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Website: www.usnsj.com

Email: info@usnsj.com

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The Effectiveness of Using Edmodo in Enhancing Students' Outcomes in Advance Writing Course of the Fifth Semester at FIP - UMMU

AUTHORS INFO

Erwin Gay
Universitas Muhammadiyah Maluku Utara
erwingayetech@gmail.com
+6282271025185

Nurlaily Sofyan
Universitas Muhammadiyah Maluku Utara
Nurlaily_sofyan@yahoo.co.id
+6281235166772

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Abstract

The increase of interest in the use of computer-mediated communication (CMC) into students learning and English Language Teaching (ELT) has become a crucial part of a 21st century education. Virtual Learning Environments as a supplementary tool for motivating and empowering independent learning and innovative teaching is practicing to deliver coursework in higher education. Edmodo, called as the "Facebook for Education", was used to discuss the findings of students' attitude in writing skill. Data was collected by means of questionnaires, interview, forum discussion, and students' written evaluation. A mixed method of qualitative and quantitative was used to analyze the students' perspective about using this online learning tool and the results attained from the assignment feature. The primary instrument, a researcher at Muhammadiyah University of North Maluku (UMMU), worked with a class of fifth semester undergraduate students (approximately 20) of English department of UMMU to introduce Edmodo as online learning is a part of new curriculum practices. The research investigated the effectiveness of using a CMC tool to improve students' writing skill, especially to explore how the use of Edmodo in language learning might contextualize and integrate language instruction using Internet technology. These include relationships with significant social settings, implementation of Edmodo into the curriculum, affective factors, and mastery of metacognitive skills. The results show that the use of Edmodo is successfully facilitating students' participation in online discussions and task. This also enhanced students' interest and motivation in improving their writing skill. It reflected that a curriculum and learning activities developed on the basis of sociocultural theory and communicative teaching approach could increase interaction and communication through the SCMC system

Keywords: edmodo, computer-mediated communication (CMC), internet – based approach, online learning

A. Introduction

This 21st century technology has developed into various models of ICT-based learning such as CBT (Computer-Based Training), CBI (Computer-Based Instruction), Distance Learning, Distance Education, CLE (Cybernetic Learning Environments), desktop videoconferencing, ILS

(Integrated Learning Systems), LCC (Learner-Centered Classrooms), Teleconferencing, WBT (Web-Based Training), and other e-learning tools. These e-learning facilities can be accepted that these tools allow more independent exploration, more personally tailored activities, more teamwork and more significantly, less didactic instruction (Aduwa, Ogiegbaen & Iyamu, 2005). Guri-Rosenblit (2005, p. 6) identified a list of fifteen words used to describe the environment for teaching and learning with technology from various studies: 'web-based learning, computer mediated instruction, virtual classrooms, online education, e-learning, e education, computer-driven interactive communication, open and distance learning, I-Campus, borderless education, cyberspace learning environments, distributed learning, flexible learning, blended learning, mobile-learning'.

In the near future, a student entering college without distance learning experience could be at disadvantages because in education, many virtual learning environments and other educational tools are available in the Internet for free and can be accessed by teachers for students. Therefore, some states require students to take at least one online course as a high school graduation requirement. Several colleges are also requiring online courses in their curriculum.

Nevertheless, there are still few language lecturers in Indonesia especially at Muhammadiyah University of North Maluku (UMMU) to take an account about the impact or advantages of using virtual learning environments in the field of education and student learning. In addition, classroom activity especially in writing skill is often taught as a passive activity. Students are often regarded as passive receivers of ideas and knowledge. This model is no longer exists and many teachers and educators believe that students should contribute to the process of meaning making, participate actively in the class, join in interactive class, and become autonomous learners (Yang & Wilson, 2006). Therefore, it is interesting to note how students perceived virtual learning environments especially when it comes to their comprehension, retention, and learning motivation on their courses.

