity ". (Suharsimi Arikunto, Management Research (London: Rineka Cipta, 1993), p.142). Implementation is reached through consultation among faculty and even without the approval of the supervisor until the gauge is considered to have qualified in terms of validity.

Test Reliability

Reliability test is used as a measure of appropriateness of instruments used as a measuring tool whenever the instrument is used. Reliability refers to the " An understanding that a fairly reliable instrument to be used as a means of collecting data because the instrument was good." (Ibid, p.. 142).

Discussion Results of Research

Based on the results of the research described in advance, it can be said there is a positive relationship between mastery of vocabulary (vocabulary) to reading ability (reading). Someone who has a high vocabulary, have a high reading ability, vocabulary mastery opposite is

Tabel 1.Total Vocabulary Result

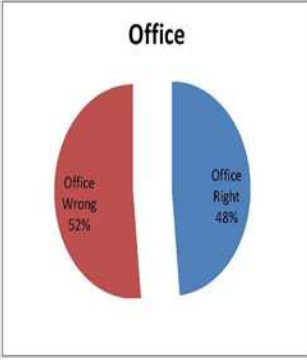
Sample	Vocabulary Result on							
	House		School		Office		Total Item	
	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong
1	8	2	9	1	6	4	23	7
2	6	4	10	0	6	4	22	8
3	8	2	9	1	4	6	21	9
4	7	3	9	1	5	5	21	9
5	4	6	9	1	3	7	16	14
6	5	5	9	1	5	5	19	11
7	7	3	9	1	6	4	22	8
8	9	1	8	2	5	5	22	8
9	6	4	8	2	6	4	20	10
10	6	4	8	2	5	5	19	11
11	7	3	8	2	6	4	21	9
12	8	2	8	2	5	5	21	9
13	9	1	8	2	6	4	23	7
14	7	3	8	2	3	7	18	12
15	7	3	8	2	2	8	17	13
16	5	5	9	1	5	5	19	11
17	6	4	9	1	6	4	21	9
18	5	5	9	1	5	5	19	11
19	5	5	9	1	6	4	20	10
20	7	3	9	1	6	4	22	8
21	7	3	9	1	4	6	20	10
22	8	2	9	1	5	5	22	8
23	9	1	9	1	5	5	23	7
24	8	2	9	1	5	5	22	8
25	4	6	9	1	4	6	17	13
26	9	1	9	1	4	6	22	8
27	5	5	9	1	5	5	19	11
28	5	5	9	1	3	7	17	13
29	7	3	9	1	5	5	21	9
30	5	5	9	1	5	5	19	11
31	5	5	8	2	4	6	17	13
Average	6,58	3,42	8,74	1,26	4,84	5,16	20	10

low, have low reading ability as well. This sort of thing can happen because the vocabulary is the essence of a reading. Actually, what you read someone's vocabulary is represented by words, phrases, sentences and paragraphs into a reading or discourse.

So, when one reads, even more so when they read foreign - language reading then have the knowledge and mastery of vocabulary is very important. Without the knowledge and

Tabel 5. Vocabulary Result on Office

Sample	Result	
	Office	
	Right	Wrong
1	6	4
2	6	4
3	4	6
4	5	5
5	3	7
6	5	5
7	6	4
8	5	5
9	6	4
10	5	5
11	6	4
12	5	5
13	6	4
14	3	7
15	2	8
16	5	5
17	6	4
18	5	5
19	6	4
20	6	4
21	4	6
22	5	5
23	5	5
24	5	5
25	4	6
26	4	6
27	5	5
28	3	7
29	5	5
30	5	5
31	4	6
Average	4,84	5,16



mastery of a broad vocabulary, one would not get the meaning of extensive reading as well.

