PROCEEDINGS OF INTERNATIONAL CONFERENCE

Role of International Languages toward Global Education System

Editors :
M. Zaini Miftah
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Proceedings of International Conference
Role of International Languages toward Global Education System

IAIN Palangka Raya, 25 June 2016

FOREWORD

The Proceedings of International Conference: Role of International Languages toward Global Education System were the compiling of the articles associated with the International Conference conducted at the State Islamic Institute of Palangka Raya on Saturday, 25 June 2016. The title of the proceedings was taken from the theme of the International Conference.

The International Conference was organized by the Study Program of English Education, Department of Language Education, Faculty of Teacher Training and Education, the State Islamic Institute of Palangka Raya, Central Kalimantan, Indonesia, in collaboration with Ma'din Academy, Kerala, India.

The activity of the International Conference was aimed at giving insights, motivations, and inspirations of "how do we as English students expand the world of research and international languages." Learning foreign languages has opened a marvelous window to cultural and ethical studies beyond boundaries as well as it has facilitated a stupendous way toward acquiring inter continental possibilities of education and research.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers, instructors, and students) participating in the conference and the readers as well. Also, it is hoped that this proceedings will be useful for those who are interested in the development of teaching and learning foreign languages and for those who are expanding the world of research and international languages.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to Rector of the State Islamic Institute of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya (Drs. Fahmi, M.Pd). The gratitude is also addressed to the plenary speakers of the conference, Dr. Mahmoodul Hasan, Mr. Muhammed Hafiz Kidarathi, and Mr. Mubashir Ambazhathingal (The Delegates from Ma'din Academy, Kerala, India). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of the Study Program of English Education of the State Islamic Institute of Palangka Raya who gave their attention and time for the success of the International Conference.

Palangka Raya, October 2016

Editors

Proceedings of International Conference

Role of International Languages toward Global Education System

IAIN Palangka Raya, 25 June 2016

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SPEECH FROM KEYNOTE SPEAKER

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1. Requisites for a Successful Social Life

It is a fact that a purified and sound mind is most essential for a better social life. Our mind has to be so broad and wide enough to accept others' thoughts and opinions as well as so frank and open so as to get attracted and fascinated by other people. Once a person confines himself to narrow-mindedness and becomes bigoted, other people will find it very unpleasant. Hence, our mind should always be kept away from all sorts of mental illnesses - of jealousy, arrogance, haughtiness, hatred, hostility and hauteur that cause violence, rebellion and other kinds of immoral activities among the people. Holy Hadîth warns us that if we keep these kinds of bad behavior in our mind it will adversely affect our worships and therefore even our good doings will be absolutely nothing to be rewarded just because of the bad doings.

Once upon a time, a man requested Prophet Muhammad (S.A) to advise him about the most important thing that he needs to be careful about. "Don't be angry" was the advice given by Prophet Muhammad (S.A). Prophet of Allah was uttering the same advice repeatedly while he asked the same question repeatedly.

Prophet Muhammad (S.A) has once proclaimed: "The most powerful man is one who is able to suppress himself when he is in a fit of rage" (Bukhari and Muslim). It is obvious that the consequences of anger will be some time dangerous too. The anger will occasionally cause to break up the friendship or family relations, or to bring about some troubles and even to end in tragedies.

The ability to suppress one's anger is his patience and tolerance. Prophet Muhammad (S) has mentioned that the tolerance is regarded to be a holy rite in Islam because it is of vital importance in a successful social life.

Prophet (S.A) teaches the importance of patience and tolerance through the following Hadîth: "Some people from among the Ansar group begged from the Messenger of Allah (S.A) and he gave them too. They again begged and he again gave them everything they asked, till what was in his possession; and then he said: Whatever good (riches, goods) I have, I will not withhold it from you. He who refrains from begging Allah safeguards him against wants. And he who seeks sufficiency, Allah would keep him in a state of sufficiency; and he who shows endurance, Allah would grant him power to endure; and none is blessed with an endowment better and greater than endurance" (Bukhari and Muslim).

One of the best characters of a typical Muslim is the ability to keep patience towards other people when he gets angry at them or he suffers from their annoyance. Kindness is another quality of a good person which comes from tolerance. One can tolerate only if he is kind enough. Some holy Hadîths signify that both kindness and tolerance are closely related characters. Let's see some Hadîths. "Verily Allah is kind and He loves kindness in every matter" (Bukhari and Muslim). "Verily Allah is kind and He loves kindness and confers upon kindness which he does not confer upon severity and does not confer upon anything else besides it (kindness)" (Muslim). "Kindness is not to be found in anything but that it adds to its beauty and it is not withdrawn from anything but it makes it defective" (Muslim)".

These holy words of Prophet Muhammad (S.A) would be helpful to encourage successful family relations in social life. Prophet Muhammad (S.A) mentions very clearly: "Give glad tidings to the people; do not create (in their minds) aversion; show them leniency and do not be hard upon them" (Bukhari and Muslim). "He who is deprived of kindness is in fact deprived of good" (Muslim).

It is very obvious from this Hadîth that even good people would often regarded to be bad if they are not kind. Prophet Muhammad (S.A) has taught us that both tolerance and kindness are essential characters of a Muslim to pave him the way to the paradise. "Ibnu Masud reported Prophet Muhammad (S.A) as saying: May I inform you about those who are deprived of the hell, or the hell is deprived of them? The hell is deprived of those who are close, tolerable, kind and mild to others" (Thurmudi). All the above-mentioned holy Hadîths teach us in general about good qualities like kindness, patience, and mildness as essential for leading a successful social

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life.

2. A Muslim's Responsibilities towards his Neighbors

Prophet Muhammad (S.A) stated: If any one believes in Allah and the doomsday, he should not hurt the neighbor (Bukhari: 6018, Muslim, 75). If any one believes in Allah and the Doomsday, he should be beneficiary to the neighbor (Muslim, 77) If any one believes in Allah and the Doomsday, he should respect the neighbor" (Bukhari: 609, Muslim: 74). The Islamic religion teaches the believers to behave in a good manner by carrying out his obligations towards the creator and his creatures. One cannot attain success of life by carrying out the obligations to the creatures only and neglecting the obligations of the creator. Likewise, one cannot appease the creator by neglecting the obligations to the creatures.

A man becomes an actual believer when he lives with good habit by fulfilling his social obligations well. The Man has many obligations toward his society in general and some sections and individuals in particular. Neighbors are one of the important sections from them. See the proclamation of the Qur'an: "Worship Allah and associate nothing with Him, and to parents do good, and to relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful" (The holy Qur'an 4:36). The above verses teach us about our obligations to our neighbors whether they are relatives or not.

Our Prophet Mohammed (PBH) says: Neighbors are of three types. There are three obligations to the first type, two to the second, and one to the third. Three obligations are to the neighbor who is Muslim and relative. He has the right of neighbor, the right of kinship and the right of Islamic brotherhood. Two obligations are towards the Muslim neighbor who has the right of neighbor and the right of Islamic brotherhood. One obligation is towards the neighbor the unbeliever who has the right of neighbor only (Ihya Uloomudheen 2/231, Thafseer Qurthubi 5:161).

Then, who are neighbors? All who live around our house are our neighbors. There are about 120 houses that would come under our neighbors. Once a man came to the apostle of Allah (S.A) and said: I have settled in an area of a section of people. From them the heartiest man to me is my nearest neighbor .Suddenly, the prophet (P B H) ordered his chief

disciples Abubacker, Umar and Ali (R) to announce the following at the doors of Masjids "Behold, forty houses are neighbors. If any one does not become fearless about his neighbor's disturbances, he will not enter the heaven." Interpreting the above Hadith, the well-known Islamic Scholar Ibnu Shihab Az- Zuhri Says: Forty houses from four sides of believer's house are his neighbors (Fathhul Bari: 13/513).

Besides the other human and social obligations, there have some special obligations and duties to the neighbors. See the statement of our beloved prophet (S.A) "Do you know the obligations to a neighbor? If he asked your assistance, assist him; if he asked protection, protect him; if he asked debt, lend him; if he became poor, help him well; if he became sick, visit him; if he died, go with his Janaza (dead body); if he got blessing, praise him; if he got danger, console him; don't rise your building without his consent so as to block him wind; if you bought fruits, give him some; if not, go with them to your home secretly; don't allow your child to enrage the neighbor's child because of the fruits you brought; don't disturb him with your cooking pot's smell and if you cook some good smelling Curry give him some (Ihya 2/233).

The character of a man, whether it is good or bad, is to be decided by his neighbor. One asked "Oh, the prophet of Allah, how can I know whether I am good or bad? He said; if you hear your neighbor saying that you are doing good, then you are good and if you hear him that you are doing bad, then you are bad (Ahmed, Thabrani).

Though the inhabitants of forty houses from four sides are neighbors, more obligations are to the nearest of them. Aysha (R) asked to the prophet: I have two neighbors, to whom I have to give Hadya (free gift)? The prophet (S.A) said "to the nearest of them (Bukhari: 6020).

Neighbors are the nearest people. So, don't disturb or hurt them. If they disturb us we should try to tolerate it and forgive it and we should, in return, behave with them kindly and in good manner by providing them our maximum help and support. These are the teachings of the above-mentioned Hadîths.

TYPES OF VARIABLE DATA
(DISCREET VARIABLE AND CONTINUOUS VARIABLE)

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Abstract

This article aims to offer students and researchers to recognize types of data of variable. This is important because the appropriate formula in analyzing the data related closely to the types of data. The article explains clearly the types of variables based the data owned; 1) Discreet variable 2) Continuous variable. Discreet variable consists of nominal data and integers. Continuous variable consists of ordinal data, interval data, and ratio data.

Keywords: *types of variable, types of data, discreet variable, continuous variable, nominal data*

In a research for thesis, students are usually confused about the types of data used. Whereas in order to know the appropriate formula that will be used to quantitative research, either for determining the formula of analyzing validity and reliability of instrument, or for the data analysis such as hypothesis testing, it is related much to the types of variable data. Therefore, the students or researchers should be able to recognize what types of data owned as measurement scale.

Below is types of variables which are often used in terms of types of data. What they are? They are discreet variable and continuous variable. Both of them are quantitative data.

1. Discreet Variable

Discreet variable is type of variable where the data is for categorizing (category data), or distinguishing or grouping. This data is also mentioned as nominal data or dichotomous data. In instance, dichotomous data: 1 is for category 'true', and 0 is for category 'false'. Dichotomous data is often used by the students, teachers or researchers to categorize 'true' and 'false' answers of test result of objective test such as Multiple Choice Question (MCQ). Another instance, symbol 1 is for men and symbol 2 for women. The

numbers 1 0 or 1 2 are only labels to mark categories. So, it does not mean 2 are more than 1 or 0. The data is constant, equivalent and surely can not be used in arithmetic operation.

Moreover, the data included discreet variable is integer. Integer is numbers which are not in fraction or decimal. For instance, the number of car sales in 2016 is 300 cars. In term of research data, the integers can not be in fractional number. So, there is no data 2.5 cars. Another instance is numbers of people. It is never to find a statement "the numbers of people in Jl. G. Obos XVI is 101.6".

2. Continuous Variable

It is different with the discreet variable where the data only function as label; continuous variable consists of data which can be used in arithmetic operation. Continuous data is gotten from the calculation or measurement, so the data can be only in integers and also in fraction or decimal, such as 2.5.

Continuous data also can be in integers, but the data allows variations in fraction form. For instance, the numbers of true or false answers of a test, score, ranking, height, weight, length, distance, etc. The data is fickle or vary.

Bellows are types of data included continuous variable:

a. Ordinal Data

Ordinal data consists of numbers which function as ranking. For instance, rank 1, rank 2, and rank 3. The numbers have meaning, more than only labels like in nominal data. Rank 1 is more diligent than rank 2 and so on.

b. Interval Data

Interval data is types of data in form of numbers which has interval and already can be used in arithmetic operation. Moreover, interval data has fixed interval among the numbers.

For instance, if Subject I has value 1 credit given 50 minutes teaching, Subject II has value 2 credits given 100 minutes teaching, and Subject III has value 3 credits given 150 minutes teaching, simply written 50 – 100 – 150, so it can be seen that the data has interval 50.

Another instance, how many times do you go to your village in a

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year? A. 1 time, b. 2 times, c. 3 times, d. 4 times. The numbers use interval 1.

c. Ratio Data

Ratio data is types of data which is very complex and definitely can be used in arithmetic operation. Numbers in ratio data are real numbers, not only as symbols or labels. 0 (zero) in ratio data is absolute.

The ratio data resulted from calculation/ measurement of weight, length, and time. For instance, data of weight: weight of A is 45 kilos, B is 90 kilos. If analyzed by ratio scale, the weight of A is a half of the weight of B.

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EFFECTS OF INQUIRY-BASED LEARNING
ON STUDENTS' INSTITUTIONAL TOEFL SCORES

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Abstract

The study is aimed at measuring the effect of Inquiry based learning on the students' institutional TOEFL score, before, during, and after the treatment. The study belongs to an experimental study using repeated measures design. It is carried out at the sixth semester of English Department at IAIN Palangka Raya 2015/ 2016 academic years. The subjects are 23 students. The One Way ANOVA Repeated measure is applied in this study. Before testing the hypotheses, a number of pre-required tests is conducted, such as normality, homogeneity and Sphericity tests. The result of Shapiro- Wilk test for testing normality was that ($p= 0.832 > 0.05$), the Levene test for testing homogeneity ($p= 0.276 > 0.05$); and Mauchly test for testing Sphericity ($p=0.000<0.05$). The One Way ANOVA Repeated measures test found that the value of Wilk's Lamda= 0.139, F= 64.78, the value of Sig. 0.000 or $p< 0.005$, the value of eta squared= 0.861. It could be interpreted that there was a significant statistical difference on the students' TOEFL scores before the treatment (means 436), during (means 490) and after the implementation of Inquiry Based Learning (means 511).

Keywords: *Effect, Inquiry Based Learning, institutional TOEFL Scores.*

A. Background of the Study

Some academicians have conducted the study focusing on Inquiry Based Learning. First, Ali Abdi (2014) found that the students who were instructed through inquiry-based learning were achieved higher score than the ones which were instructed through the traditional method. Next, Sever and Güven's study (2014) on Effect of Inquiry-based Learning Approach on Student Resistance in a Science and Technology Course. They found that there was a significant difference between the pre-test and post-test mean scores of both the control and experiment groups; however, the mean scores of the experimental groups showed a greater increase than those of the

control group. While the findings derived from the follow-up forms and the analysis of teacher interviews showed that the experimental process changed the resistance behaviors of students in a positive way, this change was not permanent at the end of the experimental process. As a result, it was found that students can have a variety of resistant behaviors and these behaviors can be affected positively by different teaching methods that are accepted as effective in that discipline.

In addition, there are other studies on TOEFL. One of them is the study conducted by Dwi Poejiastutie, et.al., in 1996, entitled: *A Study on Students' score on TOEFL at English Department of Muhammadiyah University of Malang*. They found that the students' ability on TOEFL was fair, and the most difficult aspect was reading comprehension and vocabulary. The second study is conducted by Nisan Susan in 1996 entitled: *An Analysis of Factors Affecting the Difficulty of Dialogue Items in TOEFL Listening Comprehension*. The results of the analyses indicate that, of the features studied, five were significant: (1) the presence of infrequent oral vocabulary; (2) the sentence pattern of the utterances in the stimulus; (3) the presence of negatives in the stimulus; (4) the necessity of making an inference to answer the item; and (5) the roles of the speakers in the stimulus. The third study is conducted by Hale, Gordon A. entitled: Multiple-Choice Cloze Items and the Test of English as a Foreign Language. This study found that from a practical standpoint, TOEFL performance can be adequately described by two factors relating to listening comprehension and then to all other parts of the test. Examination of the MC cloze test showed that the total score was relatively reliable, and that it was possible to estimate item response theory parameters for the MC cloze items with reasonable accuracy. However, there was no strong empirical evidence that the items types within the MC cloze test reflected distinct skills. It appeared that skills associated with grammar, vocabulary, and reading comprehension are highly interrelated as assessed by the TOEFL and the MC cloze test.

The fourth study is conducted by Swinton, Spencer S. and Powers, Donald E. entitled: *Factor Analysis of the Test of English as a Foreign Language for Several Language Groups*. The study found that three major factors underlie performance on the TOEFL and that these factors are relatively unambiguous in their interpretation. A factor underlying the listening comprehension section was noted for each language group; however, there were differences among the language groups in the interpretation of two of the factors. The African, Arabic, Chinese, and Japanese groups were generally similar on a

factor underlying performance on structure, written expression, and reading comprehension items; and on another separate factor underlying vocabulary items. The Spanish and Germanic groups were also similar on each of two other factors, which correspond to the TOEFL sub scores (structure/written expression and reading comprehension/vocabulary).

The present study is different from the above studies. The study will focus on the effects of inquiry- based learning on students' institutional TOEFL score at the sixth semester English Department of Palangka Raya State Islamic Institute. The study belongs to an experimental study using repeated measures design. It is carried out at the sixth semester of English Department at IAIN Palangka Raya 2015/ 2016 academic years. The subjects are 23 students. The One Way ANOVA Repeated measures.

B. Inquiry Based Learning

Inquiry-based learning is primarily a pedagogical method, developed during the discovery learning movement of the 1960s as a response to traditional forms of instruction - where people were required to memorize information from instructional materials. Trowbridge & Bybee (1986) stated "*Inquiry is the process of defining and investigating problems, formulating hypotheses, designing experiments, gathering data, and drawing conclussion about problems*". According to them, inquiry is a process of defining, observing problems, formulating hypothesis, designing experiment, collecting data, and drawing conclusion Furthermore, the essence of inquiry based learning is creating the learning atmosphere focusing on students' activity and giving appropriate guidance in finding concepts and scientific principles (Lebih lanjut, dikemukakan bahwa esensi dari pengajaran inkuiri adalah menata lingkungan atau suasana belajar yang berfokus pada siswa dengan memberikan bimbingan secukupnya dalam menemukan konsep-konsep dan prinsip-prinsip ilmiah (Widowati, 2007; 21).

According Douglas Liewellyn (2016) inquiry is a learning activity in which students are involved in the process of searching and formulating and solving problems. Inquiry is a various process covering observation activities, formulating relevant questions, evaluating books and other sources, investigating and reviewing, analyzing, and interpreting data, making a prediction and communicating the results . *(Depdikbud, 1997; NRC, 2000).*

In this case, Piaget (in Mulyasa, 2004; 108) stated that inquiry is a technique preparing learners to conduct a self experiment largely. The Inquiry based learning was developed in the year of 1960 as a response to the traditional learning. In Indonesia, the Inquiry based learning has been introduced since 1980 (Rustaman, 2005). The Inquiry based learning was firstly introduced by Neil Postman dan Charles Weingartner (Postman, 1969).

The philosophy of inquiry based learning finds its antecedents in constructivist learning theories, such as the work of Piaget, Dewey, Vygotsky, and Freire among others, and can be considered a constructivist philosophy. Generating information and making meaning of it based on personal or societal experience is referred to as constructivism. Dewey's experiential learning pedagogy (that is, learning through experiences) comprises the learner actively participating in personal or authentic experiences to make meaning from it. Inquiry can be conducted through experiential learning because inquiry values the same concepts, which include engaging with the content/material in questioning, as well as investigating and collaborating to make meaning. Vygotsky approached constructivism as learning from an experience that is influenced by society and the facilitator. The meaning constructed from an experience can be concluded as an individual or within a group. Inquiry-based learning starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research.

An important aspect of inquiry-based learning is the use of open learning, as evidence suggests that only utilizing lower level inquiry is not enough to develop critical and scientific thinking to the full potential. Open learning has no prescribed target or result that people have to achieve. There is an emphasis on the individual manipulating information and creating meaning from a set of given materials or circumstances. In many conventional and structured learning environments, people are told what the outcome is expected to be, and then they are simply expected to 'confirm' or show evidence that this is the case. Open learning has many benefits. It means students do not simply perform experiments in a routine like fashion, but actually think about the results they collect and what they mean. With

traditional non-open lessons there is a tendency for students to say that the experiment 'went wrong' when they collect results contrary to what they are told to expect. In open learning there are no wrong results, and students have to evaluate the strengths and weaknesses of the results they collect themselves and decide their value.

Importance of Inquiry

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available -- what's needed is an understanding of how to get and make sense of the mass of data. Educators must understand that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge . . . a process supported by inquiry learning. In the past, our country's success depended on our supply of natural resources. Today, it depends upon a workforce that "works smarter." Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

Content of disciplines is very important, but as a means to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiring attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the skills and the ability to continue learning should be the most important outcomes.

Inquiry is important in the generation and transmission of knowledge. It is also an essential for education, because the fund of knowledge is constantly increasing. The figure below illustrates why trying to transmit "what we know," even if it were possible, is counterproductive in the long run. This is why schools must change from a focus on "what we know" to an emphasis on "how we come to know."

The Application of Inquiry

While much thought and research has been spent on the role of inquiry in science education, inquiry learning can be applied to all

disciplines. Individuals need many perspectives for viewing the world. Such views could include artistic, scientific, historic, economic, and other perspectives. While disciplines should interrelate, inquiry learning includes the application of certain specific "ground rules" that insure the integrity of the various disciplines and their world views.

Outcomes of Inquiry

An important outcome of inquiry should be useful knowledge about the natural and human-designed worlds. How are these worlds organized? How do they change? How do they interrelate? And how do we communicate about, within, and across these worlds? These broad concepts contain important issues and questions that individuals will face throughout their lives. Also, these concepts can help organize the content of the school curriculum to provide a relevant and cumulative framework for effective learning. An appropriate education should provide individuals with different ways of viewing the world, communicating about it, and successfully coping with the questions and issues of daily living. While questioning and searching for answers are extremely important parts of inquiry, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning. Just as students should not be focused only on content as the ultimate outcome of learning, neither should they be asking questions and searching for answers about minutiae. Well-designed inquiry-learning activities and interactions should be set in a conceptual context so as to help students accumulate knowledge as they progress from grade to grade. Inquiry in education should be about a greater understanding of the world in which they live, learn, communicate, and work.

C. TOEFL

One of the standardized tests in English ability for non-native speakers is TOEFL. The TOEFL is the test of English as a foreign language (Pamela, 2007; 10). It is a test to measure the level of proficiency of nonnative speakers of English (Phillips, 1999; xiii). The Test of English as a Foreign Language evaluates the ability of an individual to use and understand English in an academic setting. Sometimes it is an admission requirement for non-native English speakers at many English-speaking colleges and universities. Additionally, institutions such as government agencies, licensing bodies, businesses, or scholarship programs may require this test. TOEFL is the most often used examination in the admissions process of foreign students to colleges and universities in the United State (Pyle, 2002;

4). The Test of English as a Foreign Language is one of English examination used to measure the students' TOEFL ability who do not used English as their language (non native speaker), generally TOEFL used as a requirement to continue their study to the other countries, especially in the countries where English is spoken as a first language.

The TOEFL test measures a student's ability to use and understand English at the university level by evaluating how well a student combines his or her listening, reading, speaking and writing skills to perform academic tasks. The TOEFL test also measures the ability of nonnative speakers of English to use and understand English as it is spoken, written, and heard in college and university settings. If someone is applying to a college or university where English is the language of instruction, the TOEFL score will help admission staff determine if his/her skills in English are adequate for enrollment into the program of study (Educational Testing Service, 2006).