Since the researcher taught writing course in English department at 2011, English learners at the Muhammadiyah University of North Maluku (UMMU) lack this adequate (writing) skill, as well as lack of literacy in the use of computer mediated communication. The multitude of options and choices available to learners may impose a cognitive load on them.

In addition, students at UMMU Ternate are currently not taught many of the study skills through online courses. Nevertheless, technology and access to Internet are free that can be used by UMMU language teachers and students. Teachers and learners can have access to the Internet within their classrooms, however, this technology tool are rarely to use as media instruction.

Based on the cases above, it is important to incorporate pedagogical aspect of online learning that focuses on how Edmodo is used to engage college students in academic writing and supported to computer-mediated lessons. The use of Edmodo stated by Enriquez (2014, p.5) was allowed students to improve their learning through an active participation in online discussions and tasks. Edmodo which is an online program that may help students to develop their language skills through interaction with foreign people just do this by facilitating the creation of social networks around the world.

B. Literature review

1. Edmodo through an Internet -Based Approach

Internet and technology offer many web-based learning platforms that can support the teaching learning process outside the classroom. Edmodo is one of the right websites that can give benefit the learners by promoting their self-regulated learning in a number of ways. Edmodo is a free social learning platform that enabling teachers and students to connect, collaborate and share content and educational applications, and access homework, grades, class discussions and notifications. Its goal is to help educators harness the power of social media to customize the classroom for each and every learner, (Giang & Minh, 2014). Edmodo was founded in 2010 to provide K-12 teachers, school officials, students, and parents with a closed, private learning network that they could use to connect and collaborate with each other. Today, educators, students, and parents from around the world have signed up to use Edmodo as their preferred learning platform.

Edmodo is different from many other education technology companies. It is free used, however, not commercializing. It could be seen as part of the mission to educate the users on privacy-related issues and could be created the web page to provide educators, students, and

parents with privacy best practices and guidelines, as well as industry resources. Because of that, user trust is critical to the founders.

A number of privacy protections directly into the product, including: a) Students cannot create an account by themselves; they can only do so if they are invited by their teacher and given a unique Group Code, b) The only personally identifiable information that students need to provide to create an account is their first and last name, c) Edmodo does not collect geo-location tracking information, d) Edmodo does not rent or sell student information to third parties for marketing or advertising purposes. e) Parental consent is required students under the age of eighteen can use Edmodo. f) Parental involvement is built into the platform, and parents can create accounts to view their child's activity. g) Students cannot privately communicate with each other. The teacher is always present and able to see everything that occurs on Edmodo. h) Edmodo has numerous employees focused on privacy-related issues, including: a Chief Privacy Officer; a User Trust & Safety Team, made up of employees from almost every aspect of the company; and a team of security engineers, whose everyday responsibilities are to continually monitor and improve the safety and security of Edmodo's services.

Meanwhile, the Internet, short for inter-network, is literally a computer-based network that connects a series of other networks (www.wikipedia.com). The Internet network, in addition, is defined as a computer network capable of connecting computers around the world, so that various types and forms of information can be communicated between parts of the world instantly and globally. In addition, the Internet is also referred to as a collection of computer networks to connect academic sites, government and commercial organizations, and individuals. The Internet thus provides access to telecommunications services from various information resources to millions of users spread all over the world. Internet services include direct communication such as Edmodo, e-mail, chatrooms, and discussion (UseNet news, mailing lists, bulletin boards). The Internet also provides information resources distributed through the World Wide Web, as well as remote login and file traffic (Telnet, FTP), and various other services.

The use of a specific technology in language learning is a learning strategy called Technology-Enhanced Language Learning (TELL). I hope that engaging in TELL through Edmodo may enhance students learning, especially for English language learners. The use of technology in the language classroom focuses primarily on students' potential to improve their language skills and develop an interest and motivation to use technology. Shrum & Glisan (2005) noted that the benefits of planned and purposeful use of technology in the language classroom are: a) better and more effective use of class time; b) help to individualize learning; and c) can lead to empowerment for student learning.