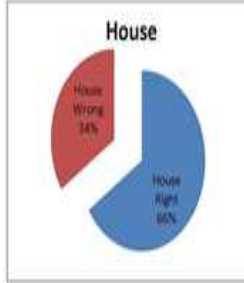
In this case, lack of knowledge of specific vocabulary will bring up the gap in interpreting the meaning of the passage. In fact, mastery of reading is the core meaning of learning to read and people can only understand the meaning of a passage through the mastery of vocabulary. So the positive relationship generated by this study, contributed the need for language teachers to give special attention to students' mastery of vocabulary.

Moreover, it can be said that the positive relationship obtained between the vocabulary by reading ability to provide another alternative to improve literacy in particular and English learning achievement in general. One alternative is the provision of learning vocabulary as early as possible and gradually, either

through a less formal situations such as in families and through formal situations such as at school. Provision

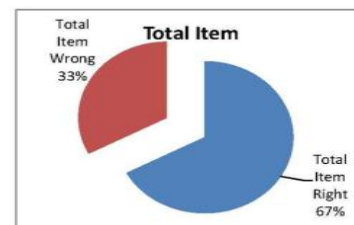
Tabel 3. Vocabulary Result on House

Sample	Result	
	House	
	Right	Wrong
1	8	2
2	8	4
3	8	2
4	7	3
5	4	6
6	5	5
7	7	3
8	9	1
9	6	4
10	6	4
11	7	3
12	8	2
13	9	1
14	7	3
15	7	3
16	5	5
17	6	4
18	5	5
19	5	5
20	7	3
21	7	3
22	8	2
23	9	1
24	8	2
25	4	6
26	8	2
27	3	7
28	5	5
29	7	3
30	5	5
31	5	5
Average	6,58	3,42



of learning as early as possible becomes very important in order to produce a human Indonesia proficient in English.

Many other ways that can be used to enhance students' mastery of vocabulary that is by listening to the



radio, tapes, watch television, play puzzles and so forth. Through this way the level of mastery of vocabulary and organizing an understanding of what is heard and seen over the radio, cassette and television as well as in the game; can be improved, so that by itself, the ability to read students will also contribute to increase.

CONCLUSIONS

Based on the results of a questionnaire submitted to the 31 respondents (sample) by tabulating

the data it obtained the highest score = 79, lowest score = 58, mean value = 70.5 (See Appendix 2).

Thus the magnitude of the mastery of skills Vocabulary for homes was 66 %, the school is 87 % and the office was 48 %. This means the ability of junior high school students grades 7 Hosannah higher in vocabulary when compared to the school office.

SUGGESTIONS

1. Teachers in teaching in the classroom should be able to create methods and techniques of English vocabulary learning fun for students so that students would be actively involved in learning the English vocabulary.
2. School to provide a container (extracurricular activities) for the development of English language proficiency of students.
3. Government in this case the Department of Education to establish a curriculum that refers more to the development of the vocabulary that has to do with science and technology needed by students in junior high school student participation in learning English.

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INTRODUCTION (*HEADING 1*)

This template provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

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Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

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- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
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- Use a zero before decimal points: “0.25”, not “.25”. Use “cm³”, not “cc”. (bullet list)

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The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$\alpha + \beta = \chi. \quad (1)$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “Eq. (1)”, not “(1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

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- The word “data” is plural, not singular.
- In American English, commas, semi-/colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an “inset”, not an “insert”. The word *alternately* is preferred to the word “alternately” (unless you really mean something that alternates).
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- In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
- Do not confuse “imply” and “infer”.

- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”.
- The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is [7].

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Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

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2.3.1. Positioning Figures and Tables: (Heading 3)

Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads

should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.

Table 1. Example of a table head. (*Table Head*)

Table Head	Table Column Head		
	Table column subhead	Subhead	Subhead
copy	More table copy ^a		

a. Sample of a Table footnote. (*Table footnote*)

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi TIFF or EPS file, with all fonts embedded) because, in an MSW document, this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord “Format” pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Fig. 1. Example of a figure caption. (*Figure Caption*)

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

ACKNOWLEDGMENT (*HEADING 5*)

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression, “One of us (R. B. G.) thanks . . .” Instead, try “R. B. G. thanks”.

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Online Article

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