In Palangka Raya State Islamic Institute, the institutional TOEFL score is required as one of the requirements for all students who will join the thesis seminar. For non-English Department students, they are required to have the institutional TOEFL score not less than 400. Meanwhile, for English Department students, they are required to have the institutional TOEFL score at least 500. Based on facts above, the researcher is interested in conducting a study on The Effects of Inquiry- Based Learning on Students' Institutional TOEFL Score at the Sixth Semester English Department of Palangka Raya State Islamic Institute. There are a number of reasons to choose the topic of the study. First, based on the previous studies, inquiry- based learning has been succeeding to improve students' achievement in EFL classes. Second, the institutional TOEFL is essential for English Department students of Palangka Raya State Islamic Institute as a measurement of English ability. Third, both teachers and English Study Program students of Tarbiyah and Teacher Training Faculty of the Palangka Raya State Islamic Institute should know their English ability in order to improve the quality of teaching English in EFL classes. Fourth, knowing the students' progress on TOEFL score using inquiry- based learning   is important in order to see the effect of the teaching method applied in the EFL class and to see the more appropriate learning method.

D. Research Problem and Objective of the Study

Based on the facts above, the problem of the study can be formulated as follows: Is there any significance difference on the students' TOEFL score

before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute? The study is aimed at measuring significance difference on the students' TOEFL score before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute.

E. Significance of the Study

The study has theoretical and practical significance. Theoretically, the result of the study can be used as a study of the implementation of inquiry-based learning in EFL class. The result of the study can also affirm the principles of theory of Inquiry Based Learning. In terms of theory, this study is expected to support the theory of inquiry- based learning especially in the TOEFL class   in English language learning. The result of the study is expected to describe the steps teaching TOEFL using inquiry- based learning. In addition, the result of this study may provide new insights in researching inquiry- based learning, especially in TOEFL class. It is expected that the result of the study can give significant contribution to the EFL teachers.

Practically, the result of the study can give empirical data on the EFL class, especially in TOEFL class, about the difference students' score on the institutional TOEFL before, during, and after the implementation of inquiry-based learning. Moreover, the result study can be used to classify the students based on their institutional TOEFL performance. The result study can also be used by English study program as   a parameter of the students' quality to improve the quality of teaching at English study program at Palangka Raya State Islamic Institute.

Practically, the study is also expected to provide information on trends in EFL class. This information can be used as learning materials to enhance the students' problem in TOEFL. It can also be a fed back to the lecturers in order to improve the EFL teaching quality. Moreover, the study can also help the students to solve their problems in solving TOEFL test. Through this research, both teachers and students get information about the EFL teaching method in preparing the course syllabus or in a broader scope, the EFL curriculum development.

F. Research Methodology

The design was the researcher's plan for the study, which includes the method to be used, what data would be gathered, where, how and whom

(Ary, 2010; 32). It was a total plan for carrying out an investigation. Research design started with an initial interest, idea or theoretical expectation and proceeded through a series of interrelated steps to narrow the focus of the study so that concepts, methods and procedures are well defined (James, 2003; 148). The study belonged to experiment research using times series design or repeated measures design, since it attempted to measure the difference means with three series times of test on the students' TOEFL score before, during, and after the implementation of inquiry- based learning. Here, the One Way ANOVA Repeated Measures was applied to test the hypotheses.

One way ANOVA Repeated Measured was used to compare three or more group means where the participants were the same in each group. This usually occurred in two situations: (1) when participants were measured multiple times to see changes to an intervention; or (2) when participants were subjected to more than one condition/trial and the response to each of these conditions wants to be compared. In the present study, the subjects' TOEFL scores are measured three times: before, during, and after the implementation of inquiry based- learning to see changes to an intervention. In the present study, the subject of the study was all the A class students of the sixth semester English department of Palangka Raya State Islamic Institute of 2015/ 2016 academic year. The number of the subject was 23 students. The study was aimed at measuring whether there is a significant difference or not on the students' TOEFL score progress: before, during, and after the implementation of inquiry based- learning. There was only one instrument developed in conducting the study, the TOEFL test.

Test instrument was a measuring device built as a series of tasks to which a person is to respond. When scored, the test gives a quantification of the characteristic that the test is designed to measure (Hopkins, 1980; 464). A good test had to concern about some basic characteristics: validity, reliability, objectivity, usability, and discrimination (Callahan, 1988; 346). Validity referred to whether the test measures what it was supposed to measure. Reliability referred to the consistency of results. Objectivity referred to freedom from subjective judgments for both the teacher and student. Usability referred to the practical aspects of time and resources required for the test. Discrimination referred to the ability of a test to separate pupils on the basis of how well they perform on the test. In this study, test was the main instrument to collect the data about the students' institutional TOEFL score.

In the present study, a standardized test was applied. The standardized test was a prepared test for which content had been selected and checked empirically. Administration and scoring procedures were the same for all test takers (Hopkins, 1980; 463). Standardized tests were useful for assessing such qualities as students' intellectual abilities, academic achievement, attitudes, interests, and aptitudes (Callahan, 1988; 344).

In the present study, the type of the test was multiple choice tests consisting of 140 test items covering 50 test items of Listening Comprehension, 40 test items of Structure and Written Expression, and 50 test items of Reading Comprehension. The study used the three models of TOEFL test compiled by Unit of Language Development at IAIN Palangka Raya. Three models of TOEFL test were selected since they represent the model of standardized TOEFL test; the TOEFL books of the similar model were easily to get; the TOEFL reference books were provided at the college library, and the students were familiar with such kind of TOEFL references. Since it was a standardized test, the test had fulfilled the requirement of validity and reliability of the test. The subjects had to take 120 minutes to complete the institutional TOEFL test for each test.

To answer the research problem, the researcher did the following steps. First, the researcher gave the TOEFL test to the subject before the implementation of inquiry based- learning in teaching TOEFL materials. This was done in order to know the early ability before the implementation. Then, during the implementation of inquiry based- learning in teaching TOEFL materials, the subjects were given another TOEFL test. This was done in order to know the students' TOEFL score progress during the implementation. Then, after the implementation of inquiry based- learning in teaching TOEFL materials, the subjects were given the other TOEFL test. This was done in order to know the students' TOEFL score progress after the implementation of inquiry based- learning.

Second, the researcher formulated the hypotheses being tested. In the present study, there were two hypotheses. The alternative hypothesis (Ha): There was statistically significance difference on the students' TOEFL score before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute. The null hypothesis (Ho): There was no statistically significance difference on the students' TOEFL score before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute.

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Third, the researcher determined the variables of the study. There were three variables in the study: one independent variable and three dependent variables. The independent variables was inquiry- based learning. Meanwhile, the dependent variables were the scores of the students' TOEFL test before the implementation of inquiry- based learning ; the scores of the students' TOEFL test during the implementation of inquiry- based learning; and the scores of the students' TOEFL test after the implementation of inquiry- based learning.

Fourth, the researcher measured pre-required tests before testing the hypothesis, such as normality test using Shapiro- Wilk test, homogeneity using the Levene test and Sphericity using Mauchly test.

Fourth, the researcher analysed the collected data and tested the hypothesis using SPSS program of one way ANOVA Repeated Measured in order to measure whether there was statistically difference or not on the students' TOEFL scores, before, during and after the implementation of inquiry- based learning. Here, the three different scores were compared and analyzed using One Way ANOVA Repeated Measures. To find the F value, the SPSS 16.0 program was applied. Then, the F value was compared with F table at 1% and 5% significant levels. If the F value was higher than F table, ha was accepted and ho was rejected. It meant that there was statistically significance difference on the students' TOEFL score before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute at 1% and 5% significant levels. On the contrary, if the F value was smaller than F table, ha was rejected and ho was accepted. It meant that there was no statistically significance difference on the students' TOEFL score before, during, and after the implementation of inquiry- based learning at the Sixth Semester English Department of Palangka Raya State Islamic Institute at 1% and 5% significant levels. Finally, the discussion was made to clarify the research findings.

G. Research Findings

After given three times for TOEFL tests, the result showed that there was a significant improvement: before, during, and after the treatment, as described in Table 1.

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Tabel 1 The Comparison of TOEFL Scores: before, during, and after the treatment

No	Subjects	TOEFL Scores			Improvement
		before	during	after	
1	Apr	416	466	513	97
2	Asm	433	463	490	57
3	Her	390	400	430	40
4	Liz	440	473	510	70
5	Tak	406	480	496	90
6	Nin	526	530	550	24
7	Tum	520	526	543	23
8	Yul	443	503	516	73
9	Rif	536	543	560	24
10	Mar	473	506	526	53
11	Ann	470	486	506	36
12	Sus	460	470	483	23
13	Ade	433	460	483	50
14	Put	456	473	503	47
15	Nur	446	496	520	74
16	Mud	500	506	526	26
17	Ikh	456	493	500	44
18	Rin	473	476	513	40
19	Rat	503	520	533	30
20	Suk	480	503	506	26
21	Dwi	456	460	476	20

| 22 | Tri | 503 | 536 | 550 | 47 |
| 23 | Dia | 436 | 510 | 526 | 90 |

Based on the table above, it can be seen that the TOEFL score before the treatment as follows: there were 3 of 23 (or 13.03%) got intermediate score; about 15 of 23 students (65.22%) got pre-advanced score; and about 5 of 23 students (21.74%) got advanced score. None of students special advanced, pre intermediate and elementary scores. The lowest score 390 and the highest score was 536. The average score was 436 (pre advanced category). After given the treatment, the students' TOEFL score increased better as follows: there were 1 of 23 (or 4.35%) got special advanced; about 7 students or 65.22% pre-advanced score; and about 15 of 23 students (65.22%) got advanced score. None of students got intermediate, pre intermediate and elementary scores. The lowest score 430 and the highest score was 560. The average score was 511.

In addition, the result of Shapiro- Wilk test for testing normality was that (p= 0.832 > 0.05), the Levene test for testing homogeneity (p= 0.276 > 0.05); and Mauchly test for testing Sphericity (p=0.000<0.05), as described in Table 2.

Table 2. Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	VAR00002	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	1	.099	23	.200[*]	.976	23	.832
	2	.128	23	.200[*]	.945	23	.235
	3	.086	23	.200[*]	.955	23	.364

a. Lilliefors Significance Correction

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

Then, the homogeneity test using Levene test as described in Table 3.

Tabel 3. the homogeneity test

Levene Statistic	df1	df2	Sig.
1.313	2	66	.276

Based on Shapiro- Wilk test, it was found that the value of Sig. was 0.832. Since it was greater than 0.05, it was concluded that the data were in normal distribution. Then, for testing the homogeneity, it was found that the value of Sig. for Levene test was 0.276. Since it was greater than 0.05, it was concluded that the data were not violated the homogeneity. Then, Shericity test was done using Mauchly's Test, as described in Table 4.

Table 4. Mauchly's Test of Sphericity[b]

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[a]		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
score	.445	16.995	2	.000	.643	.666	.500

The table showed that the value of Sig. was 0.000. Since, it was smaller than 0.05, it meant the data fulfilled the assumption of Sphericity. Then, the null hypothesis   being rejected was formulated. There was no significance difference on the TOEFL score before, during, and after the treatment. Here, a One Way ANOVA Repeated Measures test was applied using Multivariate Tests was applied as in Table 5.

Table 5. Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
tes	Pillai's Trace	.861	64.783[a]	2.000	21.000	.000	.861
	Wilks' Lambda	.139	64.783[a]	2.000	21.000	.000	.861
	Hotelling's Trace	6.170	64.783[a]	2.000	21.000	.000	.861
	Roy's Largest Root	6.170	64.783[a]	2.000	21.000	.000	.861

Table 5. Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
tes	Pillai's Trace	.861	64.783[a]	2.000	21.000	.000	.861
	Wilks' Lambda	.139	64.783[a]	2.000	21.000	.000	.861
	Hotelling's Trace	6.170	64.783[a]	2.000	21.000	.000	.861
	Roy's Largest Root	6.170	64.783[a]	2.000	21.000	.000	.861

a. Exact statistic

b. Design: Intercept
 Within Subjects Design: tes

Based on multivariate test, it was found that the value of Wilks' Lambda was 0.139 with probability score was Sig. 0.000 (where p< 0.005). Since the score of p was less than 0.05. it could said that there was significance difference on the TOEFL score before, during, and after the treatment. Besides, the value of Partial Eta Squared was 0.861. It could be interpreted that there was a significant statistical difference on the students' TOEFL scores before the treatment (means 436), during (means 490) and after the implementation of Inquiry Based Learning (means 511).

H. Recommendation

Based on the above research findings, it was recommended that the students apply Inquiry Based learning when studying TOEFL by following the steps: (1) trying continuously to solve TOEFL problems, (2) looking for the strategies in solving TOEFL problems, and (3) identifying several TOEFL models from various references. It was also recommended for the teachers apply Inquiry Based learning when teaching TOEFL by following the steps: (1) developing the learners' ability to critically thinking, (3) developing learner's self-study, and (3) developing learners' ability to have positive thinking in learning.

Since this study belonged to experiment research using ANOVA Repeated Measure design, it was recommended that other researchers investigate qualitatively the students' problem in solving TOEFL tests. The other researchers were also recommended to follow up this result by

conducting similar topic in different views.

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ANALYSIS OF DEIXIS IN THE ARTICLE SELECTED FROM THE JAKARTA POST

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Abstract

This paper reports on the findings of a study investigating the deixis in the article selected from the Jakarta post. It was applied descriptive qualitative using content analysis to analyze the deixis found in the article selected from the Jakarta post. The findings show that the kinds of deixis found in the article selected from the Jakarta Post are person deixis, spatial deixis, and temporal deixis. The deictic words of the preson deixis found are *it* (the third person singular personal pronoun), *I, me, we* (the first person singular personal pronoun), *your* (possesive form of pronoun *you*), and *his* (possesive form of pronoun *he*). The deictic words of the spatial deixis found are *places*, *that* (demonstrative pronoun), and *here* (adverb of place). The deictic words of the temporal deixis found are *this year* and *now.*

Keywords: *deixis, person deixis, spatial deixis, temporal deixis, newpaper article*

1. Introduction

In daily communication, people may use linguistics forms to express the meaning in the different context in the forms discourse or utterance. These linguistic fields are closely connected with each other until now. Determining the meaning of various kinds of linguistics expressions is not a simple task, because the reader or the hearer has to be able to understand and interpret the writer's speaker's meaning by his/her utterance.

For one of the most basic things to do with utterances, deixis seems not very familiar. People use it so often in both spoken and written language, but they do not know the word or the term to call it. As for college students who are majoring English, the term deixis is common when they study semantics. Studying deixis means learning one aspect of natural languages that requires such reference to know (at least) who the speaker and the

hearer are, the place and the time of speaking in which the deictic terms are used.

This paper focuses only on the discussion of deixis because deixis is very important in language study. There are many words and expressions that depend on the circumstance, in order to be understood. This aspect is called deixis (Carron, 1992:22). Armed with this condition, then deixis cannot be ignored in the study of language, for ordinary language is full of their use. Particularly it will try to analyze deixis in the article selected from the Jakarta Post. This paper is started by presenting the review of related theory – deixis/deictic terms, types of deixis, and deictic usage – the analysis of deixis, and conclusion respectively.

2. Review of Related Literature
2.1. Deixis/Deictic Terms

Lyons (1977:636) states that now in linguistics, the term *deixis* (which comes from a Greek word meaning 'pointing' or 'indicating') is used to "refer to the function of personal and demonstratives pronouns, of the tense and of a variety of other grammatical and lexical features" which concern to the spatiotemporal coordinates of the act of utterance.

In the same idea Lyons (1977:637) added that, by deixis is mean the location an identification of persons, objects, events, processes, and activities that being talked about or referred to relating of the spatiotemporal context are formed and determined by the act of utterance and the participant in it, usually, it is spoken by a single speaker and at least one addressee.

The idea of deixis is identification by pointing clearly as a form of referring that is tied to the speaker's context. It relates to the ways where language encode some grammatical features of the context of utterance, wherein the interpretation of utterances depends on the analysis of that context of utterance.

Soekemi (2000: 33) states a deictic word is one which takes some elements of its meaning from the situation of the utterance in which it is used. He gives example, Emi says "*I*'ll be *there*". *I* refers to Emi and *there* refers to a particular place. Other examples of deictic words are *you, here, today, his, sini, nanti*. Deictic words help the hearer to identify the referent of a referring expression through its spatial or temporal relationships with the situation of an utterance.

In other words Carron (1992:129-130) points out that deictic markers are used to *designate* what is being spoken about by situating this within a system of reference defined by the situation of utterance. He also states that there are three essential elements of the system of reference:

a. The *participants* of the utterance are the personal markers of the first or second person (such as pronouns: *I, we,* and *you*: possessives; verbal markers), put together the third person designates a non-participant.
b. The *place* of utterance designate the positons (*here, there*) and objects (*this, that*), generally, to distinguish the position of the speaker as the reference point being near speaker or away from speaker.
c. The *time* of utterance performs as the foundation for a wide range of temporal landmarks marked by all kinds of adverbial expressions (*now, then, yesterday, tomorrow, etc*), and also tenses.

Dillon (1977:102) defines that for locating things in space relative to the speaker and the hearer, the devices are more complicated than those for the time. Since the speaker and the hearer are assumed to be at the same point in time, they are not necessary at the same point in place. The *here-there, this-that* oppositions seem to be like time at first glance if individuals think of speaker (S) and hearer (H) as together. It could be drawn as the figure 1 below:

Figure 1. The Location of Things Relative to the Speaker and Hearer that Stand Vertically (Dillon, 1977:102)

```
 ┌─────────────────────┐
 │ S                   │
 │                     │
 │     A        B      │
 │                     │
 │ H                   │
 └─────────────────────┘
```
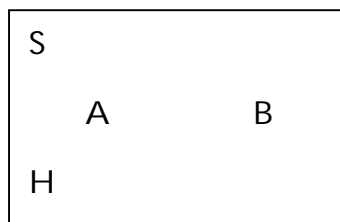
Where:

S: Speaker

H: Hearer

A: Object 1

B: Object 2

In this case, both speaker and hearer stand vertically (but it is not same in reality). They would refer to **A** as *this one (here)* and **B** as *that one (there)*. Because **A** is closer to the speaker, rather than **B**. However the system gets more complicated when **A** and **B** stretch out between speaker and hearer. It is drawn as the figure 2 below:

Figure 2. The Location of Things Relative to the Speaker and Hearer that Stand Horizontally (Dillon, 1977: 102)

```
┌─────────────────────────────┐
│              B              │
│                             │
│  S                     H    │
│        A                    │
└─────────────────────────────┘
```
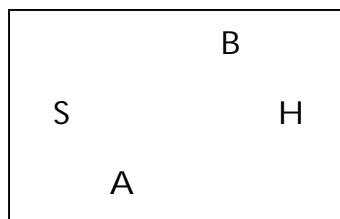
In this case, the speaker and the hearer stand horizontally even though they stand in different position. Then for the speaker, **A** is *here* and **B** is *there*, but vice versa for the hearer. Therefore, the hearer must adopt the speaker's point of view, as it were, for the moment in order to understand which things the speaker is referring by *this one*.

Further, it is generally true that deixis is organized in an egocentric way. In the sense that whoever the speaker by virtue of being the speaker, he casts himself in the role of ego and relates everything to his perspective (Lyons, 1995: 305). For the purpose of semantic or pragmatic interpretation, the deictic expressions are thought as anchored in the spatiotemporal viewpoint of the speaker to specific points in the communicative event constituting the deictic center.

2.2. Types of Deixis

There are three traditional categories of deixis, i.e. *person deixis, place or spatial deixis,* and *time or temporal deixis* (Levinson, 1983:62). These categories are understood in the following way.

2.2.1. Person Deixis

According to Levinson (1983:62) person deixis concerns the encoding of the role of participants in the speech event. Person deixis clearly operates on a basic three part divisions, exemplified by the pronouns for the pronouns for first person *(I)*, second person *(you)* and third person *(he, she,* or *it)*. See his

examples below:

1. First person reference to self.
   e.g. "*I* fall in love in a first sight"

2. Second person reference to addressee(s)
   e.g. "*You* are Andree's sister"

3. Third person reference to others who neither speaker nor addressee
   e.g. "*He* is the president of Indonesia"

Person deixis is commonly expressed by pronouns, such as *I*, *my*, *mine*, *you*, *your*, *yours*, *we*, *ours*, *us*, *etc* (Fromkin, Rodman, and Hyams, 2003:213). Those pronouns require identification of speaker and listener for interpretation. Besides, other expression such as *this person*, *that man*, *these women*, *those children*, *etc* are also deictic since in order for the listener to make a referential connection and understand what is meant, they require pragmatic information (ibid).

2.2.2. Place or Spatial Deixis

Spatial or place Deixis refers to how languages show the relationship between space and the location of the participants in a discourse. Fromkin, Rodman, and Hyams (2003:218) said that, the expression of place deixis require contextual information of the place of the utterance such as *here, there, this, place, that, place, this city*, etc. In English, the distinction between space and the location of the participants in a discourse is shown in demonstrative pronouns (*that-this*), or in adverbs (*here-there*), directional terms (*before-behind, left-right, front-back*) or in phrases such as at our place, out back etc.

In addition, Yule (1996:12) in considering spatial deixis, however, it is important to remember that location from the speaker perspective can be fixed mentally as well as physically. Based on this statements, Yule categorized spatial deictic into two forms deictic projection and psychological distance.

a. *Deictic projection* is accomplished via dramatic performance when I used speech to represent the person, location, and feelings of someone or something else.
   For example:
   'I will be right *here* waiting for you'
   Proximal term of *here* means the location of the speaker.

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b. *Psychological distance* is the truly pragmatic basis of deixis. Physically close objects will tend to be treated by the speaker as psychological close. Also something that is psychological with generally.

For example:

'The man *over there*'

Distal term of *over there* is refer to the location of *the man* is far from the speaker. The speaker who utters it and the word *the man* could be referred to someone, which consider as a man and know by the speaker and the speaker and the hearer.

Deixis is like reference by means of an expression whose interpretation is relative to the usually extra linguistic context of the utterances, such as who is speaking, the time and place of speaking, the gesture of the speaker, or the current location in the discourse (Lyons, 1981:170).

2.2.3   Time or Temporal Deixis

According to Levinson (1983:62) Time or temporal deixis is a reference to the time relative to a temporal reference point, this point is the moment of the utterance at which of the time of speaking (or written inscribed). Moreover Yule (1996:14) stated that the forms of temporal reference are learned a lot later than the deictic expressions like *yesterday, tomorrow, today, tonight, next week, last week, this week.* All these expressions depend for their interpretation on knowing the relevant utterance time.

For example:

1.   November 22nd, 1963? I was in Scotland *then*.

In the distal expression then applies to past time relative to the speakers present   time.

2.   I will come to your house *tomorrow*.

There is a notice on someone's appointment with someone to future time.

In temporal deixis, the remote or distal form can be used to communicate not one distance from current, but also distance from current reality or facts.

2.3.   Deictic usage

There are important differences in the use of deictic terms. As Fillmore in Yule's book of *pragmatics* (1996:93) points out that deictic expression can be used in one or more of three different ways, those are:

1. *Gestural used*

   The terms used in a *gestural* deictic way can be interpreted by somebody physical monitoring aspect of the speech event.