2. Online Learning Strategy in Computer-Mediated Communication

Online learning can be taken in multiple sittings and are available 24 hours a day, 7 days a week and to better accommodate the busy schedule other work. Online learning takes place on the road, in the café, or any other place that have an Internet-accessible computer.

CMC can be accessed by commercially available applications like Blackboard and WebCT, which are designed particularly for teaching. Open sources such as MSN, blogs, and wikis can be designed to manage online learning. These CMC tools can be user-friendly communicative environments for today's students, who are familiar with the use of CMC. Based on accessibility, feasibility, and cost-effectiveness, this study aims at strategically using open-source software as CMC tools to build an online course for Problem Based Learning (Lo Hao-Chang, 2009, p. 4). It also offers functions for "mentoring, project based instruction, guest lecturing, didactic teaching, retrieval of information from online information archives, course management, public conferencing, interactive chat, personal networking and professional growth, facilitating collaboration, individual and group presentations, peer review of writing or projects, practice and experience that may be intrinsically useful in today's society, and computer-based instruction".

Due to these benefits, CMC has been applied to various educational contexts. This action research study explores the content of the communication by specifically comparing activities in a digital environment, such as CMC and face-to-face problem-based learning (PBL), as one way to address the emergence of new learning issues related to technology (Stromso, H., Grottum, P., & Lycke, K. (2004). Cheung & Huang (2005) assume that many universities are actively promoting the use of the Internet to expand their investments in the field of information technology in the world. Interactions between teachers and students can occur not only through

face-to-face relationships, but also via the use of technology, which enables Computer-Mediated Communication (CMC).

In this study, {Edmodo} as similar to NING blog was utilized as the primary discussion tool for a fully asynchronous distance education course on 21st-century technology (Brady, Holcomb, & Smith, 2008) at UMMU. Edmodo is a type of Web 2.0 tools used by teachers to integrate technology in classroom instruction. These discussion forums present a valuable opportunity to connect local classrooms with global English communities, as they allow students to make friends, discuss cultures, share experiences, and keep in touch. Three levels of proficiency can be addressed simultaneously via such tools: beginners receive help and encouragement, while middle levels develop their skills, and advanced learners can communicate to each other using the second language to express themselves more deeply. Edmodo, through Computer Mediated Communication, helps promote participation and more equal access in the language classroom.

3. *Edmodo as Online Learning*

There are several different ways to help on developing students' learning's outcomes, but implementing online tools is one of the best choices. Sharon et al (2011) expresses that online learning media is not only for the information access, but also help students with specific results to achieve the goal. Another advantage by implementing online learning is that teacher can control the students to study independently. In addition, students are able to access the online learning from everywhere they want to get the information, (Drachsler, 2010).

Edmodo as blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process (Alebaikan, 2010). This is due to many students' inherent interest in all things technological learning. A lot of students have a fascination with any new tool that can simplify a basic task such like writing. Using online tools might help students to improve their writing skill.

Edmodo in an online learning environment is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time. Through Edmodo, educators and students can share notes, links and documents. Educators also have the ability to send alerts, events, and tasks for students and may decide to send something in a timeline that can be viewed by public. In addition, Edmodo as online learning can benefit the students by promoting their self-regulated learning in a number of ways. Having access to language-related resources and tools available through Edmodo, the learners can choose and work with materials in line with their preferences and goals at any time and from any places.

By using Edmodo as the extension of the face-to-face interaction, it is expected that students can improve their English proficiency in a provided length of time, since it will increase the contact hours among students and teachers and facilitate peer feedback among students, which may create a productive learning environment for them, (Dewi, 2014). It arises from the idea that the focus of cognitive change of an individual is created the individual mindset after the intervention of this technology tool. Students are actively involved in preparing for their classroom lessons, and a sense of excitement for learning builds among themselves and the teacher during this early stage of the unit (Dobler, 2012).