2. *Symbolic usage*

   The terms used in a *symbolic* deictic way can be interpreted by knowing particular aspect of the speech event, whether this knowledge comes by current perception or not. In other words, Levinson (1983:66) states that the interpretation of symbolic usage requires knowledge of "contextual coordinates available to participants antecedent to the utterance".

3. *Anaphoric usage*

   The term used in *anaphoric* way can be interpreted by knowing whether the expression is co-referential with other part of the same discourse. In Lyons (1977:657), it is "argued that anaphora also depends ultimately upon deixis".

   Deictic expressions are a particular kind of referential expressions. Therefore, to establish the correct reference, Mey (1993;95) defines hat the referent of deictic expression cannot be identified unless a certain minimal context is known. Further, the following examples will help to make the distinction of the three uses:

   - Would you please put it *there*!
     The deictic expression *there* is used gesturally. Its gestural usage can be interpreted by knowing where the speaker is pointing in order to know what place he is indicating.
   - Is Mary *there*?
     The symbolic usage is shown in the telephoner's utterance. Then, the word *there* is understood as relative to the place of utterance as meaning 'in the place where the speaker is'.
   - I was born in Surabaya and have lived *there* ever since.
     The term *there* is used anaphorically to refer to a place which had been identified earlier in the discourse, i.e. whatever place Surabaya refers to. However. The symbolic usage is also shown in this utterance, in which the deictic expressions *there* simultaneously contrasts with *here* on the deictic dimension of space, locating the utterance outside Surabaya.

3. Research Methodology

This research is categorized as descriptive qualitative because the data have been analyzed and its findings are in the form of descriptions, instead of numbers. A descriptive research determines and reports the thing. It means that this research happens naturally, has no control over the condition and situation, and can only measure what already exist (Gay & Airasian, 1992: 11).

The type of this qualitative research was content analysis which applied to written or visual material. According to Ary et al. (2002: 29), content analysis focuses on analyzing and interpreting recorded material to learn about human behavior, and the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, transcript or other documents. The research procedure was to find descriptive data in the form of written data as a result of the content analysis of document employed to the certain text such as the text in the article selected from the Jakarta post.

The data source of this research was the article selected from the Jakarta post published on 4 January 2007. The collected data gained from documentation were then analyzed to fulfill the data towards problems. It was through the techniques–data reduction, data display, and conclusion drawing/verifying (Miles & Huberman, 1994: 16). To do so, after the data were collected, data reduction was conducted by classifying, pointing, throwing irrelevant data, and organizing data. All the data were then presented in narration, and the conclusion was drawn.

4. Findings and Discussion

To apply the theory related to deixis, it will be presented some data taken from the article *"More than 1 m New Yorkers Choose between Food or Rent"* from *The Jakarta Post (Thursday, January 4, 2007)* as source of the data:

1. *Food or Rent? That is the daily choice faced by about 1,2 million of New York's 8,2 million people.*
   Deictic expression   : that
   That is demonstrative pronoun. It can be called spatial deixis. To know its referent we read the whole text. After reading the whole text we found out that it refers to food or rent as the New York's people choice.

2. *Faced with that choice, mostly they pay rent and rely on emergency or charity food to survive, poverty activist say.*

Deictic expression   s   : that, they
The deictic word *that* is demonstrative pronoun. It can be called spatial deixis. To know its referent we read the whole text. After reading the whole text we found out that it refers to food or rent as the New York's people choice. The deictic word *they* has anaphorical usage that is the referent comes before the deictic word. In the text, *they* refers to New York's 1,2 million people.

3. *"It is a struggle,"said 53-year-old Pierra Simmons, who has a part-time job, as he wrapped up a bagel from his soup kitchen for later.*
    Deictic expression   s   : it, he, his
    It is the third person singular personal pronoun. It can be called person deixis. After reading the whole text, we found out that *it* refers to food or rent as the New York's people choice. *He* is the third person singular personal pronoun. *His* is the possessive form which is originated from the pronoun *he*. *He, his* belong to person deixis. All of them refer to 53-year-old Pierra Simmons, who has a part-time job.

4. *"I have a job, but the cost of living is so high, it makes it hard to buy food."*
    Deictic expressions   : I, it
    I is the first person singular personal pronoun. After reading the whole text, we found out that *I* refers back to 53-year-old Pierra Simmons, who has a part-time job, the speaker of this utterance. The deictic word in the text, *It* belongs to person deixis. After reading the whole text, we found out that the first *it* refers to salary of the job and the second *it* refers to the cost of living.

5. *But, of all places in the United States, New York has perhaps theh most visible income gap.*
    Deictic expression   : places
    Places can be called a spatial deixis. Its referent can be found from the immediate context. After reading a whole text we found out that *places* refers to all places in the United States.

6. *While the city's Wall Street banker are doe to collect nearly US $ 24 billion in bonuses this year.*
    Deictic expressions   : this year
    This year is temporal deixis. Its referent can be found from the moment of utterance. *This year* refers to this year 2007.

7. *"I feel angry that we still need to be in this kind of business,"* said Lucy Caberra, *the Food Bank's president and chief executive.*
    Deictic expressions : I, we
    Both *I* and *we* are the first person singular personal pronoun. It refers back to Lucy Caberra, the Food Bank's president and chief executive.

8. *"I would rather be giving my expertise to try and solve the hunger issue in a third-world country, where they have no food."*
    Deictic expressions : I, my, they
    I is the first person singular personal pronoun. It is a person deixis. The possessive form *my* which is originated from the pronoun *I,* it is a person deixis To know its referent we read the whole text. After reading the whole text we found out that *I* and *my* refer back to Lucy Caberra, the Food Bank's president and chief executive. The deictic word *they* has anaphorical usage that is the referent comes before the deictic word. To know its referent we read the whole text. After reading the whole text we found out that it refers to 1,200 Community groups and charities in the city.

9. *"Here we have the food, "she said, as workers zipped about the warehouse floor on pallet jacks filling agency food orders.*
    Deictic expressions : Here, we, she
    Here which is an adverb of place can be called a spatial deixis. Its referent can be found from the immediate context. After reading a whole text we found out that *here* refers to an industrial section of New York's Bronx borough. *We* as the first person plural personal pronoun. It refers back to workers. *She* is the third person singular personal pronoun. It is called person deixis. To know its referent we read the whole text. After reading the whole text we found out that it refers to Lucy Caberra, the Food Bank's president and chief executive.

10. *"When I first came here it was a lot of minoritas, drug users, now it is the families, the struggling person."* Said Executive Director Sister Mary Alice Hannan.*
    Deictic expressions : I, here, it, now
    I is the first person singular personal pronoun. *I* is also a person deixis because it refers back to Mary Alice Hannan, the speaker of this utterance. *Here* which is an adverb of place can be called a spatial deixis. Its referent can be found from the immediate context. After reading a whole text we found out that *here* refers to The Mary Alice Hannan's work place. The

deictic word in the text, *It* belongs to person deixis. After reading the whole text, we found out that the first *it* refers to the struggling person. *Now* is temporal deixis. Its referent can be found from the moment of utterance. *Now* refers to this year 2007.

11. *"There's just some kind of a lack of awareness of the size of your family versus your income, your ability to live,"* Hannan said.
Deictic expression : your
The possessive form *your* which is originated from the pronoun *you*, it is a person deixis. To know its referent we read the whole text. After reading the whole text we found out that *your* refers back to the families.

12. *"You don't have to be homeless to be hungry,"* said POTS kitchen manager Daune Moore, who is known as Diz, as she stood with her arms folded watching over the lunchtime crowd.*
Deictic expressions : you, she, her

You is the second person singular personal pronoun. It refers to 100 people. The possessive form *her* which is originated from the pronoun *she*, it is a person deixis. It refers to POTS kitchen manager Daune Moore as the speaker of this utterance.

13. *"I get my child a hamburger, French fries an soda and they're satisfied and it is only cost me 99 cents - I go to the supermarket and I can't even get a can of beans for that,"* Cabrera said.
Deictic expressions : I, me, they, it
I and *me* is the first person singular personal pronoun and they also a person deixis because they refer back to Cabrera, the speaker of this utterance. The deictic word *they* has anaphorical usage that is the referent comes before the deictic word. In the text, *they* refers to French. The deictic word *it* has anaphorical usage that is the referent comes before the deictic word. In the text, *it* refers to an soda.

14. *"It is about being able to feed people in a way so that they stay healthy, continue to work."* Cabrera said.
Deictic expressions : it, they
The deictic word in the text, *It* belongs to person deixis. After reading the whole text, we found out that *it* refers to food. The deictic word *they* has anaphorical usage that is the referent comes before the deictic word. In

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the text, *they* refers to people.

15. *Virgilio Avilius, 45, limps back to <u>his</u> table carrying <u>his</u> lunch. In 1988 <u>he</u> was working as a window washer, earning up to $1,00 a week, when <u>he</u> fell four floors.*
Deictic expression   s   : he, his
The possessive form *his* which is originated from the pronoun *he,* it is a person deixis. The deictic word *he* has anaphorical usage that is the referent comes before the deictic word. In the text, *he* refers to Virgilio Avilius.

16. *After spending six months in a coma and 10 years in hospitals, Avilius <u>now</u> has apartment of <u>his</u> own that costs <u>him</u> $200 a month rent. <u>His</u> government income is $250 a month.*
Deictic expression   s   : now, his, him
Now is temporal deixis. Its referent can be found from the moment of utterance. *Now* refers to this year 2007. The possessive form *his* which is originated from the pronoun *he,* it is a person deixis. And also *him* is the third person singular personal pronoun. It is also called person deixis. *His and him* have anaphorical usage that is the referent comes before the deictic word. In the text, they refer to Avilius.

17. *"<u>That's</u> all <u>I</u> have to <u>my</u> name," <u>he</u> said. "<u>I</u> have to eat <u>here</u>. <u>I</u> can't be spending $10 a day food."*
Deictic expression   s   : that, I, my, he, here
The deictic word *that* is demonstrative pronoun. It can be called spatial deixis. To know its referent we read the whole text. After reading the whole text we found out that it refers to the costs of a month rent. *I* is the first person singular personal pronoun. It is a person deixis. The possessive form *my* which is originated from the pronoun *I,* it is a person deixis To know its referent we read the whole text. After reading the whole text we found out that *I* and *my* refer back to Avilus. *He* is the third person singular personal pronoun. It is called person deixis. To know its referent we read the whole text. After reading the whole text we found out that it refers to Avilus. *Here* which is an adverb of place can be called a spatial deixis. Its referent can be found from the immediate context. After reading a whole text we found out that *here* refers to the part of the solution (POTS) soup kitchen and food pantry in the Bronx borough of New York.

5. Conclusion

Understanding the deixis is very important in studying semantics. As for college students who are majoring English, the term deixis is common when they study semantics. Studying deixis means learning one aspect of natural languages that requires such reference to know (at least) who the speaker and the hearer are, the place and the time of speaking in which the deictic terms are used. By applying the theory of deixis/deictic terms in the analysis of the article, it could be conclude that most of the utterances or the sentences in the article contains deictic expression. Therefore by understanding the deixis in the article, it will help us to understanding the article better and correctly.

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THE EFFECTIVENESS OF PICTURE SERIES TOWARD THE STUDENTS' WRITING SCORES

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Abstract

The study is intended to find out whether or not the eighth grade students of MTs Muslimat NU Palangka Raya who are taught through picture series achieve better in writing recount text than those who are taught without picture series. The study was classified as experimental study. The study was conducted at Muslimat NU Palangka Raya. There were 72 (seventy two) students to be the samples of the study. There were 36 (thirty six) students in class VIII-C to be assigned as experimental group and there were 36 (thirty six) students in class VIII-A to be assigned as control group. The data were obtained from writing test. These data were the scores of the students' writing tests after having eight times treatment for each class. The finding confirmed that the eight grade students of MTs Muslimat NU Palangka Raya who were taught through picture series achieved better in writing recount text than those who were taught without picture series.

Keywords: *picture series, writing recount text*

INTRODUCTION

English consists of four language skills; listening, speaking, reading and writing. Among those skills, writing occupies the last position. This position indicates that writing is considered to be highly difficult and complex to master. Richard (2003:303) claims that writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences.

Although writing is considered to be the most difficult subject, the existence of this skill is required in order to help students to express their ideas, feeling and opinion into different types of writing to readers.

Due to its difficulty, teaching writing should be aided by using

media. There are lot kinds of media that can be used in teaching writing. In in the context of teaching writing to the eight grade students of MTs Muslimat NU Palangka Raya, the media to be used were pictures series. Stephens (1995:205) states that the picture for writing is a supplementary material or developing students' writing skills, a systematic building in writing skills (from sentence construction to paragraph composition), a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills.

Ernestova (1981:5), states that the ready-made pictures can be used to develop and sustain motivation, to procedure positive attitudes toward English and to teach or reinforce some language learning skills. The teacher must supply the necessary motivation and make up for the lack of natural stimuli, in order to develop the enthusiasm his/her students' imagination to help him/her. But words alone are not sufficient to carry the student over into an imaginary situation. More than anything else, it is visual aids in form or another that the students enter an imaginative experience beyond the classroom.

Furthermore, Bowen (1973: 28) says that the function of picture series to tell a story or a sequence of events. It is line with the purpose of recount text that retelling some events in the past. Those statements declare that the strengths of pictures series are informing about place, object, and some events, creating the students' mind-sets, raising the students' motivation and interest, and help ingstudents to arrange the story.

Joklova (2005) in Yuliarsih (2005:42) says that the picture is used in a meaningful and real life communicative way than being just displayed for the students to what they can actually see. Raims (2001:277), states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for the students' attention.

Pirrozzolo and Wittrock (1981:212) emphasize the importance of picture series which can be shown as follows.
a. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or to lengthy explanation of meaning.
b. Pictures can be used for revision from one lesson to another as well as

for long-term revision of vocabulary and structures.

c.   Pictures can be used as the basic of written work, for instance, question writing.

d.   Pictures increase students' motivation and provide useful practice material as well as test material.

e.   Pictures can be used to give students an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas.

The arguments that pictures series can be used in teaching writing are supported by the following numerous studies. There are a number of researchers who conducted studies on pictures series. Hakim (2010:5) found that the majority of the students have a positive attitude toward the use of picture series to learn recount text writing. Moreover, it was found from the observation data that the students participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 58.57 prior to the teaching-learning process to 77.87 at the end of the treatment.

Astuti (2011:54) revealed that the students could improve their writing ability of recount text through picture sequences. To improve students' writing ability of recount text, the students analysed the schematic structures concerning orientation, events, and re-orientation of any kinds of stories based on the pictures given to the students. Then, they have to tell the story using their own words into a good order of recount text. Furthermore, from the observation during the teaching-learning process of writing recount text, the students were motivated in the teaching-learning process, they felt interested in understanding the story based the picture, and they could write recount text well.

Yusnita (2012:1) conducted a classroom action research. It was found out that teaching using picture series improved the students' recount text writing. The result of this research showed that the students' progress in improving writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycle was 66.0 (Achieved) which was higher than KKM (minimum standard of learning mastery). So, the use of picture series helped the students in improving recount text writing.

Hestri (2013:4-5) found that that teaching writing by using picture series as media could improve the students' writing ability in recount text.

Based on the result of post-test on two groups, the mean score of experimental group was 66.88. Meanwhile, the mean score of control group was 88. The result of the computation of t-value (t-test) was 2.35. The computation showed that t-value was higher than t-table, that was, at 2.35> 2.00. So the hypothesis is accepted.

REVIEW OF RELATED LITERATURE

this section will discuss recount text, kinds of recount text, linguistic features of recount text, picture series, the advantages of picture series and teaching writing recount text using picture series.

Recount Text

There are several definitions of recount text which are given by several language experts. Soeprapto and Darwis (2006:7) define recount as a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Anderson and Anderson (2014:24) state that recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. From all of these definitions, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened. In order words, recount text is a text type which retells past events chronologically in order to give information or entertainment.

Kinds of Recount Text

Recount text is classified into five categories. They are p*ersonal, factual, imaginative, procedural, and literary recount texts.* (Anonymous. Recount Writing.www.ijea.org// retrieved on October 17. 2014)

Personal recount, retells an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

Factual recount, reports the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

Imaginative recount, apply factual knowledge to an imaginary role on order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.

Procedural recount, records the steps in an investigation or experiment

and thereby providing the basis for reported results or findings.

Literary recount is used to retell a series of events for the purpose of entertaining.

Linguistic Features of Recount Text

The linguistic features usually found in a recount text. They are focusing on specific participants, using material processes, using circumstances of time and place and using past tense, focusing on temporal sequence (Soeprapto and Darwis (2006:7). The following is the example of recount text

Table 1. Example of Recount Text

Generic Structure	Text
Orientation	Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia.
A Series of Events	I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me, Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night.
Re-orientation	It was a very interesting holiday for me and my family was happy.

(Bahasa Inggris untuk SMP/MTs Textbook by Zumaksin and Mufarichah *2007:7)*

Picture Series

As mentioned before, picture series are one of the solution to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. There are various types of picture used in English teaching and learning. Including these types are picture series. A series of pictures is a sequence of pictures of a single subject that is aimed to tell a story and also a sequence of events.

Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask questions to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between the drawing and the words.

All of the explanation above implies that a picture series is a kind of pictures that has a series of an object or a situation is explained by some pictures. This picture usually tells about story or an event about something that happened. The series must be in chronological order.

The Advantages of Picture Series

As an interesting media, picture series have some advantages. First, picture series can motivate students in writing. Second, picture series inform the students about the object, and event relation. Third, is it can train the students to arrange the story. And the last one, it can facilitate the students to expand the story.

Picture series that will be presented in teaching process can be made by a teacher or himself or take a book, magazine, internet or other sources. The picture series that will be used have to be adjusted with students' knowledge level and with the materials which will be delivered.

Based on the explanations above, it can be concluded that the position of picture series in solving the problems of writing in terms of:
1. Overcoming lacking of vocabulary. Picture series can promote many vocabularies for the students. We know that the actions on the picturea and other details of the pictures, of course can add the new vocabularies for them.

2. Reducing grammatical mistake. From the picture series the teacher can mention some action verbs and ask the students to make the sentences based on the words in past form.

3. Generating idea organization. Some students often think that it is hard to get an idea to build their sentence. And here picture series contain of many actions that can be applied as idea or to provoke the students in imagining something, so the students do not get stuck in the middle of writing because they know what they should do first, after, and then, and so on.

Example of Picture Series

The Disadvantages of Picture Series

In addition to the advantages that have been explained before, picture series also have some disadvantages. The first, the size is very limited for big audience. Second, because picture series only focus on sense of sight. Third, it can make the students uncreative because picture series consist some sequences so in writing the text, the students just follow the sequences of picture series without thinking creatively. Fourth, picture series are only used for beginners.

Teaching Writing Recount Text Using Picture Series

To implement picture media in teaching of writing at the senior high school there were pedagogical activities to be done. They are Pre-Writing, Whilst Writing and Post-Writing.

In pre-writing activity, the class activity is focused on stimulating the students' background knowledge by showing pictures, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the class activity is focused on guiding and assigning the students to identify the picture, to obtain the writing of task. They will find out their ideas and pour it in their writing. Then they develop the idea to be a good writing.

In post-writing activity, the class activity is focused on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.

Research Method

The quasi-experimental design was used in the study. The students were divided into two groups, experimental group and control group. Picture series were used in experimental group. Meanwhile, non picture series were used in control group. The population was all the eighth graders of MTs Muslimat NU Palangka Raya who were registered as the tenth year students in academic 2014-2015. The samples were the students of class VIII C (experimental class) and the students of class VIII A (control class)

Table 2. The Number of Sample at MTs Muslimat NU Palangka Raya

No.	Grades	The Number of the Students
1.	VIII-A	36
3.	VIII-C	36
Total		72

In collecting data, writing tests were used. The results of the tests were investigated by using statistical analysis and the outcomes were compared to see the effects of picture series on writing skill. The allocated of time to do each writing test was 80 minutes. The tests were given before treatment (pretest) and after the treatment (posttest). In analysing the data, the writer used descriptive statitical analysis (central tendency, variability and inferential analysis (normality, homogeneity, and hypothesis tests).

FINDINGS AND DISCUSSION

Findings
Pre-Test Scores in the Experiment Class

There were 36 (thirty six students) in the experimental class. They were taught writing recount text using picture series. The results of pretest indicated that out of 36, there were 13 (thirteen) students who were able to pass KKM (minimum standard of learning mastery level), that was, at the score of 67. Meanwhile, there were 23 (twenty three) students who achieved the scores under KKM. Further result indicated that the standard of deviation of pre test scores in experimental class was 6.8662 and the standard of error of pretest score of experimental class was 1.16059.

Pre-Test in the Control Class

There were 36 (thirty six) students in the control class. Out of 36 students, there were 10 (ten) students who were able to pass the KKM (minimum learning mastery level), that is, at the score of 67. While, there were 26 students who achieved scores under KKM. Further result indicated, the mean score was 64.5, the standard of deviation of pretest score of control class was 5.91604 and the standard of error of pretest score of control class was 0.99999.

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Post-Test Scores in the Experimental Class

There are 36 (thirty six) students in the experimental class were assigned to write recount text with using picture series at the end of the lesson. Out of 36 (thirty six) students, there were 26 (twenty six) students who were able to pass the KKM (minimum learning mastery level), that was, at the score of 67. While, there were 7 (seven) students who were unable to pass the KKM (minimum learning mastery level). Based on the results, it was obtained that, the mean score was 74.61, the standard deviation was 3.63454 and the standard error of post-test score of experiment class was 0.61435.

Post-Test of the Control Class

There are 36 (thirty six) students in the experimental class were assigned to write recount text with using picture series at the end of the lesson. Out of 36 (thirty six) students, there were 28 (twenty eight) students who achieved KKM (minimum learning mastery level), that was at the score of 67. While, there are 8 (eight) students who achieved scores under KKM. Further result indicated that the mean score was 71.25, the standard deviation of post-test score of control class was 4.60299 and the standard error of post-test score of control class was 0.77804.

DISCUSSION

The results confirmed that the eight grade students of MTs Muslimat NU Palangka Raya who were taught through picture series achieved better in writing recount text than those who are taught without picture series. The students who were taught using picture series got higher score in post-test indicated by mean was (74.61) than those students who were taught by conventional method indicated by the mean was (71.25).

From the observation of teaching learning process, it can be seen some improvements that the students gained. In the pre-observation, in terms of the students' skills; the students had poor ideas, they did not have the topics, they had difficulties how to develop the topics, they had difficulties in expressing ideas in a sequence of sentences, they had difficulties in organizing ideas chronologically and coherently, and they had difficulties in reviewing and revising their work.

In terms of the students' behaviours; they did not have interests in learning, they had very low motivation, they felt bored with the writing lesson, and they were very passive in learning.

After the treatment were given to the students, in terms of the

students' skills; the students had good ideas, they knew how to get the topics, they knew how to develop the topics, they could express ideas in a sequence of sentences, they could organize ideas chronologically and coherently, and they could review and revise their work. These findings are in line with Stephen's statement (1995:205) that the picture for writing is a supplementary material or developing students' writing skills, a systematic building in writing skills.

In terms of the students' behaviours; they had interests in learning, they had very high motivation, they enjoyed writing lesson, and they were very active in learning. These findings are in line with Ernestova's opinion (1981:5), that the ready-made pictures can be used to develop and sustain motivation, to procedure positive attitudes toward English and to teach or reinforce some language learning skills. .

RESULT OF DATA ANALYSIS
Hypothesis Testing Using T-test

T-test statistical calculation with significant level of the refusal null hypothesis α= 0.05 was used. The criteria of Ha is accepted when $t_{obseved} > t_{table}$, and Ho is refused when $t_{observed} < t_{table}$. The result of testing hypothesis can be explained in the following table.

Table 3.
The Standard Deviation and the Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	3.63454	0.61435
X_2	4.60299	0.77804

Where:
X_1 = Experimental class
X_2 = Control class

The table shows the result of the standard deviation calculation of X_1 is 3.63454 and the result of the standard error mean calculation is 0.61435. The result of the standard deviation calculation of X_2 is 4.60299 and the result of the standard error mean calculation is 0.77804.

The next step, the standard error of the differences mean between X_1 and X_2 was caalculated follows:

$$SE_{M1}\text{-}SE_{M2} = \sqrt{SE_{m1}^2 + SE_{m2}^2}$$
$$SE_{M1}\text{-}SE_{M2} = \sqrt{0.61435^2 + 0.77804^2}$$
$$SE_{M1}\text{-}SE_{M2} = \sqrt{0.37743 + 0.60534}$$
$$SE_{M1}\text{-}SE_{M2} = \sqrt{0.99135}$$
$$SE_{M1}\text{-}SE_{M2} = 0.99135$$

The calculation above showed the standard error of the differences mean between X_1 and X_2 is 0.99135. Then, it was inserted to the t_o formula to get the value of $t_{observed}$ as follows:

$$t_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$t_o = \frac{74.61111 - 71.25}{0.99135}$$

$$t_o = \frac{3.36111}{0.99135}$$

$$t_o = 3.390$$

Connecting to the following criteria:

If t-test ($t_{observed}$) $\geq t_{table}$, it means that Ha is accepted and H0 is rejected.

If t-test ($t_{observed}$) $< t_{table}$, it means that Ha is rejected and H0 is accepted.

Then, the writer calculates the degree of freedom (df) with the formula:

$$df = (N_1 + N_2 - 2)$$
$$= (36 + 36 - 2)$$
$$= 70$$

t_{table} at df 70/60 at 5% significant level = 2.00

The calculation above shows the result of t-test calculation as in the table follows:

Table 4. The Result of T-test

Variable	$t_{observed}$	t_{table}		Df/db
		5%	1%	
X_1- X_2	3.390	2.00	2.66	70/60

Where:
X_1 = Experimental class
X_2 = Control class
$t_{observed}$ = The calculated value
t_{table} = The distribution of t value
df/db   = Degree of freedom

The result of hypothesis test calculation (Table 4.26) proves that the value of $t_{observed}$ is higher than the value of t_{table} at the level of significance in 5% or 1% that is 2.00 <3.390> 2.66. It shows that Ha is accepted and H0 is rejected. From the result of hypothesis test, it can be described that students who are taught by using picture series achieve better in writing recount text than those who are taught without picture series. It can be interpreted that alternative hypothesis is accepted.

Testing Hypothesis Using SPSS Program

SPSS 16.0 program was applied to calculate t-test in testing hypothesis of the study which supports the result of manual calculation. The result of the test using SPSS 16.0 program can be seen as follows.

Table 5. The Calculation of T-test Using SPSS 16.0

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

| score | Equal variances assumed | 1.293 | .259 | 3.127 | 70 | .003 | 3.25000 | 1.03921 | 1.17736 | 5.32264 |
| | Equal variances not assumed | | | 3.127 | 66.934 | .003 | 3.25000 | 1.03921 | 1.17569 | 5.32431 |

The hypothesis testing uses T-test to measures the significant effect of using Picture Series toward students' writing score in recount text. Based on the manual calculation and SPSS 16.0 program of T-test the $t_{observed}$= 3.127 is consulted with t_{table} with significant level 5% (2.00) and 1% (2.66) or 2.00 <3.127>2.66.

The result of calculation confirms that Ha is accepted and H0 is rejected. From the result of hypothesis test, it can be described that students who are taught by using picture series achieve better in writing recount text than those who are taught without picture series. This indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted.

Meanwhile, the null hypothesis stating that that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected. It means that the students who are taught through picture series have better writing scores than those who are taught without picture series.

To supports the result of testing hypothesis, SPSS 16.0 program was used. The result of the analysis shows that the students who are taught by using picture series give significant effect on the writing score. It is confirmed that the value of $t_{observed}$ is higher than t_{table} at 5% and 1% significant level or 2.00<3.127 >2.66. This finding indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted. On the other hand, the null hypothesis stating that

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that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected.

CONCLUSION AND SUGGESTION
Conclusion

The result of data analysis shows that writing scores which are gained by the students before and after conducting treatment are significantly different. This can be seen from the following facts. First, the result of t-test using manual calculation shows that the calculation value t $_{observed}$ is greater than t $_{table}$ = 2.00< 3.390>2.66. Second, the result of t-test using SPSS 16.0 calculation found the value t$_{observed}$ is higher than t$_{table}$ = 2.00 <3.127> 2.66. This indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted. Meanwhile, the null hypothesis stating that that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected. It implied that if the students are taught using picture series, their scores would be higher than without using picture series.

Suggestions

Based on the research findings, there are some suggestions which are addressed to the teachers, the students, and other researchers.

First, it is suggested that teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to stimulate their students' interests in learning English, especially in writing. Picture series would be appropriate to improve students' writing scores; therefore the teacher needs to use picture series in the next teaching. Second, it is suggested that the students to do more practicing writing exercises in order to get better in mmastery of writing skill especially in recount writing. Third, it is suggested to future researchers to conduct similar studies on the other skills such as listening, reading, or speaking skill or other language components such as vocabulary and grammar for the improvement of the quality of teaching of English. Fourth, the teachers are also suggested to improve the research with the better methods and designs in order to produce new findings.

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THE SOUND CHANGING OF ENGLISH LOANWORDS
IN INDONESIAN VOCABULARY

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Abstract

In this era of globalization, language contact cannot be avoided, especially with English which is considered as international lingua franca. The subject in this research was people talking in a video taken from VOA (Voice of America) Pop News with the title "Kopi Indonesia dan Warga Muslim Indonesia di AS (1)". Meanwhile, the object of this study was the loanwords taken from the video. The purpose of this research was to find out the English loanwords whose sounds were modified from their original pronunciation. This research would help Indonesian learners to know the equivalents of English words when they spoke Indonesian instead of switching the words from English to Indonesian or vice versa. The result showed that all 14 loanwords had modification in vowel and consonant. The sound changing processes that found in the data were syncope, paragog, monophthongization, assimilation, and dissimilation. Most of all the changing was due to adjusting the sound to Indonesian orthography. With this effort of borrowing and modifying English, it is expected that Indonesian people will feel more familiar with English and hopefully it will also bring Indonesian people to be ready for globalization without losing their identity.

Keywords: *Sound changing, English loanwords*

Indonesian language whose root is Malay is a language that keeps continuing to borrow other languages' vocabulary to enrich itself, whether it is from its own family or other family of language. O'Grady (1993: 272) states that language contact occurs when speakers of one language frequently interact with the speakers of another language or dialect. English has made contact with Indonesian, especially in this era of globalization where English is considered as important. This is proved to be true as every school in Indonesia has put English as one of compulsory subjects, from kindergarten level to university level. When a person says they do not understand English,

it might not be completely true. It is due to English influence in Indonesian vocabulary. People do not realize that they are just English vocabulary that has been adopted then adapted to Indonesian.

Interpreting English to Indonesian might become one of the most difficult fields yet interesting in globalization era nowadays as English is mostly used and found in daily life. A difficulty that occasionally comes to an interpreter is finding an equivalent for the target language. Every now and then an interpreter comes into a difficult situation where there is no equivalent word for the target language. The quickest way is to explain the word to phrase or sentences, for instance, if the source language has "download" as a word, meanwhile the target language, Indonesian, does not have the equivalent, it can be said in a long phrase as "*menyalin data dari internet*" or copying data from internet. Of course, it might take time to explain every word which has no equivalent. Fortunately, Indonesian is an opened language which welcomes other languages' vocabulary to enrich the equivalent in its language. Interpreting will be easier if there is a possible word in target language as the equivalents, for example, English has "download" and Indonesian has "*unduh*". However, nowadays people tend to use "download" instead of "*unduh*". The word apparently has different prestige and popularity.

The term for borrowing other languages' units is called loaning. In this study, the unit that will be analyzed is the English sounds that have been modified into Indonesian sounds which can be found in word level. In accordance to Oxford Dictionary, loanword is a word adopted from a foreign language with little or no modification. In other words, a word that has been taken from other language may occur to have a little change or no modification at all. Mostly, every English word that has been adapted to Indonesian vocabulary has experienced this changing, especially on phonological system.

Fromkin and Rodman (1993: 216) state "the phonology of a language is the system and pattern of the speech sounds". This notion implies to a system and pattern in sounds that used by every speaker of language. Indonesian itself certainly must have a phonological system in arranging the sounds. English words might not be easy to adopt without modification since Indonesian and English has some differences in vocal, consonant, or diphthong. Even when both language orthographical systems look the same, it does not apply to how the speaker pronounces the words. Look at the table

below for comparison.

Table 1. The Orthography and Phonemic Symbol of English and Indonesian

No	English		Indonesian	
	Orthography	Phonemic	Orthography	Phonemic
1	<formal>	/fɔ:m(ə)l/	<formal>	/formal/
2	<musician>	/mjuːˈzɪʃ(ə)n/	<musisi>	/musisi/

Source: Hornby, *Oxford Advanced Learner's Dictionary of Current English* and Native Speaker of Indonesian Language

Example Number 1 showed that both words found in English and Indonesian was same orthographically. However, although it appeared to be exactly the same, when the words were pronounced in both respectful languages, they could be easily distinguished. Most Indonesian words were pronounced the way they were written in its orthographical system. English had the other way around. Indonesian consonants /f/, /m/, and /l/ were also found in English. Loanwords usually still resembled the original words, so modifying the consonants that both languages had was rather insignificant. If the consonant were not available in Indonesian or could not be applied in the system, then it could be modified by finding the closest sound. From example 2, it could be seen that both consonants /z/ and /ʃ/ were modified into /s/. For Indonesian phonological system, /z/ and / ʃ/ were actually loan sounds too. Most Indonesian people did not use English as their first language, they had their own respectful ethnic languages, and for the speakers whose mother tongue were not Indonesian, they might have found difficulties and automatically changed the sounds to /s/. On the other hand, for vocal sounds, the change was seen in the long vowels. 'o' and 'u' were still maintain and pronounced as their orthographical symbols in Indonesian. Meanwhile, the way English pronounced the sounds were different. The vowels were longer, such as /ɔ:/ for "formal" and and /uː/ for <musician>.

Poedjosoedarmo had ever written an article about vowel changes among Sundic language. Poedjosoedarmo (2004: 76) states that his research had resulted in 3 conclusions. The first was the change in the quality of segmental sound may have come as a result of a change which had

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happened to another segmental sound. The second was the changes of several segmental sounds in a language may have come as a result of the change in the pattern of suprasegmentals which accompany the make-up of words. The last one was a change in the pattern of suprasegmental seems to be instrumental in many changes that had occurres in the make-up of words and syntax.

Pratika and Poedjosoedarmo (2014) conducted a research about phonology. It was about contrastive analysis on phonological system of Ngaju Dayaknese and English. This research discussed about the contast of the two languages and the sound changing conducted by the native of Ngaju Dayaknese who had learned English. In this research, they (2014: 215) said that the difference and similarity was on the number of vowel and consonant. Ngaju Dayaknese had 4 vocals, 18 consonants, 5 diphthongs, and 3 clusters which were formed through informalization process. English had 14 vocals, 24 consonants, 8 diphthongs, 5 triphthongs, and 15 cluster patterns. The sound changing included rising, falling, and fronting and fronting on tongue's position in vowel's pronunciation, vowel's shortening and elongation, a vowel which changed into vowel sequence, diphthongization, monophthongization, sound raising on diphthong, diphthong which changed into vowel sequence and vowel consonant sequence, raising triphthong, triphtong which changed into monophthong, triphthong which changed into diphthong, triphthong which changed into vowel sequence, triphthong which changed into vowel-semivowel-vowel sequence, consonant's sound changing from voiced to voiceless, manner and place of articulation's gliding, splitting of single consonant to cluster, vowel and consonant's addition, vowel and consonant's deletion, the final consonant deletion on cluster, vowel addition on cluster, vowel sequence addition on cluster, vowel addition in the middle of consonant and cluster sequence, syllable deletion, metathesis, and the same pronunciation.

This research that was intended to be conducted was only limited on the segmental element. The first research only discussed about the changing of vowels. In the second research, all the sounds were included to draw a broader conclusion about sound changing. However, in this research, not all the sounds that existed in both English and Indonesian were analyzed, but both vowel and consonants were discussed. It only focused on the loanwords pronounced by the speakers in the research subject.

The subject in this research was people talking in a video taken from VOA (Voice of America) Pop News with the title "*Kopi Indonesia dan Warga*

Muslim Indonesia di AS (1)". In this video, the speakers used Indonesian as the main language, even though they sometimes switched into English. The data taken from the video then would be analyzed from phonological point of view; in this case, it was about sound changing. In other words, the object of this study was the loanwords taken from the video. The purpose of this research was to find out the English loanwords whose sounds were modified from their original pronunciation. It also would help interpreters to make sure they pronounced the words appropriately. This study would be theoretically gave knowledge for Indonesian people, especially interpreters, to know the difference between the original English words and their modification in Indonesian. It also offered the knowledge about what changes that happened to the loanwords. Practically this would help Indonesian learners to know the equivalents of English words when they spoke Indonesian instead of switching from Indonesian to English.

From the background that has been explained, it was needed to further investigate what loanwords had been used by the speakers in the video. Indonesian language had already made effort to borrow words from English and modify them so that its speaker felt more familiar with English and hopefully it would bring Indonesian people to be ready for globalization.

RESEARCH METHOD

This research used descriptive qualitative approach. Oral source was needed for this study since it discussed about the sound changing which could only be taken when the source spoke. Having been explained in the background, people in the video taken from VOA (Voice of America) Pop News *"Kopi Indonesia dan Warga Muslim Indonesia di AS (1)"* were made as subject in this research. The videos offered by VOA Indonesia most likely contained loanwords since it talked about Indonesian cultures that had been brought to The USA. The duration of the video was only 5 minutes and 39 seconds. Every loanword taken had already been examined whether its etymology was from English or other languages. For example, '*kopi*' was not modified from English, but '*koffie*' was brought by the Dutch during the colonialism in Indonesia.

The procedure of this research started from taking notes of every loanword mentioned in the video and it was necessary to make sure that every word was derived from English. The original words and the loanwords were also examined to confirm that they really existed in both

languages. The dictionaries used to confirm the data were Oxford Dictionary for English and *Kamus Besar Bahasa Indonesia* (KBBI) for Indonesian. The loanwords found in the video then transcribed into orthographic and phonemic symbols. The next procedure was to analyze the data, classify them according to the theory of sound changing and describe the result.

FINDINGS

The findings for this research was divided into four parts, which were English Sounds, Indonesian sounds, and the chosen data found in the video that has been transcribed. English has been widely known around the world and there were some countries that made English as their first or second language. To limit the wide variation of English dialects, English sounds that used in this research were based on Received Pronunciation (RP), the term which was first used by Jones (1924) in his book English Pronouncing Dictionary (1990). Another different term also was mentioned by McMahon (2002: 69), Standard Southern British English (SSBE). According to McMahon (2002: 69), these English sounds were generally thought of by English speakers respectively as not having any strong regional marking, and this variety of English were likely to be heard in broadcasting, for instance in reading the television or radio news. The explanation was described below.

English Sounds

McMahon (2002) says that English had 14 vowels that is divided into 5 long vowels and 9 short vowels. The long vowels were /iː/, /uː/, /ɛː/, /ɑː/, and /ɔː/, The short vowels included /i/, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /u/, /ʊ/, and /ɒ/. Verhaar (2012: 39) mentions in his book that the only difference between long and short vowels is in the length of a vowel when it is pronounced. In English, long and short vowels play a big role on distinguishing meaning. Figures below showed the position of every vowel.

Front   Central   Back
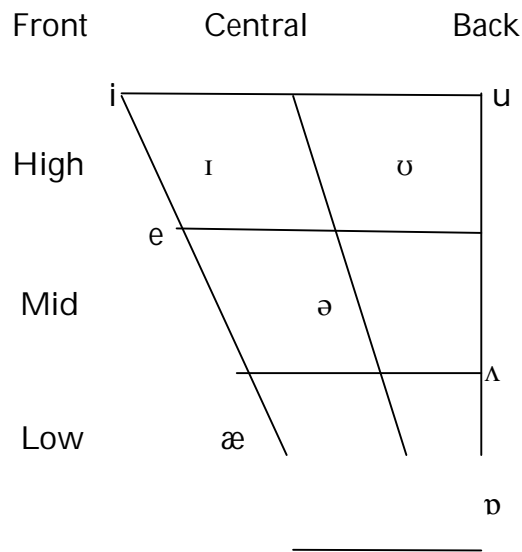
Figure 1. English Short Vowels

Front   Central   Back
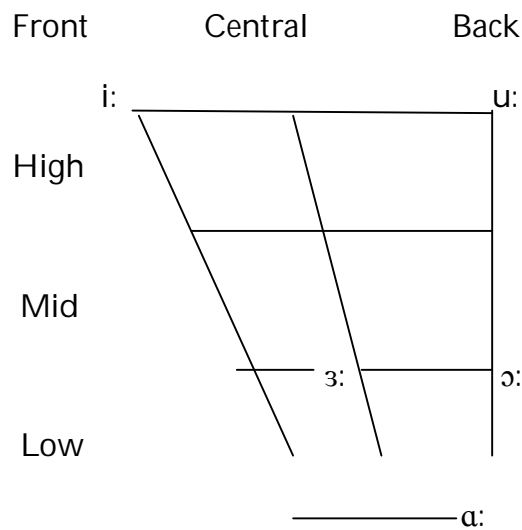
Figure 2. English Long Vowels

As for consonants, in accordance to McMahon (2002), English had 24 consonants: /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, and /y/. Some of the consonants were also found in Indonesian. The figure below showed the distribution of English consonant.

Table 2. English Consonants

Manner of Articulation	Bilabial	Labio-dental	Inter-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Place of Articulation									
VL Stop	p				t			k	
V	b				d			g	
VL Affricate						ʧ			
V						ʤ			
VL Fricative		f	θ		s	ʃ			h
V		v	ð		z	ʒ			
VL Lateral					l				
V									
VL Trill					r				
V									
VL Nasal	m				n			ŋ	
V									
VL Semivowel		w					j/y		
V									

Indonesian sounds

As it was stated in the background, Indonesian was a language which absorbed other languages' units. Chaer (2009: 68) states that Indonesian had 6 vowels, which were /a/, /e/, /ə/, /i/, /o/, dan /u/. Long vowels were not found in Indonesian as in English. This figure below showed the distribution of Indonesian vowels.

Front   Central   Back
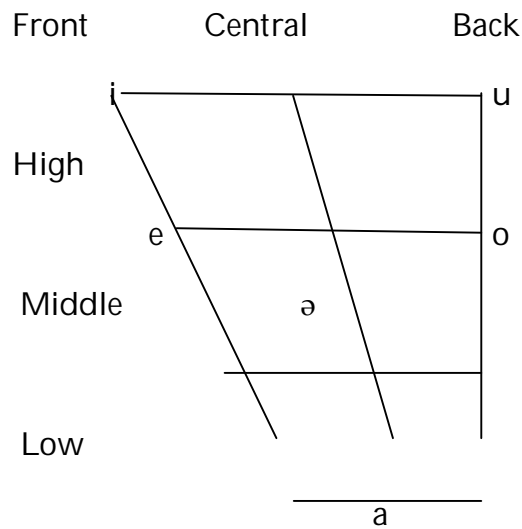
Figure 3. Indonesian Vowels

According to Chaer (2009: 70), Indonesian had 23 consonants. Those consonants were /p/, /b/, /t/, /d/, /c/, /j/, /k/, /g/, /ʔ/, /f/, /s/, /z/, /ʃ/, /x/, /h/, /l/, /r/, /m/, /n/, /ñ/, /ŋ/, /w/, and /y/. This table below explained the distribution of Indonesian consonants.

Tabel 3. Indonesian Consonants

Manner of Articulation	Bila bial	Labi o- dent al	Inte r- dent al	Den tal	Alv eola r	Pala to- alve olar	Pala tal	Vela r	Glot tal
Place of Articulation									
VL Stop	p				t		c	k	
									ʔ
V	b				d		j	g	
VL Affricate									
V									
VL Fricative		f			s	ʃ		x	h
V					z				
VL Lateral					l				

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V				
VL				
Trill		r		
V				
VL				
Nasal	m	n	ñ	ŋ
V				
VL				
Semivowel	w		y	
V				

Sound Changing Processes

O'Grady (1993: 46-49) mentions that there were some general that may occur when a language was spoken by non-native. The first was assimilation; a number of different processes resulted from the influence of one segment on another. It always resulted from a sound becoming more like another nearby sound in terms of one or more of its phonetic characteristics. Assimilation could be divided into regressive and progressive assimilation, voicing and devoicing assimilation, and flapping. Then there was dissimilation, the opposite of assimilation which resulted in two sounds becoming less alike in articulatory or acoustic terms. The third process was deletion, a process that removed a segment from certain phonetic context. The next process was epenthesis which was a process that inserted a syllabic or a non-syllabic segment within an existing string of segments. The last process was metathesis that explained a process of reordering a sequence of segments. Metathesis often resulted in a sequence of phones that was easier to articulate.

Muslich (2012: 118) adds more changing processes, so that there were 9 processes. There was also assimilation, dissimilation, and metathesis mentioned in his book. Some of the explanation was put to other division or had different term. There was phoneme modification that resulted from the changing of vowel sounds due to other sound which came after it. Neutralization was a term used to show the phonemic change due to environment influence. Z*eroization* (or deletion) could be divided into 3: aphaeresis (deletion in front of the word), apocope (deletion at the end of the word), and syncope (deletion in the middle of the word). There was also diphthongization, a single sound that changed into two vowels and monophthongization, two vowels that changed into one. The last was called

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anapkitis, a process of inserting a certain vowel between two consonants to make the pronunciation easier. It was divided into 3: prothesis (insertion in front of the word), epenthesis (insertion in the middle of the word), and paragog (insertion at the end of the word).

English Loanwords

Poedjosoedarmo (2002: 15) mentions that the number of new words in Indonesian was very large which could be seen from KBBI I and II and it had more entries more than any dictionary published before the Independence Day. He also adds that the influx of loanwords and newly created words had made the Indonesian phonemic system richer as well, for instance new consonants /f/, /ʃ/, /x/, and /z/ which came from Arabic, Dutch, and English loanwords. The latest KBBI is now in 4th edition and has more than 90.000 entries in it compared to the 3rd edition which only had 78.000 entries. Osman (2010) writes in Jakarta Globe that for the 5th edition of KBBI, 2.000 new Indonesian words will be set to debut, adapted from regional dialects and foreign languages, including English. It was said that the new words would not be taken randomly, but they first had to be modified under the standardized system of spelling. This statement emphasized the modification of every loanword in Indonesian language was something that should be considered carefully due to the orthographical system.