Thinking of how to control the large class in teaching and learning process, Edmodo also can easily to overcome this situation. Minh (2014) emphasizes Edmodo as the better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

C. **Methodology**

1. *Research design*

This study used a mixed methods (Tashakkori & Teddlie, 2003) design, which was a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2002). The identification of personal values, assumptions and biases at the outset of the study were necessary and were an integral part of the primary instrument data collection (Creswell, 2009, p. 196). Particularly when combining methods of qualitative and quantitative, the role of primary data collection can show the firsthand experiences of participants.

2. Subjects

Twenty of fifth semester students at EFL teacher-training program at UMMU were asked to participate in the study. This study took place in the English department, faculty of teacher training and education, Muhammadiyah University of North Maluku (UMMU). This research was conducted in nine weeks. The first and the second phase were conducted in 7-week intervals, and the third phase was conducted in a 2-week intervals.

3. Intervention Procedure

The intervention used in this study is a strategy for learning that uses CMC, especially Edmodo, as the main idea to enable student teachers to build ways of approaching a new learning task. Shrum & Glisan (2005) state that technology transforms a teacher-centered classroom into a learner-centered one and brings the people around the world into contact with the learner (quoted in Maxwell, 1998). As a professional teacher, learning strategies using technology-based Internet can be useful if they apply the basic principles of good language instruction to the selection of the technology tools and materials for students.

The first assignment within the network as the diagnostics evaluation will be for the students to introduce themselves based on the theme "Myself Evaluation in Intermediate Writing" in discussion forums and other students responded with their comments. Students are required to fully participated in forums by discovering similar interests and sharing ideas on the postings in the forum. In addition, they will use the features such as uploading their photos and changing the background theme according to their preference of colors. Students could change the background theme and their page, upload a profile picture, and application from Edmodo library. When viewing members page, students could access their latest activities, view their latest blog, post to their comment wall, along with all latest photos and videos that they have upload. The first assignment was the diagnostics test of what they had learned in face-to-face Writing course. The last activity was that students were required to read the material in Edmodo for additional information about the website with a reading test based on the information from the website as one assignment. Then, they picked up the update topic for the essay of reflection paper and design a research proposal.

4. Data Collection

The intervention of Edmodo was conducted during a course of 9 weeks in July to August 2016 in order to gain the qualitative data through the results of student work assignments, questionnaires, and interviews. Student work assignment was recorded during the instruction of each week, and interview and questionnaire were conducted at the end of intervention.

5. Data analysis

The data analysis for this study involves qualitative and quantitative data. Qualitative data was analyzed by students' scale reports, interviews and survey (with both open-ended and closed-ended questions). The quantitative data, such as questionnaires and self-assessment were used to measure the improvement of students' activity during the lesson.

Qualitative data analysis was conducted concurrently with the gathering of data and then making interpretations, and writing reports about what students gained through their participation in the technology intervention study. Quantitative data was interpreted using descriptive statistics such as graphs, pie charts, or tables of student measurements from data analysis that identified the comparative scores between their work assignments during the intervention. In addition to the students' performance in work assignment, the researcher observed participants' behavior in their natural and authentic setting by logging into the online learning sites through the Edmodo such observation focused on how the students used Edmodo program as an instructional technology-based learning tool.

The researcher summarized and condensed the intensive and varied raw data to note primary themes to link the research objectives and summarize findings derived from the raw data to produce reliable and valid findings. The validity of the research data was confirmed through data triangulation.

D. Findings and Discussion

1. Assisting Language Learners through Edmodo

Participants in this research were 20 students at Muhammadiyah University of North Maluku (UMMU) Ternate. The section of the descriptive statistics puts forward the results of the three sets of data collected during the study to calculate the mean of using Edmodo, self-introduction,

my self evaluation from the previews writing course and discussion (Assignment I), constructing a reflection paper and discussion (Assignment II), and designing a thesis proposal (Assignment III).

The Edmodo website provides opportunity for students to learn languages online outside of regular class times. On Edmodo, students can personalize their own pages and upload photos and videos. Students can also leave comments about their classmates' work. For example, a student mentioned that;

I gain much knowledge by learning through Edmodo. Of course, I can improve my English skills; at least I can do much reading and writing to comment my classmates' work on class activity.

One rated activity on student learning was narrative and descriptive writing. In this activity, teacher to student and student-to-student communication can be traced from questions and answers in the comment "pages." Edmodo blog is an interesting space for students to develop their writing skill as well as their creativity.

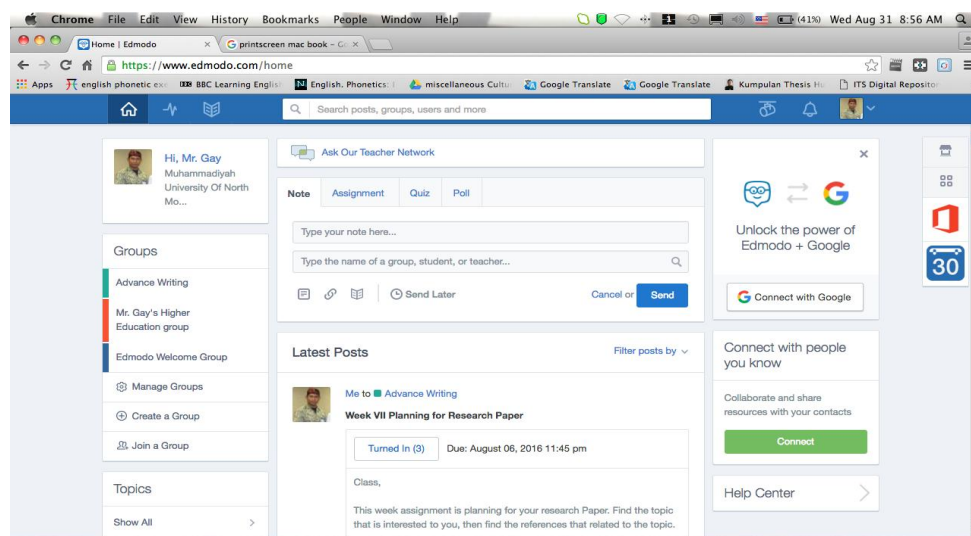


Figure 1. Layout of Students' Work

Figure 1 describes the pages of students' engagement throughout Edmodo. In total 71.45% of students achieved the progress score on using Edmodo, self-introduction, myself evaluation from the previews writing course and discussion in assignment I, and 80.75% of them increased on writing in Assignment II. These results indicated that using Edmodo for facilitating the process of learning English had a positive impact on students at Muhammadiyah University of North Maluku (UMMU). Incorporating this technology learning, in the next step, is potentially for developing the online learning in the UMMU. The objective with the mean scores of using Edmodo, self-introduction, my self evaluation from the previews writing course and discussion in Assignment I indicated the students' proficiency in writing skills ($n= 20$, $M= 71.45$, $SD= 4.261$), writing a reflection paper and discussion in Assignment II ($n= 20$, $M= 80.75$, $SD= 5.466$) and writing a thesis proposal in Assignment III ($n= 20$, $M= 86.85$, $SD= 5.994$), see table 1.

Table 1. Students' Progress Scores on Edmodo

	Assignment I	Assignment II	Assignment III
n	20	20	20
Mean	71.45	80.75	86.85
Std. Deviation	4.261	5.466	5.994

I examined changes in student performance and satisfaction throughout the three phases of data collection (see table 1). There was improvement in student learning outcomes evidenced in terms of students' performance and general development of the subject matter of English. In addition, students reported satisfaction with using the Edmodo in relationship to the development of the subject. Therefore, there were significant statistical differences in performance between students, who were classified of students according to the result of

English in writing skills during the online learning. Regarding the changes in three phases of assignment, students that had assisted a new teaching approach through Edmodo received better academic results of their English skills in the area of writing.