From the video, there were 14 words as they have been confirmed as loanwords in Indonesian. The transcription of English and Indonesian words would be shown in the table below.

Table 4. Transcription of the Data

No	English		Indonesian	
	Orthography	Phonemic	Orthography	Phonemic
1	\<studio\>	/ˈstjuːdɪəʊ/	\<studio\>	/studio/
2	\<education\>	/ædjʊˈkeɪʃ(ə)n/	\<edukasi\>	/edukasi/
3	\<community\>	/kəˈmjuːnɪti/	\<komunitas\>	/komunitas/
4	\<technology\>	/tekˈnɒlədʒi/	\<teknologi\>	/teknologi/
5	\<electronic\>	/ɪlekˈtrɒnɪk/	\<elektronik\>	/elektronik/

6	<import>	/ɪmpɔːt/	<impor>	/impor/
7	<export>	/ɪkspɔːt/	<ekspor>	/ekspor/
8	<film>	/fɪlm/	<film>	/film/
9	<consumer>	/kənˈsjuːmə(r)/	<konsumen>	/konsumen/
10	<industry>	/ˈɪndəstri/	<industri>	/industri/
11	<actress>	/ˈʌktrəs/	<aktris>	/aktris/
12	<actor>	/ˈʌktə(r)/	<aktor>	/aktor/
13	<stimulant>	/ˈstɪmjʊl(ə)nt/	<stimulant>	/stimulan/
14	<quality>	/ˈkwɒlɪti/	<kualitas>	/kwalitas/

DISCUSSION

Nihalani (1997) states "two foreigners of the same nationality can converse with mutual understanding in English using their own phonetic and phonological systems." English was still considered as foreign language in Indonesia. Even though Indonesian people had a conversation in English, they still may have brought the phonological system. This was due to the sound unavailability in Indonesian, so the speakers tended, whether they realized it or not, to modify the sounds similar to their language. Nihalani's notion supported the idea of borrowing English words to Indonesian and modified the sounds so that it was easier to the speakers to understand each other. This resulted into what was called loanwords. Another reason was to make the phonemic symbols as close as the orthographic symbols. Most Indonesian sound symbols resembled the orthographic and pronounced as it was.

As mentioned in Findings, there were 14 loanwords that had been found in the video. Each of this word would be analyzed based on the theory of sound changing. 1 word may contain one or more changes. Here was the explanation.

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Studio

Indonesian /studio/ had experienced several changes in vowel and consonant from the original English sounds /ˈstjuːdɪəʊ/. These were the data found.

/ˈstjuːdɪəʊ/   studio

/studio/   *studio*

Cluster /st/ and consonant /d/ did not change at all, but there was syncope of the sound /j/, it occurred after cluster /st/. From the vowel, long /uː/ had been shortened into /u/, /ɪ/ had been raised into /i/, and there was also monophthongization of /əʊ/ that was pronounced as /o/.

Edukasi

Edukasi /edukasi/ was borrowed from the word education /ædjʊˈkeɪʃ(ə)n/. Actually, this English word was derived from Latin as the mother of the language *educare*. However, the loanword apparently showed more similarity to English than Latin.

/ædjʊˈkeɪʃn/ education

/edukasi/   *edukasi*

There were 3 consonants /d/, /j/, /k/, and 1 cluster /ʃn/ found in English. /d/ and /k/ did not experienced changes, but there was syncope occurred after /d/ in Indonesian. As for cluster /ʃn/, there was assimilation for the sound /ʃ/ and apocope for the sound /n/ at the end of the word. The next changes occurred in vowels /æ/, /ʊ/, and diphthong /eɪ/. Indonesian seemed to maintain its orthographical symbol /e/ for the sound /æ/ at the beginning of the word. The sound /ʊ/ had been raised into /u/. Diphthong /eɪ/ had been experienced monophthongization due to orthographical symbol /a/. The last one was the paragog /i/ found after the sound /s/.

Komunitas

English orthographical symbols for the word <community> mostly did not resemble the phonological symbols. Look at the data below.

/kəˈmjuːnɪti/ community

/komunitas/ komunitas

There were no changes happened in /k/, /m/, /n/, /t/ of both languages. However, /j/ was added after /m/ and that was the process of epenthesis. There was also paragog process which had been done by adding /s/ exactly at the end of the word. The influence of orthographical symbols resulted in pronouncing /ə/ to /o/ and /ɪ/ in the third syllable had been changed into /a/. Those two changes were called dissimilation. Shortening /u:/ to /u/ and raising /ɪ/ to /i/ were also found in the data.

Teknologi

The data below showed some changing process, but mostly the word still maintained its original sounds.

/tekˈnɒlədʒi/   technology

/teknologi/   teknologi

/t/, /k/, /n/, and /l/ did not experience any changes. The modification of consonant only found in the last consonant /g/ which was originally pronounced as /dʒ/ in English. /e/ and /i/ were pronounced as they were in English. However, both /ɒ/ and /ə/ got into dissimilation process which changed them into /o/ due to influence of orthographical symbol in Indonesian.

Elektronik

These data below showed no modification in the consonants. They stayed the way they were pronounced in English. The consonants were /l/, /k/, /n/, and /k/ and there were only one cluster /tr/.

/ɪlekˈtrɒnɪk/   electronic

/elektronik/   elektronik

The vowel that had no change was /e/. /ɪ/ experienced the process of dissimilation and it became /e/. The reason of this process was clearly because the influence of orthography in Indonesian and it was easier for Indonesian people to pronounce it since /ɪ/ was not available in its phonological symbols. /ɒ/ showed that this sound was changed consistently to /o/ since other data also indicate the same changing. /ɪ/, as the last vocal in the last syllable, changed into /i/ which was higher if it was seen from the tongue position.

Impor

The only notable change in consonant found in the data below was the process of apocope for /t/. /m/ and /p/ remained the same. The influence /r/ in the orthographical symbols made it pronounced clearly in Indonesian, meanwhile in RP, /r/ at the end of a syllable was usually not pronounced and became a sound that made the vowel preceding it longer. This could be called paragog.

/ɪmpɔːt/   import

/impor   impor

As for the vowels, both which were found in the data had been modified. /ɪ/ was changed into /i/ and /ɔː/ was shortened into /o/.

Ekspor

This word had the opposite meaning of <import>. The only difference was at the first syllable.

/ɪkspɔːt/   export

/ekspor/   ekspor

The cluster /ks/ was clearly pronounced as it was in English, and it was also written orthographically in Indonesian instead of using <x>. /p/ remained the same, and there was an apocope process of consonant /t/. Paragog /r/ came as the result of borrowing the orthographical symbols instead of /t/. /ɪ/ was changed into /e/ in order to adjust the orthography, so did /ɔː/ to /o/.

Film

This data below only showed one process of sound changing that could be found in the vowel.

/fɪlm/ film

/film/ *film*

/f/, /l/, and /m/ stayed the same as in the original, but /ɪ/ had been raised to /i/ since Indonesian did not have the sound. Therefore, the closest possible sound to /ɪ/ that could be pronounced by Indonesian was /i/.

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Konsumen

4 of 5 consonants in the data found did not have any difference from the original sounds. However, 2 changes had happened in consonants, syncope and dissimilation.

/kənˈsjuːmə(r)/   consumer

/konsumen/   konsumen

Syncope occurred at sound /j/ and dissimilation happened to /r/ which was modified into /n/. Actually, the use of /r/ in the bracket was optional since most people who used RP usually ignore /r/ if it appeared as the final sound at the end of a syllable. Indonesian attempted to make it easy to pronounce then changing it into /n/. All the 3 vowels were having assimilation and dissimilation. Assimilation occurred at /uː/ and /ə/ which turned out to be /u/ and /e/ in Indonesian. Dissimilation only happened to /ə/ which had /o/ to replace the original sound.

Industri

There were no processes of consonant sound changing in the data below. Monophthong /n/,/d/, /s/ and cluster /tr/ were still maintained.

/ˈɪndəstri/   industry

/industri/   industri

The vowel change happened in the first and the second syllable, while /i/ at the last syllable remained the same, /i/. /ɪ/ had been raised to /i/, the high front vowel. Vowel /ə/ was changed in respect to the orthographical symbol /u/, so there was dissimilation happened in the process.

Aktris

It could be expected that there were nothing happened to the consonants in the data below. There were only monophthong /k/, and /s/ and cluster /tr/.

/ˈæktrəs/   actress

/aktris/   aktris

Meanwhile, both the vowels /æ/ and /ə/ were changed due to consideration of the word's orthographical symbols. Assimilation happened

in /æ/ which turned to be /a/. Both were low front phonemes. Dissimilation occurred in /ə/ and it was pronounced /i/. The position of the two sounds was different. /i/ was high front, but /ə/ was mid front.

Aktor

Actually, this word was the male for 'actress'. It seemed that if the word had a counterpart, they would be taken together as loanwords, as in 'import' and 'export'.

/ˈæktə(r)/   actor

/aktor/   aktor

Therefore, it did not have much different from the previous data. The consonants /k/ and /t/ was still as it was pronounced in English. The consonant /r/ was optional in RP, but in Indonesian it was pronounced obviously. Both low front phonemes /æ/ and /a/ indicated a dissimilation and the changing of /ə/ to /o/ indicated dissimilation due to their position, one was mid central and the other was mid back.

Stimulan

The data below had consistent changes in sound /ɪ/ and /ʊ/ that were modified into /i/ and /u/. Most of the consonants remained the same as in cluster /st/, /m/, /l/, and /n/. However, there certainly were changes that also occurred, for instance, epenthesis of /j/ after /m/.

/ˈstɪmjʊl(ə)nt/ stimulant

/stimulant/   stimulan

One process that distinguished this datum from other words was at the deletion of /t/ which was called apocope. This deletion occurred at the end of the word.

Kualitas

The word <kualitas> also showed its consistency in the process of modification.

/ˈkwɒlɪti/   quality

/kwalitas/   kualitas

Cluster /kw/ and consonant /l/ and /t/ in the word showed no changes. There were a paragog found at the end of the word, /s/. Assimilation happened to /ɒ/ that was modified into /a/. /ɪ/ experienced rising in the tongue position and /i/ appeared to replace it. The last one was dissimilation that can be found in the sound /i/ which had been changed into /a/.

CONCLUSION

From the discussion that had been described above, it was led to conclusion that all of the loanwords that had been adapted from English to Indonesian appeared to be having changes. The sound changing processes that occurred in the data were syncope, paragog, monophthongization, assimilation, and dissimilation. The process of assimilation and dissimilation mostly occurred in vowel that could be seen from how Indonesian tried to shorten or raise the sound to adjust the sounds available in Indonesian. In the data, most consonant were still pronounced as the original sounds appeared in English, this was due to the similarity of consonants of those languages. However, to make it easier to pronounced, some of the consonants in the cluster or the consonant appeared as the final sound in a syllable, were modified. All the data in this research showed that every loanword tried to resemble its orthographical symbols rather than the phonological. This was because Indonesian spelling and pronunciation only had slightest difference, whereas English was the other way around.

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AUTHOR'S BRIEF CURRICULUM VITAE

Dellis Pratika was born in Palangka Raya, 29th August 1990. She finished her undergraduate program at English Education Study Program (S.Pd.), Universitas Palangka Raya (UPR) in 2012 and her master at Linguistics Study Program (M.A.), Universitas Gadjah Mada (UGM) in 2014. She is currently working at IAIN Palangka Raya as *Dosen Luar Biasa* (DLB) in English Education Department.

LANGUAGE LEARNING STRATEGIES APPLIED BY SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study was at investiagated the language learning strategies applied by successful and unsuccessful students at SMAN 4 Palangka Raya. This study is mixed research. Mixed method research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. The findings show that the successful students could get the highest score they applied some language learning strategies for reading such as; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Meanwhile, the unsuccessful students got the lowest score in comprehending report text because they could not apply their learning strategies accurately.

Keywords: *language learning strategy, successful student, unsuccessful students*

INTRODUCTION

In this chapter the writer explains about background of the study, problems of the study, the objectives of the study, significant of the study, limitation of study, definition of key terms, framework of discussion, and frame of thinking.

As one of the language skills, reading is important aspect in reading English. In reading the student should be able to read, detect, and select the right cues from concepts or meaning. Besides that the purpose of reading is to recognize word meaning, phrases sentence structure, and discourse analysis.[1] It could be taken conclusion that the purpose of reading is the

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[1] Endang Fauziah, *Teaching of English as a Foreign Language (TEFL),* Surakarta: Muhammadiyah University Press, 2002, P. 138.

students should understand about the meaning of the text that was read by them.

In senior high school such as SMAN 4 Palangka Raya, English lesson is taught and one of material that given by the teacher to the students the eleventh grade. The teacher often gives material by using reading or writing.

Oxford defines learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.[2]

Based on the background of the study above, the problems of the study are formulated as follows:

1. What are the language learning strategies applied by the successful students at SMAN 4 Palangka Raya?
2. What are the language learning strategies applied by the unsuccessful students at SMAN 4 Palangka Raya?
3.

The writer hopes that this research has significance in the language learning strategies, especially in comprehending report text for the eleventh grade students. There are two kinds of significance. Theoretically, this study gives information about the language learning strategies by the eleventh grade students at SMAN 4 Palangka Raya. This study also to give contribution as the material for the other researchers and as the library references. Practically, this study has two significances: first, this study gives for the teacher information about the students' ability in reading English text so that they can improve their teaching strategy in helping their students.

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about the nature of reading, the level of reading, problems in reading comprehension, the teaching English at SMAN 4 Palangka Raya, Language learning strategies, and the previous related of study.

The Nature of Reading

1. Reading

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[2] Oxford, Rebecca L, *Language Learning Strategies*, New York: Newbury House Publishers, 1990.p.8.

According to Fauziati reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones.[3] Meanwhile in oxford dictionary explained that reading is the action of person who reads, another opinion is stated by Nurhadi and Roekhan, and they stated that reading is process done to achieve the message, information, or case in the text.[4]

2. Reading Comprehension

Carrel in Brown defines that reading comprehension is seen as an interactive process between the text and the reader's prior knowledge, is shown trough practical classroom application.[5]

3. Type of reading comprehension

According to Burns, type of reading comprehension divided into two classes, literal comprehension and Higher-order comprehension. Higher-order comprehension includes interpretive, critical, and creative comprehension

a. Literal comprehension

The basic of literal comprehension is state information. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details on which main ideas, cause and effect relationships, inference, and so on that built.

b. Interpretive reading

Interpretive reading is reading between the lines of making inferences. It is the process of deriving ideas that are implied rather than directly state.

c. Critical reading

Critical reading is evaluating written material-comparing the idea discovered in the materials with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness.

d. Creative reading

Creative reading involves going beyond the material presented by author. To go beyond the material in the text, readers must make use of their background schemata, combining this prior knowledge with ideas

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[3] Ibid, p.136

[4] Nurhadi and Roekhan, *Dimensi-dimensi pengajaran dalam bahasa kedua*, Bandung: Sinar Baru, 1990, p.191.

[5] H. Douglas Brown, *teching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc. 2000, p. 306.

from the text to produce a new response based on, but not completely dictated by the text. Creative readers must be skilled in the following areas. [6]

4. **Problems in reading comprehension**
   According to Gebhard there are some problems in reading, they are:

   a. **The " I want reading faster" problem**
      Some students want to read faster but they do not know increase their reading speed. Some of them complain that they read too slowly, one reason is because the material is too difficult

   b. **The "vocabulary building" problems**
      It is not just beginner who needs to work constantly on building vocabulary. Some students have problems in comprehending the content of reading material because they limited vocabulary.

   c. **The "background knowledge" problem**
      Students' ability to comprehend the content of reading material depends on their knowledge about the topic of the reading selection

   d. **The "getting students to read" problem**
      It is sometimes difficult to get students to read in and out of class. Students, young and old are not always motivated to read.[7]

5. **Reading Test**
   Here the writer chooses multiple choices as her examination for the students at SMAN 4 Palangka Raya. According to Richard R. day and Jeong Suk Park, multiple choice formats give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed, and then make a choice.[8]

Language Learning Strategies

1. **The Nature of Language learning strategies**
   Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills.

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[6] Paul C, Burns and Friends, *Teaching Reading Today's Elementary Schools*, Boston: Houghton Mifflin Company. P.207.

[7] Jerry G. Gebhard, *Teaching English as a Foreign Language*, America: The University of Michigan Press, 1996, p.209.

[8] Day, Richard R, and park Jeong Suk, *Developing Reading Comprehension questions' Reading in a Foreign Language*, volume, 2005, p.67.

2. Kinds of Language Learning strategies in Reading

Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups.

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                                              ┌── Memory strategies
                          Direct Strategies ──┼── Cognitive strategies
                         /                    └── Compensation strategies
Learning Strategies ────
                         \                    ┌── Metacognitive Strategies
                          Indirect strategies─┼── Affective strategies
                                              └── Social Strategies
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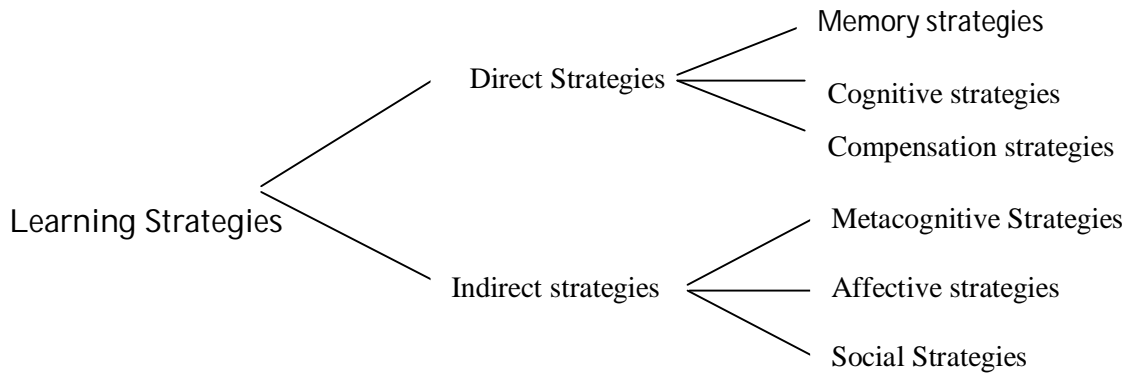
Previous Studies

In order to provide strong foundation, some related studies are listed as follows: The first researcher was Niah Handayani (The Islamic State Istitute Of Palangka Raya, 2010), who conducted an action research entitled "language learning strategy applied by successful students in English of second year at MAN Model of Palangka Raya" as the previous of the study. The result of her study discussed that were had different in playing their strategies in English

The fourth Researcher was Rahmadi Nirwanto is entitled "The language Leraning Strategies as Employed by the successful students of the English education study program of IAIN Palangka Raya in writing Course". This research showed that, the successful students of the English education study program of IAIN Palangka Raya in writing courses used the strategies: memory, cognitive, metacognitive, compensation, affective and social strategies.

RESEARCH METHOD

In this chapter the writer explains about the time and place of the study, approach and type of the study, subject and object of the study, data collecting procedures, Endorsement of data, and data analysis procedure. The study was conducted for two months at SMAN 4 Palangka Raya. It is on Jln.Sisingamangaraja III, Palangka Raya, Central Kalimantan on April to Mei 2016.

In this study is mixed research. Mixed method research design is a

procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem.[9] To find out the students' score in comprehending report text, the writer used quantitative approach. The writer divided the student's score into two categories, low score (successful students) and high score (unsuccessful students) after giving the test. While, to know and describe the strategies used by the successful and unsuccessful students, the writer used qualitative approach.

The subject of this study was the eleventh grade students of SMAN 4 of Palangka Raya. The numbers of the subject were 391 students.
1. Sample : XI-IPS 4 and XI-IPS 2 were selected used purposive sampling.

Data Collecting Techniques

To collect the data, the writer used some techniques, such as; test administration, questionnare distribution, interview, and documentation.

1. Test

The first instrument is test, it is used to obtain the students' reading skill and to catagorize the students score into successful and unsuccessful students.

2. Questionnaire

This technique applied to accomplish the data about the language learning strategies in comprehending report text applied by the second year students at SMAN 4 of Palangkaraya. The questionnaire consist of 30 items. They got five answers' option: always(SS), often (S), usually (CS), seldom (KD), never (TP).

3. Interview

The interview was conducted to get data about the students' language learning strategies in comprehending report text. Interview was used to get information of the main study. The writer asked their language learning strategies and knows their reason why they use that strategy.

4. Documentation

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[9] Creswell, J. (2012).*Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.).Upper Saddle River, NJ: Pearson Education.

Documentation is every written material or film.[10] This technique is used to collect the data, which is related to the research. It was used to support the data through documents or writings that relation with this study. The data taken from some cases as follows:

a. The amount, the name, and the students' registration number of the second year students at SMAN 4 of Palangka Raya.
b. The syllabus of English subject and Score of the Student.

FINDINGS AND DISCUSSION

Result of the study

In collecting data, test, questionnaire, interview, and documentation were used. In this research was used a questioning test in order to know the students' ability and to classify the students into successful or unsuccessful students. After knowing the students ability and classifying the students into the successful and unsuccessful students, the writer gave the students language learning's' interviewed the successful and unsuccessful students to know their learning strategies.

1. Test

Based on the test, the writer would expose data finding from the result of test was presented by the following table.

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[10]Lexy J. Moleong, *Metodologi Penelitian Kualitatif,* p. 216.

Table 4.1 The description of score class XI-IPS 4

No	Code	Succesfull	Unsuccesfull
1	X1	70	
2	X2		53
3	X3		66
4	X4		66
5	X5		53
6	X6		46
7	X7		56
8	X8		66
9	X9		56
10	X10		63
11	X11		40
12	X12	70	
13	X13		60
14	X14		56
15	X15		56
16	X16		56
17	X17		63
18	X18		56
19	X19		60
20	X20	70	
21	X21		56
22	X22		66
23	X23		60
24	**X24**		**53**
25	X25		56
26	X26		56
27	X27		56
28	X28		53
29	X29		66
30	X30		63
31	X31		56
32	X32		60
33	X33		60
34	X34		60
35	X35		50
36	**X36**	**80**	
37	X37		66
38	**X38**		**36**
39	X39		66
40	X40		66
41	X41		66

From the table above, it can seen that 4 students get hight score (succesfull) and 37 students

get low score (unsuccesfull).

The data finding from the result of test at XI- IPS 2 was presented by the following table:

Table 4.2. The description of score class XI-IPS 2

No	Code	Succesful	Unsuccesful
1	Y1		66
2	Y2	70	
3	Y3	70	
4	Y4	73	
5	Y5	73	
6	**Y6**	**73**	
7	Y7		60
8	Y8		56
9	Y9	70	
10	**Y10**	**73**	
11	Y11		60
12	Y12	76	
13	Y13		60
14	**Y14**		**56**
15	**Y15**		**33**
16	Y16		66
17	Y17		66
18	Y18	-	-
19	Y19		66
20	**Y20**	**73**	
21	Y21		66
22	Y22		56
23	Y23		43
24	**Y24**		**33**
25	Y25		50
26	Y26	-	-
27	Y27		60
28	Y28	73	
29	Y29	76	
30	Y30	76	
31	Y31	80	
32	Y32	-	-
33	Y33		53
34	Y34		46
35	Y35		33
36	Y36		26
37	**Y37**		**13**
38	Y38		66
39	Y39		63
40	Y40		66
41	Y41	73	
42	Y42		60
43	Y43	-	-

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From the table above, it can seen that 14 students get hight score (succesfull) and 29 students get low score (unsuccesfull).