2. The advantages and disadvantages of using Computer-Mediated Instruction through Edmodo for classroom instruction

Readings, resources, activities, and assignments were made available on Edmodo. By doing this, the instructor provided students with ease of access for learning course content both during and outside of scheduled class time. Students just have to log in to their Edmodo account in the place where they have an Internet access. One benefits of this online learning tool is that marries the benefits of social networking with a safe, controlled environment that educators can allow students to freely operate in. Students can access Edmodo via web browser or iOS and Android Application on their Smartphone or tablet. In this manner, students can get immediate notification from any activities and or announcements posted in Edmodo as long as they are connected to the Internet.

Furthermore, this ability can access the course material at any time and interact with other peers towards the course instructor and conventional academic work. Students posted or replied to all the assignments in the discussion forum. Learning became meaningful regardless for all members, because they can see and what others did on the site. The requirement to comment or give feedback to at least two of other classmates work successfully engaged students in developing their written English. A comment from one interview reflected the degree of dependence and motivation in using forum discussion: *At the second activity [Assignment II], I did three activities in one time sitting. I answered the question, commented to my friends' ideas, and read the material in blogs even though the recourses were for the next activity [Assignment III]. I have a progress when I use Edmodo to learn English because I have to use English in interaction and I can explore my English skills from other friends. At least, I did understand how to write and to read in English.*

Another advantage of using Edmodo in discussion box is students can work on their assignment online. Students need the Internet connection to complete their learning activity. Throughout Internet access, students can surf Internet independently since the first phase of intervention students were assisted in how to explore the Internet. They searched the material online individually using Google website, even though many of them also were familiar with Internet sites such as Facebook. From the first intervention to login into Edmodo website, 0.6 percent of participants had email addresses and said they were familiar with the Internet.

Most participants in this study achieved their elementary and secondary education in a remote area. There are few students as participants graduated from school at the city of Ternate. Most students at UMMU include English department come from marginal area that seeking ways to make the school environment more productive for those who are regarded as marginal in the environment. Students have been enculturated to a certain degree, having been exposed to the behavior pattern, artifacts, and cognition of make up their own culture such as Ternatenese, Sananese, Jailonese, Ambonese, Makianese, Ibunese, Tidorenesse, and so forth. Teachers are from North Maluku include Ternatenese, Sulanese, Tidorenesse, Makianese, Ibunese, Jailonese, and others are from outside of North Maluku such as Javanese, Makassarese, and Ambonese.

Students came to the city as a way to improve their quality of life. Most students in Indonesia see having a having a better/quality education as one way to move out of a marginalized lifestyle. The social condition of the participants in this study accounts for much variance when one considers the productivity of knowledge and creation in any given environment. In other words, students in Indonesia perhaps do not have the chance to learn how to build relationships through online social networks. One interviewee commented on the experience in online learning: *"This is the first time I use the website of online learning. The first time used, I felt difficult to access the application, but a few days later I felt so easy. I have been using Facebook, and I think the application of this website is similar. The difference is that Edmodo is used for educational purpose. I am happy that when working on online class activities, I can actively communicate to my friends through email. In addition, all materials are available in the folder that has already been provided by the instructor. Besides, I can search other materials related to the assignment by myself using Google website."* Besides Edmodo, there are other free applications available to students to build social networks such forum writing, Facebook, my space, twitter. However, often these programs operate in the formal language of the country and do not allow for communication across local dialects. These programs could be used to help students learn a

foreign language such as English. In one interview, a participant comments on the effectiveness of using Edmodo in contrast to other technology learning of 21st century, like Facebook:

I think Edmodo is more effective than Facebook or other technology learning. Facebook, for example, used only for getting connection to our friends. As educational technology website such Edmodo, we will invite the members who are English speaker of English learners to build English discussion to improve our English skills. Unlike Edmodo application, most members in Facebook are Indonesian, and we use bahasa Indonesia most of the time.