In this study, the writer only took the successful and the unsuccessful students to answer the interview to know their strategies in reading. From every class the writer has chosen four students who got hight score and four students who got low score.

2. Result of the Questionnaire

Based on the questionare, the writer would expose data finding from the result of questionare was presented by the following table:

Table 4.3. The result of prosentase Questionnaire

No	STATEMENT	INTERVAL ANSWER				
		SS (5)	S (4)	CS (3)	KD (2)	TP (1)
	MEMORI STRATEGI					
1	I think of relationship between what I already know and new things I leran in English	1.2 %	9.5%	29.5 %	50.0 %	9.5 %
2	I use new English words in a sentence so I can remember them	3.6 %	7.1 %	32.1 %	50.0 %	7.1 %
3	I use flashcards to remember new english words	3.6 %	10.7 %	29.8 %	47.6 %	8.3 %
4	I physically act out new english words	3.6 %	14.3 %	27.4 %	34.5 %	20.2 %
5	I remember new english words or phrases by remembering their location on the page, on the board, or on a street sign	7.1 %	11.9 %	28.6 %	40.5 %	11.9 %
	COGNITIVE STRATEGIES					
6	I try to talk like native english speaker	4.8 %	15.5 %	29.8 %	44.0 %	6.0 %
7	I watch english language TV shows spoken in English or go to movies spoken in English	11.9 %	9.5 %	34.5 %	38.1 %	6.0 %
8	I read for pleasure in English	3.6 %	16.7 %	47.6 %	27.4 %	4.8 %
9	I try to find patterns in english	3.6 %	7.1 %	27.4 %	50.0 %	11.9 %

10	I find the meaning of an English word by dividing it into parts that I understand	6.0 %	7.1 %	34.5 %	36.9 %	15.5 %
	COMPENTATION STRATEGIES					
11	To undesrtand unfamiliar English words, I make guesses	6.0 %	14.3 %	26.2 %	41.7 %	11.9 %
12	When I can't think of a word during a conversation in English, I use gestures	2.4 %	11.9 %	29.8 %	36.9 %	19.0 %
13	I make up new words if I do not know the right ones in English	4.8 %	8.3 %	32.1 %	33.3 %	21.4 %
14	I try to guess what the other person will say next in English	2.4 %	15.5 %	27.4 %	32.1 %	22.6 %
15	If I can't think of an english word, I use a word or phrase that means the same thing	7.1 %	14.3 %	20.2 %	32.1 %	26.2 %
	METACOGNITIVE STRATEGIES					
16	I notice my english mistakes and use that information to help me do better.	6.0 %	11.9 %	31.0 %	33.3 %	17.9 %
17	I pay attention when someone is speaking English	-	11.9 %	23.8 %	46.4 %	17.9 %
18	I try to find out how to be a better learner of English	3.6 %	13.1 %	23.8 %	44.8 %	15.5 %
19	I look for people I can talk to in English	4.8 %	14.3 %	20.2 %	41.7 %	19.0 %
20	I have clear goals for improving my english skills	6.0 %	10.7 %	29.8 %	41.7 %	11.9 %
	AFFECTIVE STRATEGIES					
21	I think about my progress in learning English	8.3 %	14.3 %	29.8 %	38.1 %	9.5 %
22	I try to relax whenever I feel afraid of using English	4.8 %	13.1 %	33.3 %	39.3 %	9.5 %
23	I encourage myself to speak english even when I am afraid of making a mistake	1.2 %	7.1 %	36.9 %	45.2 %	9.5 %
24	I give myself a reward or treat when I do well in English	4.8 %	10.7 %	20.2 %	50.0 %	14.3 %

25	I talk to someone else about how I feel when I am learning Englis	8.3 %	7.1 %	29.8 %	36.9 %	17.9 %
	SOCIAL STRATEGIES					
26	If I do not understand something in english, I ask the other person to slow down or say it again	7.1 %	11.9 %	22.6 %	47.6 %	10.7 %
27	I ask english speakers to correct me when I talk	-	11.9 %	29.8 %	47.6 %	10.7 %
28	I practice english with other students	3.6 %	7.1 %	27.4 %	48.8 %	13.1 %
29	I ask for help from english speakers	2.4 %	13.1 %	23.8 %	42.9 %	17.9 %
30	I try to learn about the culture of english speakers.	2.4 %	11.9 %	10.7 %	35.7 %	39.3 %

3. The result of interview
The Successful Students by their Language Learning Strategies

NO	Students	Strategies used by the students
1.	X1	Repeat reading (memory strategy), made a summary (Cognitive strategy), asked using English (Compensation strategy), comparing the ability with others (affective strategy), ask friends to correct the English comprehension (Social strategy)
2.	X12	Repeat reading (memory strategy), made a summary (cognitive strategy)
3.	X20	Repeat reading (memory strategy), asked using English language (metacognitive strategy)
4.	X36	Repear reading (memory strategy), for remembering new words in the English language, he made it in the form of sentences (cognitive strategy), compare the understanding of the English language with others (affective strategy)
5.	Y6	Repear reading (memory strategy), made a summary (cognitive strategy)
6.	Y10	Reading newspaper or magazine in English (memory strategy), repeat reading (memory strategy)

7.	Y20	Repeat reading (memory strategy), asking using English language (compensation strategy), using English language in dialogue with friends (metacognitive strategy), compare the ability in English with other (affective strategy)
8.	Y31	Repeat reading (memory strategy)

Based on the table above, it could be seen there were some strategies used by the successful students in comprehending report text. The table below shown the strategies used and the number of students used its:

Table 4.5. The Language Learning Strategies applied by successful students and the number of students applied its

NO	Strategy	Number	Student
1	Memory strategy	8 students	All of
2	Cognitive strategy	4 students	X1, X12, X36, Y6
3	Compensation strategy	2 students	X1, Y20
4	Metacognitive strategy	3 students	X1, X20, Y20
5	Effective strategy	2 students	X1, X36
6	Social strategy	1 student	X1

Finally, the successful students could get the highest score because they can regocnize and apply their strategies correctly and carefully.

Table 4.6. The Unsuccessful Students by their Language Leraning Strategies

NO	Students	Strategies used by the students
1.	X2	Repeat reading (memory strategy)
2.	X6	Repeat reading (memory strategy)
3.	X24	Repeat reading (memory strategy)
4.	X38	Repeat reading (memory strategy)
5.	Y14	Repeat reading (memory strategy)

6.	Y15	Repeat reading (memory strategy), could understand the reading quickly if there is an image (memory strategy), made a summary (cognitive strategy)
7.	Y24	Reading english newspaper or magazine (memory strategy), repeat reading (memory strategy), for remembering new words tried to made it in a sentence (cognitive strategy)
8.	Y37	Repeat reading (memory strategy), asked using English (Compensation strategy), dialogue with friends using English (metacognitive strategy), express the English language in written form (Social strategy)

Based on the table above, it could be seen the strategies used by the unsuccessful students in comprehending report text. The table shown the strategies used and the number of students used its.

Table 4.7. The Language Learning Strategies applied by unsuccessful students and the number of students applied its

NO	Strategy	Number	Student
1	Memory strategy	8 students	X2, X6, X24, X38, Y14, Y15, Y24, Y37
2	Cognitive strategy	2 students	Y15, Y24
3	Compensation strategy	1 students	Y37
4	Metacognitive strategy	1 students	Y37
5	Effective strategy	0 student	-
6	Social strategy	1 students	Y37

Based on the result of interview, the unsuccessful students are lack of learning strategy, used inappropriate strategy for them, and had no other strategy in order to make them easy and enjoy in comprehending

DISCUSSION

Based on the result findings above, the successful students could get the highest score by applying their learning strategies. They had kinds of language learning strategies, such as: memory strategy 100 % of the usage (reading English newspaper and English magazine, repeat reading). Cognitive strategy 50 % of the usage (made a summary, made word in the form of sentence). Compensation strategy 25 % of the usage (asked using English). Metacognitive strategy 37,5 % of the usage (tried using English in dialogue with friends). Affective strategy 25% of the usage (compare the ability in English with others). Social strategy 12,5 % of the usage (aks friends to correct the English comprehension).

In other hand, the unsuccessful students also had learning strategies, but they could not apply it. The unsuccessful students got the lowest score because they could not apply their learning strategies accurately. Although, they got the lowest score, but they also had the language learning strategy, such as using memory strategy 100 % of the usage (reading English magazine and English newspaper, repeat readings if he did not understand the contents of the text and could understand the reading quickly if there is an image). Cognitive strategy 25 % of the usage (for remembering new words, tried to made it in a sentence, made a summary for easy reading in understanding the content of the English language). Compensation strategy 12,5% of the usage (asked using English). Metacognitive strategy 12,5 % of the usage (dialogue with friends using the English language, making its own schedule for studying English). Affective strategy 0 % of the usage (compare the ability with others). Social strategy 12,5 % of the usage (ask a friend or someone else to proofread the English language comprehension).

CONCLUSION

1. The successful students could get the highest score they applied some language learning strategies for reading such as; memory strategy (reading English newspaper and English magazine, repeat reading). Cognitive strategy (made a summary, made words in the form of sentence). Compensation strategy (asked using English). Metacognitive strategy (tried using English in dialogue with friends). Affective strategy (compare the ability in English with others). Social strategy (aks friends to correct the English comprehension).

2. The unsuccessful students got the lowest score in comprehending report text because they could not apply their learning strategies accurately. Although, they got the lowest score, but they also had the language learning strategy, such as: memory strategy (reading English magazine and English newspaper, repeat readings if he did not understand the contents of the text and could understand the reading quickly if there is an image). Cognitive strategy (for remembering

new words, tried to made it in a sentence, made a summary for easy reading in understanding the content of the English language). Compensation strategy (asked using English). Metacognitive strategy (dialogue with friends using the English language, making its own schedule for studying English). Affective strategy (compare the ability with others). Social strategy (ask a friend or someone else to proofread the English language comprehension).

SUGGESTION

1. For the English teacher

    The teacher is suggested to increase their knowledge about it and motivate them to learn spritely. The teacher also should increase the techniques of teaching that can motivate the students to give more attention to the teacher explanations.

2. For the students

    They should apply the suitable, variety and correct strategies. Then, they should always try to increase their skill by practicing in every day. So, it is expected that the students are able to explore their skills maximally and really know about some language learning strategies especially the application in usage it.

3. For the future researcher

    Finally, the writer suggests for other researchers who were interested in researching about language learning strategy to make the similar researches in other language skills, such as learning for writing, listening, and speaking.

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EFFECTS OF TEACHING VOCABULARY MASTERY BY CONTEXTUAL TEACHING AND LEARNING

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Abstract

This study aimed to measure the effect of using contextual teaching and learning on vocabulary mastery. This study was conducted at SMA Muhammadiyah 1 Palangka Raya academic year 2016-2017 as the subject of the study. The subject of this study consisted of 105 students' of tenth grade. It was used quantitative approach in finding out the answer of the problem of the study, technique of the data collection used test. The design of the study was pre-experimental design where the writer used one-group pre-test/post-test design with a kind of treatment. The sample of study was determined using cluster sampling technique. There was one class, namely X-3 with the total number of 21 students. The writer gave pre-test and post-test to the group. The result of data analysis showed that there was effect of using contextual teaching and learning the students' vocabulary mastery at tenth grade students of SMA Muhammadiyah 1 Palangka Raya. It meant H_a was accepted and H_0 was rejected. It can be seen from the data calculated using t_{test} formula. The $t_{observed}$ was consulted with t_{table} which df = 50. Significant standard 5% = 2,10. Manual calculation found that the $t_{observed}$ was higher than the value of t_{table} at 5% significance level or 5,088 > 2,10.

Keywords: *Vocabulary, Contextual Teaching and Learning (CTL),Pre-i Experimental Design*

English as an international language spoke all over the world. In the global era, English took an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. People should understand and master English in order to gain broader knowledge, information and technology.

In Indonesia English had taught from the elementary school up to the University. The teaching learning process of a language can't be separated from the curriculum or syllabus. Based oncurriculum, the purposes of teaching English in

Indonesia was "students can master the four skills (reading, writing, listening, speaking)". But, in many fields most people/student did notto state their ideas and opinion well since they not accustomed to speaking, feeling shy, hesitation and fear to make mistakes. Commonly, it was caused by the limited vocabulary.

Vocabulary was the important thing for students in the process of acquiring, learning, mastering, and using the language they learn, "vocabulary was one of the most important aspects for foreign language" (Richards, at all, 2001:20). A good vocabulary was a vital part of effective communication. A command of many words will make us a better speaker, listener, reader and writer. The primary method of communication between people was words. Words many be use of right words, communication will break down.

But, vocabulary had been neglected in programs for teacher during much of the twentieth century. Meanwhile, in recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Vocabulary was to be the main attention in teaching English.

Moreover, there were some researchers regarding that vocabulary more important than grammar. Among them was McCarthy in this book stated "no matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way (Norbert:140). So, the first that to be master in learning English was vocabulary.

Philosophy of CTL was rooted from John Dewey progressive, the students will better learning if what they have learnt related to what they have already know. And teaching learning process will be productive if the students were active in the process of teaching learning. According to contextual learning theory, learning occurs only when students (learning) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).

This approach to learning and teaching assumes that the mind naturally seek meaning in context, that was in relation to the person's current environment, and that it does so by searching for relationship that make sense and appear useful. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environments that incorporate as many different forms of experience as possible, social, cultural, physical, and psychological, in working toward the desire learning outcomes (Johnson Saunders, 2007).

Based on Johnson (2002) in "Contextual Teaching Learning: What It Is Here to Say", he stated that "The CTL system was an educational process that aims to help students see meaning in the academic material. They were studying by connecting academic subjects with the context of their daily lives that is with the context of their personal, social, and cultural circumstances".

Based on Nurhadi in PelajaranKontekstual (CTL) and implement in KBK, there was a definition about CTL from Washington State Consortium for Contextual Teaching and learning; "contextual teaching was teaching that enable students to reinforce, expand and apply their academic knowledge and skills in a variety of in school and out-of-school setting in order to solve simulated or real-world problems.

Based on the preceding definition of CTL, the writer concludes that CTL was a conception of teaching and learning that help the student to get a better understanding about the knowledge as they relate to the context of real life.Contextual Teaching and Learning was a conception of teaching and learning that help teacher relate subject matter content to real word situations and motivates students' to make connections between knowledge, to their lives as family members, citizens, and workers, and engage in the hard work that learning requires.

Therefore Contextual learning occurs only when teachers relate subject matter to real world situation. Students are motivated to make connections, between knowledge and its application to their lives as family members, citizen, and workers (Robert,2009).

The range of experience types and activities compatible with CTL was unlimited. Yet, the activities should be concern with the five general strategies of CTL. It was usually called REACT, which student for relating, experiencing, applying, cooperating, and transferring (Jack, Richards, 2008). Relating, Learning related with the real world experience context. Experiencing, Learning focus on the exploration, discovery, and invention. Applying, Learning should be presented into the context of useful. Cooperating, Learning through interpersonal communication context and together. Transferring, Learning by using the knowledge in the context or in the new situation.

Seven main components of CTL (constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment) explained above were the main requirements in classroom teaching learning process. Below were the procedures how to apply CTL, including vocabulary class activity, in the classroom teaching learning process.

Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. Teacher need to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

METHOD

This study used quantitative approach. Aliaga in Daniel claims that Quantitative research was explaining phenomena by collecting numerical data that were analyzed using mathematically based methods (in particular statistics) (Daniel Mujis, 2011:01). The type of this study was pre-experimental study by utilizing One-group Pre-Test/Post-Test Design (Isadore: 304).

This research is carrying out at Senior High School of SMA Muhammadiyah 1 Palangka Raya, which is located on the JI. RT Amilono Street. The writer found the complete data about two months, it is March-April 2016 and the students at the SMA Muhammadiah 1 Palangka Raya.

Sample is a subject of individuals or case from a population (David Nunan: 231). To determine the students as experiment group the writer used cluster sampling. After doing the random class the writer found X-3 as the sample consist of 21 students. The writer gave try out test to try out class (X-4). The writer gave the pre-test to the pre-experiment group (X-3). Then, the writer gave treatment by using CTL in teaching vocabulary. For the last, the writer gave the post-test (X-3).

The try out test conducted on 15th April 2016 at SMA Muhammadiyah Palangka Raya. The result of the try out test was there were 46 items was valid and there were 4 items was invalid.

The writer gave pretest instrument before applying to the real sample in the study. Fot the pre-test conducted on 16th April 2016 and for the post-test conducted on 14th Mei 2016. Then, writer take the information and result about the instrument quality that consists of instrument reliability, instrument validity, index of difficulty and test normality.

In this study, writer will use *gap-fill* test to check the students' vocabulary mastery. Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text (Hamzah, 2013:120). The writer will use four materials that used in pretest and posttest activity; those are announcement, advertisement, invitation and short massages.

RESULTS

The vocabulary score of the students' pre-test and post-test can be seen in Table 1.1.

Table 1.1 Result of Students' Vocabulary Score

Pre-Test		Post-Test		Difference
Code	Score	Code	Score	
C-01	78	E-01	87	9
C-02	78	E-02	100	22
C-03	76	E-03	91	15
C-04	71	E-04	76	5
C-05	80	E-05	82	2
C-06	96	E-06	89	-7
C-07	82	E-07	82	0
C-08	76	E-08	84	8
C-09	64	E-09	96	32
C-10	80	E-10	82	2
C-11	84	E-11	82	-2
C-12	80	E-12	82	2
C-13	82	E-13	87	5
C-14	80	E-14	80	0
C-15	78	E-15	89	11
C-16	71	E-16	67	-4
C-17	82	E-17	69	-13
C-18	89	E-18	84	-5
C-19	91	E-19	91	0
Total	1518	**Total**	1600	4,3157895

The scores of the students were then compared using t-test statistical analysis. The result of the comparison of the scores in vocabulary mastery of the post-test was presented Table 1.2.

Table 1.2 the Result of t_{test} Manual Calculation

Group	$T_{observed}$	T_{table}		Df/db
		5%	1%	
Post-test	5,088	2,10	2,88	18

Where:

$$T_0 = \frac{x - \mu}{SD/\sqrt{n}}$$

$$= \frac{84,21 - 75}{7,878/\sqrt{19}}$$

$$= \frac{9,21}{7,878/4,36}$$

$$= \frac{9,21}{1,81} = 5,088$$

Which the criteria:
If t-test (t-observed) ≥ t-table, H_a was accepted and H_0 was rejected
If t-test (t-observed) ≤ t-table, H_a was rejected and H_0 was accepted

Then, the degree of freedom (df) accounted with the formula: Df = (N – 1) = 19 – 1 = 18

The significant levels choose at 5%, it meant the significant level of refusal of null hypothesis at 5%. The significance level decided at 5% to the hypothesis stated on non-directional (two-tailed test). It meant that the hypothesis cannot direct the prediction of alternative hypothesis. The calculation above showed the result of t_{test} calculation as in the table follows.

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level significance in 5% or $t_{observed} > t_{table}$ (5,088 > 2,10). It meant H_a was accepted and H_0 was rejected.

The means of the student' pre-test and post-test vocabulary score can be seen in Table 1.3.

Table 1.3 Mean and the Standard Deviation of Pre-Test and Post-Test

Group	Mean	Standard Deviation
Pre-Test	79,89	7,256
Post-Test	84,21	7,878

DISCUSSIONS

The result of analysis showed that there was significant effect of using contextual teaching and learning toward the students' vocabulary score of the tenth grade students at SMA Muhammadiyah 1 of Palangka Raya. The students who taught using Contextual Teaching and Learning reached higher score than those who were taught without using Contextual Teaching and Learning. Meanwhile, after the data was calculated using t_{test}, it was found that the value of t_{test} was higher than t_{table} at 5% level of significance $t_{test} = 5,088$ $t_{table} = 2,10$. This finding indicated that the alternative hypothesis stating that there was significant effect of using contextual teaching and learning of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya was accepted. On the contrary, the null hypothesis stating that there was no any significant effect of using contextual teaching and learning of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya was rejected.

Contextual Teaching and Learning was one of method used to teach English vocabulary by the teacher for teaching the students in the class. Contextual Teaching and Learning made a good interaction between teacher and students. Contextual Teaching and Learning used by teacher increased students' enthusiasm in learning process. The result of study is in line with the opinion Carr, M (1999) in chapter II page 27 As explain above, that CTL help us relate us subject matter content to real world situations and motivates to make connections between knowledge and its application to their personal, social, and cultural circumstances in their lives. Therefore, the strategies in using CTL techniques. It mean could be occurred because Contextual Teaching and Learning connected between material and the fact in real situation. From the result of analysis, it could be seen from the score of students how the use of method giving positive effects for students vocabulary mastery. It meant the method has important role in teaching learning process.

The findings of the study verified the statement that teaching Vocabulary using Contextual Teaching and Leaning as a good method in teaching English vocabulary that provided the concrete thing for the students that can be seen.The result of study is in line with the opinionClemente Charles Hudsonin chapter II page 21. Contextual Teaching and Learning was a conception of teaching and learning that help teacher relate subject matter content to real word situations and motivates students' to make connections between knowledge, to their lives as family members, citizens, and workers, and engage in the hard work that learning requires (Clemente: 54). It proved by the calculation result of the acceptance of alternative hypotheses stating that teaching vocabulary using Contextual Teaching and Learning gave effect toward the vocabulary mastery at the tenth grade students at SMA Muhammadiyah 1 Palangka Raya.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The problem of the study as stated in chapter I "Is there any significant effect of using CTL toward students' vocabulary mastery at tenth grade studentsof SMA Muhammadiyah1 Palangka Raya?"

Based on the result of data analysis from the vocabulary score which gained by students before and after conducting the treatment, there was significantly different based on statistical analysis, $t_{observed}$5,088> 2,10 at 5% level of significance. This indicated that the alternative hypothesis stating that there was effect of using CTL toward students' vocabulary score at tenth grade students of SMA MuhammadiyahPalangka Raya was accepted. It implicated that teaching vocabulary using CTL technique gave effect toward students'vocabulary mastery at tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

Suggestions

In line with the conclusion, it would be likes to propose some suggestions for the students, teachers and the writer.

For the students, when they studied vocabulary mastery by contextual teaching and learning, it was recommended that they have to pay attention to the lesson because the learning become more interesting, interactive, and happy and the students' role to be more positive and more enjoy.

For The teacher must pay attention to the students' level, problems in learning English. Especially, on English vocabulary and the situation created in the

class. The teacher had to able to use the technique that consist of discuss,played game then review, so in their learning process the students easier to understand and the students felt have fun when learn English.

For the Writer, since the study was pre-experimental study by contextual teaching and learning technique on vocabulary for the senior high school. So, the writer recommended for the other writer who wanted to conduct the study related with contextual teaching and learning to think clearly gave contextual teaching and learning before or after material. It was needed by teacher participated in the class so that the students gave attention in learning activity. Learn more about contextual teaching and learning activity and how to implement contextual teaching and learning in the class.

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THE EFFECTIVENESS OF ENGLISH CARTOON MOVIE TOWARDS VOCABULARY SCORE

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Abstract

This study is aimed to measure the effectiveness of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. The study included in quantitative Approach with Quasi Experimental design, especially non-randomized control group, pre-test and post-test. It was designed the Lesson Plan, conducted the treatment and observed the students' score by pre-test and post-test. The population of study was the seventh graders of MTs Muslimat Nu Palangka Raya which consisted of 3 classes that each class of 39 students. The writer chose VII-A as control class and VII-B experiment class which both as sample. The sample was determined using cluster random sampling technique. The writer applied T-test calculation to test the hypothesis to analyze the data. The result of testing normality found asymptotic significance (0.121) that was higher than significance level (α=0.05). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.80) was higher than (α=0.05). It could be concluded that the data was homogeneous. The result of T-test using manual calculation found $t_{observed}$ (3.5408684) and t_{table} at signifance level of 5% (1.99). It meant $t_{observed} > t_{table}$. The result of T-test using SPSS 18.0 calculation found $t_{observed}$ (3.201) was higher than t_{table} at significance level of 5% (1.99). It was interpreted that the alternative hypotheses (H_a) stating there is significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was accepted and null hypotheses (H_o) stating there is no significant effect of English cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya was rejected, It is proved the value $t_{observed}$ was higher than t_{table}, either at significance level 5% or 1% (1.99<3.201>2.64). It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. It is recommended that the teacher apply this media teaching vocabulary.

Keywords: *English Cartoon Movie, Vocabulary Score*

INTRODUCTION

A. Background of the Study

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. English is taught at schools from elementary school up to university. It is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

Vocabulary is one of the language elements that is very important for learning English. Vocabulary is one of important aspects in teaching language. Lyne Cameron stated that "Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first".[11]

According to Stephen D. Krasen "Vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process".[12]

B. Problem of the Study

Is there any significant effect of English cartoon movie toward students' vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya?

C. Objective of the Study

To measure and describe the effect of English cartoon movie toward students' vocabulary scores at the seventh graders of MTs Muslimat Nu Palangka Raya.

D. Significance of the study

The writer expects that this research can give benefits, both theoretical and practical. Theoritucally, the result of this study is expected to give contribution to

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[11] Lyne Cameron. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press, 2001, p. 11.

[12] Stephen D Krashen, *The Natural Approach Language Aqusition In Classroom*.Toronto: Pengamon Press, 1993, p. 11.

support the theories about using cartoon movie in teaching English vocabulary. Practically, the study is expected to be significant for the students, teacher and future researcher.

REVIEW OF RELATED LITERATURE

A. Vocabulary
1. The Nature of Vocabulary

According to Krasen vocabulary is basic to communication if acquirer do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. It is also very important for the acquisition process.[13]

As stated above that vocabulary is one of component which has to be mastered and acquired in learning new language especially to student in junior high school, it is in line with Lynne said in his book, *The Practical Stylist:*

"However, I believe that words do have a special significance for children learning a new language. The word in recognizable linguistic unit and for children in their first language and so they will notice words in the language by showing them object that can be seen and touched, and that have single word label in the firs language. From their earliest lessons, children are encouraged to think of new language as a set of words; although of course this may not be the only way they think of it"[14]

2. Level of Vocabulary

According to nation in his book " teaching and learning vocabulary", in Esna state that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base word and large receptive vocabulary are needed. Scott thornbory state that they are sevent level of vocabulary such as.[15]

Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words

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[13]Stephen D Krashen, *The Natural Approach Language Aqusition In Classroom.*Toronto: Pengamon Press, 1993, p. 11.

[14]Lyne Cameron, 2001. *Teaching Language to Young Learners.* New York: Cambridge University Press, 2001, p. 25.

[15]Scoutt Thornbury, *How to Teach Vocabulary, England:*Pearson Education Limited, 2002, p. 59.

Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.0 Words

3. Principles in Teaching Vocabulary

In teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. According to Nation in *Haji Parhani* thesis, teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it has significant influence to the four language skills.[16] In Bayu Dwi Jatmiko thesis, Harmer states that many techniques can be used in teaching vocabulary. There are repetition, realia, pictures, mime actions, gesture, contrast, translation explanation, using real object and numeration.[17]

4. Kinds of Vocabulary

According to Thornbury, there are two kinds of vocabulary, such as:[18]

a. Grammatical Words (Function Words)

Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.[19] Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.[20]

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.[21]Examples of conjunctions: and, but and or.[22]

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[16]Haji Parhani,*Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Studentsof SDIT Al FurqonPalangka Raya*, Unpublished Thesis,Palangka Raya: State Islamic college of Palangka Raya, 2012.

[17]BayuDwiJatmiko, *Using Digital Advertisement to Enrich Students' Vocabulary*, Unpublished Thesis, Semarang: IKIP PGRI Semarang, 2013, p.3.

[18]Scott Thornbury.*How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4.

[19]Anne Seaton. *Basic English Grammar for English Language LearnersBook 1*, United State: SaddlebackEducational Publishing, 2007, p. 132.

[20]Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.[23]

4) Pronouns

(Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us*, and *it* are all personal pronouns), (Reflexive pronouns are formed by adding ''-self'' or ''-selves'' to certain personal pronouns. They ''reflect'' back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves*, and *themselves* are reflexive pronouns. There is no such word as *their selves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This*, *that*, *these*, and *those* are demonstrative pronouns), (Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which*, and *whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another*, *both*, *everyone*, *most*, *no one*, and *several*).[24]

b. Content Words (Lexical Words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger), (Abstract nouns label things not knowable through the senses. Example: Love), and (Collective noun label groups as a unit. Example: Family).[25]

[21]Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

[22]Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: SaddlebackEducational Publishing, 2007, p. 109

[23]Anne Seaton. *Basic English Grammar for English Language LearnersBook 1*, United State: SaddlebackEducational Publishing, 2007, p. 71.

[24]Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

[25]Gabriele Stobbe.*Just Enough English Grammar Illustrated*,United States: McGraw-Hill, 2008, p. 2-3.

2) Verbs

A Verb is a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).[26]

3) Adjectives

Adjectives describe nouns and pronouns.[27] Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), etc.[28]

4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of adverb:

Adjective	Adverb
Beautiful	Beautifully
Quick	Quickly[29]

B. Cartoon Movie
1. The Nature of Cartoon Movie

Poulson stated cartoon movie is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize.[30]

Margono also gives statement that cartoon movie is a good alternative media for teaching vocabulary. It is an interasting which given audio visual examples through the acting in the scenes.[31]

Pande stated that, cartoon movie is an exaggerated amusing illustration caricaturing in moving diagram way of critizing a person or event with some

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[26]Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples,and Reproducible Quizzes Tenth Edition*, United States**:**Jossey-Bass A Wiley Imprint, 2008, p. 1

[27]Phyllis Dutwin. *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

[28]Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

[29]J.B. Heaton. *Writing English Language, Longman 1974,*p. 41.

[30]Poulson.*Cartoon Film.* Available at www.cwrl.utexas.edu/poulson accessed in January, 2010,p.12.

[31] Margono.*The Effectiveness of Teaching English Verbs By Using Cartoon Films.* Unpublished Paper, 2010, p.5.

toughts. A cartoon movie is a special form of art to present amusing apperance with the help of colorful moving diagram exaggerated.[32]

2. Kinds of Cartoon Movie

Cartoon movie are made in different kinds and different purposes. Kinds of cartoon movie are broken down into:

a. Animated Film

They generally consist of drawing and paintings by artist called cartoons.

b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in Technology, and illustrate various aspects of life in nature.

c. Experimental and Avant- Garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or view points in ways that would seem eccentric in Mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.[33]

3. Advantages of using movie as teaching media

Harmer states the advantages of using movie in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language‟ when inviting someone out, or how Americans speak to waiters.

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[32]Pande, Ramakumara, *Nepalase Cartoons: Himalayan Humour Sense of Humour Series.* Michigan: Universitas Michigan. Ratna Pustaka Bandar, 2008, p. 5.

[33] David Dalton F. *Some Techniques for Teaching Pronunciation: The Internet TESL Journal* ,Vol. III ,No .I available at www.aitech.ac.jp,1997.p.95.

Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding them doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task. [34]

4. Principles in Using Cartoon Movie in Teaching Vocabulary
Preparation

Before the teacher starts to teach in the classroom, she or he should prepare the material at home.

a. The teacher selects words that are relevant to the theme of the lesson (if we discuss about the animals, the words that related to animals are: cow, sheep, horse, lion... etc).

b. Teacher should know the meaning of those words and how to apply it in the sentence, (e.g; Lion- The lion is the king of the jungle, Horse- The horses run so fast).

c. The teacher should have listed of the words before class begins.

Application

To create a good environment, both teacher and students should follow several procedures. Students should do the activity in learning process based on the command given by the teacher. There are three activities that should be considered by teacher in teaching vocabulary by using cartoon movies.

1. Pre- Teaching Activities

To stimulate the student's background knowledge, teacher should do pre-teaching at the beginning of the class. There are some activities in pre-teaching phase, such as:

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[34] Harmer, Jeremy. *The Practice English Language Teaching.* New York; Longman.2004.p.282

a. The teacher comes into the classroom and brings a cartoon movie that has been selected for the teaching purpose. It is best to pick some cartoon movies that student know well because many movies may present excellent opportunities to improve vocabulary.

b. The teacher does greetings to all students.

Teacher : "Good Morning,

Students : "Good Morning,

Teacher : "How are you today?".

Students : "Fine, and you?"

Teacher : "I'm fine too, thanks".

c. The teacher checks attendance and ask about previous lesson.

Teacher : "I will check your attendance first, Dody".

Dody : "Present mom".

Teacher : "Ani's here?".

Ani : "Yes mom".

d. The teacher is asking several questions related to the theme of the lesson.

Teacher : OK students, have you ever watched cartoon movie?

Students : Yes, mom.

Teacher : What is your favorite cartoon movie?

Students : SpongeBob, Dora, Sinchan, Cinderella, Doraemon... mom!

Teacher : Where do you usually watch the movie?

Students : At home, mom!

Teacher : Alright, today our topic is about the animals. Do you like animals?

Students : Yes, mom.

Teacher : What animals do you protect at home?

Students : There are cat, bird, dog . . . . . etc.

Teacher : Is there animal that you are fear of?

Students : Yes mom, we are fear of the wild animals such as lion, crocodile, tiger, and bear.

2. Whilst- Teaching Activities

In whilst-teaching activities, teacher may conduct several activities like distributing the selected material to the students and instruct them to do the activities. Here, there are some teacher's activities in whilst teaching.

a. The teacher divides the students into some groups. Each group consists of five students.

b. The teacher presents a cartoon movie and then play the movie in front of the

class.

c. The teacher instructs each group to watch the movie and after they watch, ask several questions based on what they watch.

For example:

Teacher : "All of you. Have you watched the movie?"

All students : "Yes mam".

Teacher : "What is the movie about, Rina?"

d. The teacher instructs each group to write the things that they see in the movie. (It's better to replay the movie once again so the students can remember well the things in the movie).

e. All groups discuss the meaning of word based on the some things in the movie.

f. The teacher monitors the Rina : "The movie is about kinds of animal mam".

Teacher : "Do you still remember some words in this film?"

All students : "Yes mam". Students during doing the task.

g. The teacher instructs each group to write the things in cartoon movie.

h. The teacher instructs each group to collect the discussion report.

Teacher : "OK, students have you finished? And now collect your discussion report to me".

1. **Post- Teaching activity**

Post teaching activities are necessary as the follow up phase on what the student have studied. Here, there are some activities in post teaching to follow.

a. The teacher gives exercises to the students by asking students to arrange the letters of animal's cartoon movie.

For example:

Teacher : Right students, please arrange the letters of animal's movie below into correct word. There are twenty words and I'll give you time about 30 minutes to arrange them.

Example : G- I- E- T- R. The correct one is TIGER.

b. After students finish them, teacher asks one of them to write the answer on the board. As the result, they all can see the wrong and the right answers of the word in animal's cartoon movie.

RESEARCH METHODOLOGY

A. Research Design

This Research classified into Quantitative research The design of this study was Quasi Experimental design.

B. Variable of the Study

Variable is a construct or a characteristic that can take on different values or scores.[35] There were two variables:

Independent Variable   : English Cartoon Movie
Dependent Variable   : Student's Vocabulary Score

D. Population and Sample

The population for the study was consisted of the following are comprise of:
a) Class VII A
b) Class VII B

E. Research Instruments

It is made test based on the material and was appropriated with syllabus at MTs Muslimat Nu Palangka Raya. The form of test was multiple-choices.

F. Data Collection

Writer did some steps to collect data: writer given test to students. Class C to try-out, class B to experiment and class A to control. The data was arranged in the tabulate used manual calculation and SPSS 18.0 program

RESEARCH FINDING AND DISCUSSION

A. Data Presentation of Pre-test and Post-test Experiment Class

Table 4.21 The Comparison Pre Test and Post Test Score of Experiment Class

| No | Students' Name | Students' Code | Experiment Class | | | | Diff |
			Pre Test Score	Grade	Post Test Score	Grade	
1	AMR	E01	69	C	75	B	6
2	ASB	E02	66	C	73	B	7

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[35] *Ibid.*, p. 32

3	AS	E03	61	C	71	B	10
4	ASN	E04	79	B	80	A	1
5	AA	E05	70	B	71	B	1
6	DI	E06	61	C	73	B	12
7	EA	E07	78	B	80	A	2
8	FBS	E08	79	B	70	B	-9
9	GP	E09	54	D	70	B	16
10	K	E10	78	B	79	B	1
11	LH	E11	70	B	74	B	4
12	MA	E12	65	C	75	B	10
13	MAH	E13	66	C	73	B	7
14	MAP	E14	75	B	79	B	4
15	MDA	E15	58	D	78	B	20
16	MNRR	E16	76	B	78	B	2
17	MRM	E17	65	C	75	B	10
18	MS	E18	58	D	69	C	11
19	MK	E19	66	C	71	B	5
20	MN	E20	60	C	71	B	11
21	MM	E21	65	C	78	B	13
22	ML	E22	70	B	75	B	5
23	NM	E23	60	C	79	B	19
24	NI	E24	54	D	71	B	17
25	NH	E25	74	B	80	A	6
26	NDA	E26	65	C	75	B	10
27	NAM	E27	61	C	69	C	8
28	NH	E28	70	B	75	B	5
29	RW	E29	60	C	70	B	10

30	RA	E30	70	B	80	A	10
31	RJ	E31	65	C	75	B	10
32	RR	E32	56	D	71	B	15
33	RM	E33	54	D	70	B	16
34	RR	E34	70	B	80	A	10
35	REW	E35	64	C	80	A	16
36	SPS	E36	63	C	80	A	17
37	SF	E37	79	B	79	B	0
38	W	E38	58	D	75	B	17
39	ZAS	E39	70	B	75	B	5
	Mean		66.76923		74.8846		

A = Very Good   B = Good   C = Poor   D = Very Poor

The Table 4.21 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

Table 4.22 The Comparison Pre Test and Post Test Score of Control Class

No	Students' Name	Students' Code	Control Class				Diff
			Pre Test Score	Grade	Post Test Score	Grade	
1	AK	C01	61	C	74	B	13
2	ASI	C02	60	C	70	B	10
3	ANDP	C03	58	D	70	B	12
4	AP	C04	65	C	71	B	6
5	A	C05	54	D	78	B	24

6	BS	C06	70	B	70	B	0
7	DM	C07	63	C	74	B	11
8	DAR	C08	66	C	63	C	-3
9	F	C09	60	C	70	B	10
10	FH	C10	74	B	78	B	4
11	HZ	C11	65	C	78	B	13
12	H	C12	73	B	70	B	-3
13	HA	C13	74	B	66	C	-8
14	JR	C14	65	C	75	B	10
15	JEP	C15	66	C	65	C	-1
16	KN	C16	56	D	61	C	5
17	K	C17	60	C	66	C	6
18	K	C18	70	B	74	B	4
19	KMNA	C19	64	C	74	B	10
20	LH	C20	70	B	74	B	4
21	MA	C21	61	C	63	C	2
22	MA	C22	60	C	71	B	11
23	MAS	C23	74	B	78	B	4
24	MA	C24	72	B	70	B	-2
25	MD	C25	74	B	74	B	0
26	MFS	C26	65	C	74	B	9
27	MJA	C27	70	B	74	B	4
28	M	C28	65	C	70	B	5
29	MNA	C29	56	D	70	B	14
30	M	C30	64	C	66	C	2
31	M	C31	65	C	74	B	9
32	NH	C32	65	C	78	B	13

33	NSK	C33	74	B	78	B	4
34	NR	C34	58	D	75	B	17
35	R	C35	73	B	78	B	5
36	RA	C36	63	C	75	B	12
37	S	C37	70	B	74	B	4
38	WAS	C38	56	D	61	C	5
39	YD	C39	65	C	74	B	9
	Mean		65.24358		71.61538 46		

A = Very Good   B = Good   C = Poor   D = Very Poor

The Table 4.22 showed that the students' score is mostly increase. Significantly in experiment class than control class, it seems from the median of the both.

Based on calculation with formula of t-test, the result is :

t-table at df 23 at 5% significant level 2,07

$t_o = 3.5408684 > t_{table} = 1.99$ ← **Ha accepted at t_{table} 5 %**

The calculation above show the result of t-test calculation as in the table follows :

Table 4.28

Calculated Testing Hypothesis test

| Variable | t observe | t table | | Df/db |
		5%	1%	
$X_1 - X_2$	3.5408684	1.99	2.64	76

Where:

X_1 = Experimental Class

X_2 = Control Class

t observe   = The calculated Value

t table   = The distribution of t value

df/db   = Degree of Freedom

B. Testing Hypothesis Using SPSS Program

The writer also applies SPSS 18.0 program to calculate t-test in testing hypothesis of the study which supports the result of manual calculation. The result of the test using SPSS 18.0 program can be seen as follows.

Table 4.29 The Calculation of T-test Using SPSS 18.0
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S c o r e Equal variances assumed	2.441	.122	3.201	76	.002	3.179	.993	1.201	5.158
Equal variances not assumed			3.201	71.457	.002	3.179	.993	1.199	5.160

Table 4.29 reports that Ha is accepted. It is found that the result of $t_{observed}$ = 3.201 is higher than t_{table} = 1.99 in the significant level of 5% and 2.64 in the significance level of 1%. It can be interpreted that alternative hypothesis (H_{a}) is accepted. It means students who taught using cartoon movie give significant effect on the students' vocabulary score and have better vocabulary score than those taught without cartoon movie.

C. DISCUSSION

The result of analysis shows that there is significant effect of using cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. In line with the theory of vocabulary which is described previously, the writer asked the students to identify the kind of vocabularies such as noun, adjective, and verb through cartoon movie. And the students felt motivated by the

use of cartoon movie to improve their vocabularies. The students who are taught using cartoon movie get higher score in post-test with mean (74.8846) than those students who are taught by conversional method with mean (71.6153846). Moreover, after the data calculates using T-test and it is found the $t_{observed}$ is 3.5408684 and t_{table} 1.99. It means that $t_{observed} > t_{table}$.

CONCLUSION AND SUGGESTION

A. Conclusion

The result of data analysis shows that vocabulary score which gained by students before and after conducting treatment, there are significantly different, it can be seen from the following fact. First, the result of t-test using manual calculation shows that the calculation value $t_{observed}$ is greater than t_{table} = 1.99<3.5408684>2.64. Second, the result of t-test using SPSS 18.0 calculation found the value $t_{observed}$ is higher than t_{table} = 1.99 <3.201> 2.64. This indicates that the alternative hypothesis stating that there is significant effect of cartoon movie toward vocabulary score is accepted. Meanwhile, the null hypothesis stating that there is no significant effect of cartoon movie toward vocabulary score is rejected. It implicates that if the students taught using cartoon movie, their score would be higher than without using cartoon movie.

B. Suggestion

Based on the research finding, there are some suggestions which are addressed to the teachers, students, and other researcher.

1. The Teachers

Based on the research finding, cartoon movie gave effect toward students' vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya. Therefore, the writer suggests, teacher should be more creative and innovative to select the teaching strategy to deliver their material because it helps the students to felt motivated and enthusiasm. They could find a good instructional media to get their students' interest in learning English, especially in vocabulary. Cartoon movie would be helpful to improve students' vocabulary score, therefore the teacher needs to maintain using cartoon movie in the next new academic year.

2. The Students

Based on the research finding, cartoon movie used in teaching vocabulary can improve the students' score in vocabulary. Also cartoon movie help them to improve their vocabulary in daily activity especially, noun, verb and adjective were improved based on the example given on the cartoon movie. In sum, the writer suggests to the

students to do more practicing vocabulary exercise in order to get better in mastery of vocabulary.

3. The Other Researchers

The writer realizes that the design of study in this thesis is very simply. In this case, there are still many weakness that can be found out. The writer would like to suggest some ideas for further research. Future researchers are suggested to conduct a similar study on the other skills or components like writing, listening, reading, or speaking skill or vocabulary and grammar for the improvement of the teaching English. They are also suggested improving the study with the better design in order to support the result finding. In other word, hopefully further research will complete this technique.

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THE READABILITY OF READING TEXTS ON THE ENGLISH TEXTBOOK

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Abstract

Many English teacher in Indonesia use textbooks as the primary reading in their classroom. Generally, the textbooks written at a higher readability level than the grade level for which text is intended even published by the government, in this case *Pusat Kurikulum dan Perbukuan*, *Balai Penelitian dan Pengembangan*, *Kementerian Pendidikam dan Kebudayaan*. This research sought to explore the readability of textbook for use by Senior High School Grade XI Semester 1 student in the year 2014. The research question in this study was: What is the readability level of reading texts on the English textbook? This book used as the newest and first English textbook under *Kurikulum 2013* at that time. In the study, Flesch Reading Ease Formula was chosen to analyze the reading texts. The formula were used to determine the readability level. The results show that the book were in Standard level with score 69.392. In other words, the reading texts was relatively suitable for eleventh grade students.

Keywords: *readability, textbook, English text book*

INTRODUCTION

The government of Indonesia has decided that English is one of the compulsory subjects especially for Junior High Scholl and Senior High School students. They composed it being one of curricular program that aims to develop attitude, knowledge and skills competence of learners as basic skills and strengthening capabilities in the life of society, nation and state in every Senior High School.

Krashen (1995:55) in his input hypothesis, the most important element of any language teaching program is input, so language acquisition can take place when a message which is being transmitted is understood. In language teaching process, teacher actually need course materials to enhance and support them. What would be language classes be without books, pictures, charts, and technological aids such computer, tape, LCD. Another options were the teacher could have a conversations,

discussions, and games, but it needed a lot of energy. It also deriving much of instructions from supporting materials. Then, what kind of materials is available, how the teacher decides what will work and what won't, and is it worthwhile for the teachers' learning.

Brown (2000:137) stated that the most obvious and most common of material support for language instruction comes through textbooks. Textbook is a kind of teaching and learning media that most commonly used in every teaching and learning process although many innovative media has been developed for educators to teach in new ways. Textbook used to support and enhance the student learning process. Brown also said that textbook is one type of text, a book use in an educational curriculum. In short, the book has many roles in order to improve students' understanding and learning process. It was also why textbook being an important medium to teach English especially in the Senior High School. For the students, textbook can be guidance to organize their learning both inside and outside the classroom. It helps them to learn the material better and easier. For the teacher, they could find creative use for the textbook used by handed it like a supervisor.

Reading is an activity to understand what the texts contains. As one of the language skills, reading contributes to the success of language learning together with other skills. John E. Pennick and Robin Lee Harris (2005:4) have asked the parents, teachers, administrators and scientist in more than 25 cities during a 10-years about their goals for students. They wanted their students to be more creative and an effective communicators, use science to identify and solve the problems, know how to learn science, and develop a positive attitude toward science.

In learning a language, it is important to make sure that the reading material is readable for the students. The readable material is quite important to be considered by the teachers as long as to improve students' ability in understanding the materials. The English textbook used in learning process can help them in understanding the material better and easily. These challenge many teachers to determine the right textbook for their students.

Several options of English language textbook were available under the guidance of National Curriculum Standards in Indonesia. The Ministry of Education and Culture of Indonesia has provided English language textbook for every level called BSE (Buku Elektronik Sekolah) which originally published in the form of electronic book and freely printed by educators. This kind of English textbook is mostly used by the teacher and students to teach English lessons especially for those

who teach in public school. Another choice of English language textbook is the commercial textbook that also based in the current curriculum guidelines. Even most of the textbooks are use standard of curriculum *(Kurikulum 2013)*, it is not guarantee that the book is appropriate for students.

One of the methods to help the teacher choosing appropriate English textbook for the student is by considering the readability of reading material found in the textbook. What is readability? Readability is the ease of understanding or comprehension the text. Readability is how easily written materials can be read and understood (Richards and Schmidt, 2002:442). Readability has made writers very aware of what we "write at the level of words and sentences". Technical writers have accepted the limited benefit that these measurements offer in giving a rough sense of the difficulty of material. Readability as an aspect of the quality of information through its pervasiveness. Readability formula also have put into practice, through user-centered design, ways to stay focused on the needs of the audience and the problems in using the information or assistance that provide with computer products (William H. DuBay, 2004:57). However, the predicted readability of reading text was not always the most accurate and did not always reflect the ease or difficulty of the text. Two factors that are often examined closely are vocabulary and sentences within the text. Jeanne Chall (1981:2) stated that, "A vocabulary and a sentence factor together predict comprehension difficulty of written text to a higher degree of accuracy". Nevertheless, readability formula, today, were more popular used by many researchers' and educators since the technique is simple and objective.

Many readability formulas have been developed to predict the readability of reading material. Some of the formulas were The New Dale-Chall Readability Formula, The Dale-Chall Formula, Fry Graph, SMOG Reading, ATOS, Gunning Fox Index, Coh-Matrix and Reading Ease Formula. In this study, the researcher used the Flesch Reading Ease Formula. The Flesch Reading Ease Formula is selected by the researcher because the formula has been widely and popular used by many researchers in academic field. Dubay (2002:22) argued that Flesch readability is the best used and appropriate on school text (to assess the difficulty of a reading passage written in English).

In 1948, Flesch published a second formula with two parts. The first part, the Reading Ease formula, dropped the use of affixes and used only two variables, the number of syllables and the number of sentences for each 100-word sample. It predicts reading ease on a scale from 1 to 100, with 30 being "very difficult" and 70 being "easy." Flesch (p. 225) wrote that a score of 100 indicates reading matter understood by readers who have completed the fourth grade and are, in the

language of the U.S. Census barely "functionally literate."   The second part of Flesch's formula predicts human interest by counting the number of personal words (such as pronouns and names) and personal sentences (such as quotes, exclamations, and incomplete sentences) (Dubay 2004:21).

The subject of this study was five reading texts in English textbook entitled "*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*"published by The Ministry of Education and Culture of Indonesia in 2014 under *Kurikulum 2013*. This book have used by the eleventh grade students of SMK Negeri 2 Palangka Raya, one of chosen school by the government implemented the book. This book is analyzed because of some reasons. Based on teacher experience, the students face some difficulties in comprehending some reading texts in the textbook. Then, the students said overall reading material was hard to be understood. Moreover, this textbook is the first and the only one English textbook which consider to the curriculum used. Meanwhile, the readability of the reading texts in the textbook is questionable. Another reason is this textbook has never researched before.

METHOD

The research design of this study content analysis since this research try to elaborate the data calculated by analyzing the content readability of textbooks (Donald Ary 2010:457). The subject employed in this study was "*BAHASA INGGRIS SMA/MA/MAK FOR GRADE XI SEMESTER 1*"published by The Ministry of Education and Culture of Indonesia in 2014 under the *Kurikulum 2013*.

The readability data was collected by researcher himself as the instrument. The leveling of data analyzed by readability formula. Rush (1984:5) stated, "Readability formulas are objective, quantitative tools for estimating the difficulty of written material without requiring testing of readers". This means that subjectivity does not exist when determining readability and this makes the use of formulas more reliable than other methods. Descriptive statistics were used to determine the statistical significance of the variance amongst the results of the study.

Steps in collecting the data were firstly by reading all units of English textbook. The study only focus on the reading material selected from five units in the English textbook. The reading texts from the first until the fifth unit were: unit 1 of the reading text was *The Enchanted Fish*, unit 2 was *Bullying: A cancer that must be eradicated*, unit 3 was *President Soekarno of Indonesia*, unit 4 was *Vanity and Pride*, and last unit 5 was about *Letter to God.* Then, grouping all words, syllables, and sentences to be analyzed by using Flesch Reading Ease Formula. The readability score of each text is converted into readability level based on scoring table made by Flesch. The

number of words, syllables and sentences of each text are counted automatically on *https://readability-score.com/*.

In the implementation stage, the researcher always recheck the online calculation manually as Flesch Reading Ease Formula have explained as below:

RE = 206.835 – (1.015 X ASL) – (84.6 X ASW)

RE = Readability Ease

ASL = Average Sentence Length (the number of words divided by the number of words)

ASW = Average Number of syllables per word (the number of syllables divided by the number of words).

Table 1. Flesch Reading Ease Score table

Flesch Reading Ease Score	Readability Level/ Category	Estimated Reading Grade
0-30	Very Difficult	College graduate
30-40	Difficult	13th to 16th grade
50-60	Fairly difficult	10th to 12th grade
60-70	Standard	8th or 9th grader
70-80	Fairly easy	7th grader
80-90	Easy	6th grader
90-100	Very Easy	5th grader

FINDINGS

After all cycles of reading whole English textbook, the researcher found some premature data which book was consist of 116 pages and 5 units. Each unit is presented in skills of reading, speaking and writing. Furthermore, this textbook also take a concern in grammar, pronunciation and vocabulary building. The whole units have a topic based on the genre of the text such as descriptive text, narrative text, and spoof text. For the reading sections, there are 2 descriptive texts, 2 narrative texts, and 1 spoof text.

Then, the result of calculating the sentences, words and syllables of each text is presented in table 2 below:

Table 2. The Description of Sentence, Word, and Syllable Calculation of Reading Text

Text	Number of Sentences	Number of Words	Number of Syllables
Text 1 *"The Enchanted Fish"*	80	985	1297
Text 2 *"Bullying: A Cancer that Must be Eradicated"*	43	747	1191
Text 3 *"President Soekarno of Indonesia"*	37	485	755
Text 4 *"Vanity and Pride"*	110	1001	1486
Text 5 *"A Letter to God"*	91	1131	1574

The following table summarized the result of ASL and ASW calculation of each text which it can be seen in table 3:

Table 3. The Result of ASL and ASW Calculation

Text	Average Sentence Length (ASL)	Average Syllable per Word (ASW)
Text 1 *"The Enchanted Fish"*	12.31	1.32
Text 2 *"Bullying: A Cancer that Must be Eradicated"*	12.37	1.59
Text 3 *"President Soekarno of Indonesia"*	13.11	1.56
Text 4 *"Vanity and Pride"*	9.1	1.48
Text 5 *"A Letter to God"*	12.43	1.39

All data of reading texts then counted on Flesch Reading Ease formula. The result of Reading text can be tested by formula manually as above and automatically by online counting on *https://readability-score.com/* . The research always did rechecked online result by confirmed it to the qualified guide because of validity of data is important. The online result is shorted in the table 4 below.

Table 4. The score of the reading texts based on Reading Ease Scale of the Flesch Formula

Text	Readability Level	Difficult Level	Reading Grade
Text 1 (Narrative)	82.94	Easy	6th Grade
Text 2 (Descriptive)	54.70	Fairly Difficult	10th to 12th Grade
Text 3 (Descriptive)	61.83	Standard	8th or 9th Grade
Text 4 (Narrative)	71.01	Fairly easy	7th Grade
Text 5 (Spoof)	76.48	Fairly easy	7th Grader
Total	**346.96:5**	**-**	**-**
Average	**69.392**	**Standard**	**8th or 9th Grade**

DISCUSSION

Flesch Reading Ease Formula predicted that if the readability score of a text is higher than other texts, it will be easier to be understood by the students. However, if the readability score of a text is lower than other texts, it will make the text difficult to be understood by the students. In education context, we were agreed always improve our skills. It was important to give a varieties input. Textbook is one of input should be challenging for the student. It is also supposed by Krashen in his *i+1* theory which stated that a handbook or supporting media for learning should be challenging one more step higher than their level. If it reached, this supporting media expected that classroom would full a lot of enthusiasm, active students and creative idea.

Based on the table above, the closest result to the readability level for was only one text. The text has the fairly difficult level. In this case, the descriptive text entitled *"Bullying: A Cancer that Must be Eradicated"* predicted suitable for tenth to twelve students. Another one text *"President Soekarno of Indonesia"* in the standard level, which assumed eighth or ninth grade students were easy to read the reading text. In Indonesia, those grades belongs to Senior High School students except standard, easy, and fairly easy level. The score also showed that no one of other four selected reading texts which exactly predicted to be appropriate for eleventh grade students. Most narrative and spoof text, three of five reading material, were easy to read for the student. They are *"The Enchanted Fish"*, *"Vanity and Pride"*, and *"A Letter to God"*. Even though, *i+1* theory, said that descriptive text relatively more challenging. It is in line with Krashen to motivate our students learn harder.

The result of this study also predicted average of all reading text is in the standard level, with score 69.392. It was indicated that all selected reading materials was suitable for their level on eleventh grade at Senior High School. Actually those

result showed a fair reading composition/input with three texts relatively were easy. Two lefts were difficult. The result of this study perhaps these selection of reading input from textbook Krashen mean to give for students. The student actively participated in asking to respond the text in learning process.

CONCLUSSION

The English is taught as foreign language which publishers should to know and measure handbook or learning material, be qualified. The research was conducted to analyze, what is the readability level of English textbook. The readability formula was used because it provided an objective prediction of text difficulty. Reading texts which calculated by Flesch Reading Ease Formula, showed that the level of reading texts entitled "*BAHASA INGGRIS SMA/MA/MAK*" for grade XI semester 1 published by The Ministry of Education and Culture of Indonesia, was in the Standard level with score of 69.392. The textbook assumed readable for eleventh students. In short, it concluded that English textbook here was relatively suitable for eleventh grade students.

Even the "readable" text would be differences that came from the culture, learning habitual, peer-learning, and the source of language itself. In other word, these readability predictions could not be a main reference to choose English textbook for Indonesian students. The readability of Flesch is an alternative prediction, at least it is approved tool which used by many publisher today. There are more readability formula used outside for many subject matters. Dubay (2004:35) suggest other text leveling. It consist of renewed cognitive and linguistic which involved a subjective analysis of reading level that examines vocabulary, format, content, length, illustrations, repetition of words, and curriculum. Of course, was that took some effort to learn how to do leveling accurately. At least, the teacher how to detect textbooks that toward students' interest and thus immediately support their knowledge through Flesch Reading Ease Formula.

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THE EFFECTIVENESS OF ANAGRAM ON STUDENTS' VOCABULARY SIZE

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Abstract

This research was aimed at measuring the effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, Based on the result of analysis, it was found that the value of t_{test} has higher than t_{table} with 2,81 and 2,02 at 5 % level of significance and t_{table} 2.71 at 1% level of significance with degrees of freedom = 40. It showed that the t_{test} was higher than the t_{table}. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was accepted and the Null Hypothesis (Ho) stating that there was no anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. This research recommended for the students, teachers, and also for the next researchers.

Keywords: *anagram, vocabulary size, effect*

Vocabulary size is more important factor in second language learners. Because, we should master in the vocabulary size to make it easy to study in every skill of English. For second language learners to achieve fluency in English, they need to gain at least 5.000 words, preferably 10.000 words. In order to understand 95% of text, readers have to know at least 4000 word families, including 2000 high-frequency word,570 general academic words, at least 1000 technical words, and

proper low-prequency word families.[36] Vocabulary size is a kind of measurement test, just like TOEFL. Most writers believe that second language learners have difficulty in understanding the next because of their limited vocabularies. there are some ways to help the students vocabulary size through effective technique.

Maimunah is study showed Anagram as a good technique in teaching vocabulary. Anagram is a kind of education game which helpfull for the student. Anagram is a type of word play. A word or phrase made by arranging in a different order the letters of another word or phrase.[37] So anagram technique very important to teach vocabulary size, there are some benefits of anagram, anagram helps the students more effective in learning and teachers easier to give the teaching of English. Here, not only can previous knowledge be consolidated, but it can be an acquisition of new forms and structures, Orthography is also an important area, since the solution to a anagram is based on the correct spelling of answers, anagram is also develop and test students' knowledge of morphology, through the use of items dealing with verb ending, prefixes, suffixes. Anagram is one way to make students enjoy in the class when the teacher teaches, cause it makes the situation be fresh. And then, the education needs a tool that make the knowledge can be developed well. In the fact, the students are poor vocabulary cause they feel boring when the teacher teachs them using the direct methode.

METHOD

This study uses quantitative design. It is quantitative design because quantitative is the data that from of number using statistic data. According to Donald Ary "Quantitave research a ginnery employing operational definitions to generate numeric data to answer predator mined hypotheses or questions."

The population in this study was all students of eight grade of MTs Islamiyah of Palangka Raya. There are four classes in the eight grade of MTs Islamiyah of Palangka Raya. There were 97 of the eight grade students that divided into three classes.

Table 1. The Population Number of Students

NO	CLASSES	NUMBER OF STUDENTS
1	VIII A	22
2	VIII B	22
3	VIII C	24
4	VIII D	25
	Total	93

There were two classes of study namely VIII-B as control group and VIII-A as experiment group with the total number student which class VIII-B the total student are 22 and class VIII-A the total student are 22. The sample of study is determined using cluster sampling technique. Both of groups were given pre-test before treatment. Then, the student of experiment group was taught using Anagram and control group was taught non-Anagram. The last, the writer gave post-test to both of groups.

RESULTS

The scores of the students both from the experimental and the control groups can be seen in Table 2.

Table 2. Experimental and Control Group

No	Code	Experimental			Code	Control		
		Pre Test	Post Test	Improvement		Pre Test	Post Test	Improvement
1	E01	65	79	14	C01	60	70	10
2	E02	65	75	10	C02	55	65	10
3	E03	60	65	5	C03	65	70	5
4	E04	69	73	4	C04	55	85	25
5	E05	80	85	5	C05	57	61	4
6	E06	65	65	0	C06	75	61	-14
7	E07	70	75	5	C07	62	65	3
8	E08	65	70	5	C08	70	75	5

9	E09	70	75	5	C09	70	85	15
10	E10	60	70	10	C10	80	72	-8
11	E11	64	75	11	C11	61	70	9
12	E12	70	85	15	C12	55	60	5
13	E13	72	90	18	C13	60	61	1
14	E14	75	75	0	C14	75	65	-10
15	E15	70	75	5	C15	65	70	5
16	E16	65	70	5	C16	70	77	7
17	E17	66	65	4	C17	70	75	5
18	E18	69	75	6	C18	80	74	6
19	E19	65	69	4	C19	69	76	7
20	E20	67	70	3	C20	65	70	5
21	E21	65	79	19	C21	60	65	5
22	E22	65	76	11	C22	61	69	8
	Total	**1482**	**1636**	**164**	**Total**	**1440**	**1541**	**108**
	Highest	**80**	**90**			**80**	**85**	
	Lowest	**60**	**65**			**55**	**60**	

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of X_1 and X_2 at the previous data presentation. In could be seen on this following table 3:

Table 3. The Standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	5,133	1.55
X_2	1,048	1 .25

X_1 = Experimental Class

X_2 = Control Class

The table showed the result of the standard deviation calculation of X_1 was 18.478. and the result of the standard error mean calculation was 2.547. The result of the standard deviation calculation of X_2 was 16.111 and the result of the standard error mean calculation was 2.921

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard error of mean of score difference between Variable I and Variable II :

$SE_{M1} - SE_{M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$

$$= \sqrt{1,55^2 + 1,25^2}$$

$$= \sqrt{2,4025 + 2,1904}$$

$$= \sqrt{4,5929} = 2,143 = 2,14$$

$$t_0 = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_0 = \frac{74,55 - 68,52}{6,03}$$

$$= \frac{603}{2,14}$$

$$= 2,81$$

Which the criteria:

If t-test (t-observed) ≥ t-table, Ha is accepted and Ho is rejected

If t-test (t-observed) < t-table, Ha is rejected and Ho is accepted

Then, the writer interpreted the result of t-test; previously, the writer accounted the degree of freedom (df) with the formula:

Df $= (N_1 + N_2) - 2$

$= 22 + 20 - 2$

$= 40$

5%	T tes	1%
2,02	2,81	2,71

The calculation above showed the result of t-test calculation as in the table 4 follow:

Table 4. Calculation the Result of T-Test

Variable	T test	T table		Df/db
		5%	1%	
X_1-X_2	2,81	2,02	2,71	40

Where:
X_1 = Experimental Class
X_2 = Control Class
T observe   = the calculated Value
T table   = the distribution of t value
Df/db   = Degree of freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 1% and 5% significance level or 2,02< 2,81>2,71. It means H_a was accepted and $H_{o\ was}$ rejected. It could be interpreted based on the result of calculation that H_a stating that anagram give influences toward student's scores in increasing English vocabulary size was accepted and H_o stating that anagram does not give influences toward student's scores in increasing English vocabulary size was rejected. It means that teaching vocabulary using anagram gave significant effect on the students' vocabulary score of the eigth grade students at MTS Islamiyah Palangka Raya.

DISCUSSIONS

The result of data analysis showed that the students taught vocabulary using Anagram have better vocabulary size than those taught using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya. It can be seen from the means score between pre-test and post test. The mean score of post test reached higher score than the mean score of Pre-test (X= 61.00< Y=57.85). It indicated that the students' score increased after conducting treatment. In other words, the students taught vocabulary using Anagram have better vocabulary size than those taught using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya.

In addition, after the data was calculated using the t_{test} formula using SPSS 21.00 program showed that the $t_{observed}$ was 2.81. In addition, After the students have been taught using Anagram, the vocabulary size were higher than before implementing it. This finding indicated that Anagram was effective and supported the previous research done by Roy B. Weinstock, Maimunah and Sartika Manurung that also stated teaching vocabulary by using Anagram was effective.

In teaching learning process, taught vocabulary using Anagram technique was a tool used by the writer to teach the students. It could be seen from the score of students how the used of Anagram technique gave positive effects for students vocabulary size. It means that it has important role in teaching learning process. It was answered the problem of the study is "Do the students taught vocabulary using Anagram have better vocabulary size than those taught using non Anagram at the

eighth grade of MTs Islamiyah Palangka Raya?".

Anagram as means for language learning, effectively enhanced the vocabulary size at eighth grade of MTs Islamiyah Palangka Raya. The students vocabulary size was enhanced after the treatment when they were given opportunities to use Anagram in the learning process. They made new word or new vocabulary using Anagram in the treatment and the vocabulary size was enhanced within post-test.

The results supported theory by Collins and Richard, stated that Anagram technique is type of word play, rearrangement the letter of word, name, phrase, sentence, title, or to produce new word. The students gave their attention to the material because the writer used different technique than usual. Using Anagram as a technique in vocabulary size encourages collaborrative environment, increases motivation and the students participation.

Next results supported theory by Barus, stated that Anagram is a good technique in teaching vocabulary, there are many ways in applying anagram to the students, such as: the students form other word from the key word given, the students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence, the students omit one or some letters of the key word and transpose rest, the students transpose the letters of the word and form another word by using those letters exactly once based on the definition, the students match the scramble word on the left to its arrangement on the right. In line with it, the writer gave the students the assignment of vocabulary size and asked them to found new word or vocabulary with meaning not only vocabulary so that the students had antusiasm on produce new vocabulary.

The result of t-test using SPSS 21.0 program, it was found the t test was greater than the t table at 1% and 5% significance level or 2,81< 2,02>2,71. It means that H_a was accepted and H_0 was rejected. It could be interpreted based on the result of calculation that Ha stating that Anagram technique was effective for teaching vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya was accepted and Ho stating that Anagram Technique was not effective for teaching vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya was rejected. It meant that teaching vocabulary size with anagram technique was effective for teaching vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya.

CONCLUSION AND SUGGESTION

Conclusion

After obtaining the data analysis from the scores obtained of English test, it could answer the problem of the study is "Do the students taught vocabulary using anagram have better vocabulary size than those who taught vocabulary using non anagram at the eighth grade of MTs Islamiyah Palangka Raya?". Based on the result of data analysis, the students' obtained scores from the experiemental group (taught using Anagram) and the students' obtained scores from the control group (taught without using Anagram) were significantly different.

The main purpose of the study is to measure the effect of Anagram on students' vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya. The type of study was quasi-experimental especially non-randomized control group, pre-test post-test design and the writer used quantitative approach in finding out the answer of the problem of the study, the data collecting technique used test. There were two classes of study namely VIII-B as control group and VIII-A as experiment group with the total number student which class VIII-B the total student are 22 and class VIII-A the total student are 22. The sample of study is determined using cluster sampling technique. Both of groups were given pre-test before treatment. Then, the student of experiment group was taught using Anagram and control group was taught non-Anagram. The last, the writer gave post-test to both of groups.

In the result of hypothesis was using calculation of T-test with SPSS 21.0. The result of t-test with SPSS 21.0 calculation found the calculated value ($t_{observed}$) was greater than t_{table}) at 1% and 5% significance level or 2.81< 2.02>2.71. It was interpreted than alternative hypothesis (h_a) stated that the students taught vocabulary using Anagram have better vocabulary size than the students taught using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya was accepted and the null hypothesis (h_0) the students taught vocabulary using Anagram do not have better vocabulary size than the students taught vocabulary using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya was rejected. It meant that the students taught vocabulary using Anagram have better vocabulary size than those taught vocabulary using non Anagram at the eighth grade of MTs Islamiyah Palangka Raya.

Suggestions

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow. For students, It is clear that Anagram technique has potential to be used as very useful increase the

vocabulary size. It could help students to develop vocabulary size in English learning as a foreign language. Therefore, the writer recommended to the students to practice their English as much as possible in or out the class. And also, the writer recomended to students could use the Anagram technique in language learning.

For the English Teachers, It is give contribution to the English teachers about the important of technique in support teaching learning process especially vocabulary size. It is recommended to the teacher that teaching vocabulary size by anagram technique can motivate the students. The used of anagram as a technique of teaching was more effective. A teacher should help the students to find a good and enjoyable anagram which is appropriate to the way the students think and the students' age.

For Future Researcher, In this thesis, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result finding. In other word, the other writer can use this research as the reference for conducting their research.

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