In contrast to the advantages, using Edmodo as online learning also has the disadvantages that can work only with Internet connection and consumes much time. UMMU has provided the free internet connection. However, the capacity is not enough to use for all students and lecturers at the same time. Most students at UMMU have limited access to an Internet connection at school and at home. Students can spend a lot of money to rent the Internet café and the transportation fee to login the Edmodo website. Another comment from an interviewee: *I addicted to learn English using online learning such Edmodo. However, I should pay the rent of Internet café for at least two hours.* In this case, another student commented: *I do not care how much I should pay the rent of internet hours, but the important thing is I can use Edmodo application to have online learning to improve my English skills.*

Based on interviews, most participants were satisfied with the online learning using the Edmodo in general, even though they did not have background and experience in online learning in the same way they had in face-to-face instruction.

The analysis of data shows the effects of student learning using this online teaching model during three phases. Student reporting data was compared to each other in three Assignment and within three variables: using Edmodo, self-introduction, my self evaluation from the previews writing course and discussion (Assignment I), constructing a reflection paper and discussion (Assignment II), and designing a thesis proposal (Assignment III).

3. Using Edmodo as Classroom Instruction

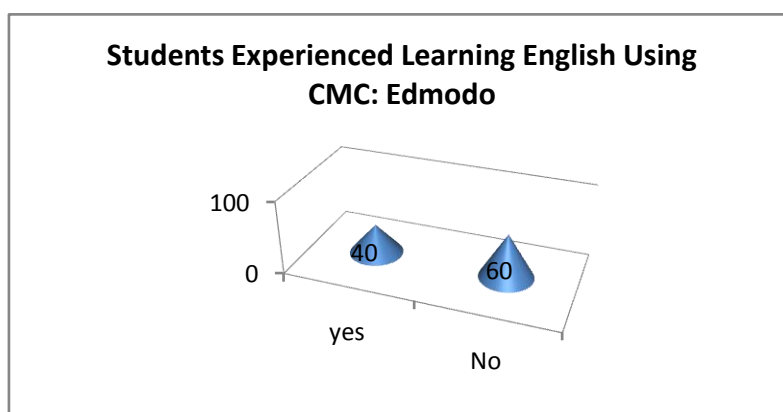


Figure 2. Students Experienced Learning English Using CMC: Edmodo

A total of twenty students (n=20) completed the survey. The graph below shows that 8 (40%) of them have ever experienced learning English using Computer Mediation Communication (CMC) such as Edmodo. This suggests that students had never used other tools such as wall posting and forum discussion to expand their social learning network. Meanwhile, 60% indicated that they are unfamiliar with learning using CMC (Edmodo). It indicated that students never used Edmodo to communicate or to extend their access to information.

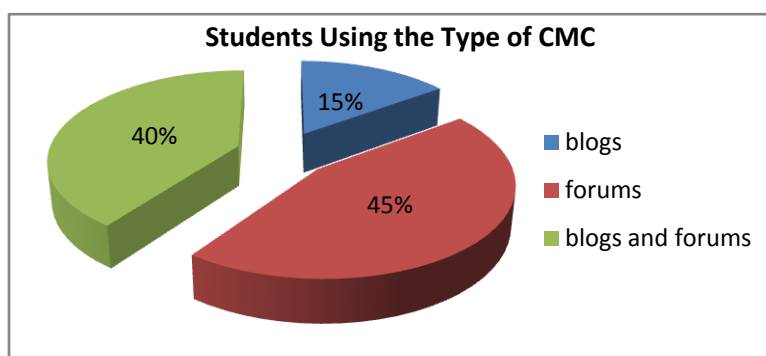


Figure 3. Students Using the Types of CMC

With regard to participant familiarity with different kinds of CMC, 15% students responded that they were familiar with blogs, with 45% respondents indicating that they have never experienced using Forum discussions, and 40% students indicating that they belonged to both blogs and forums. Student experience in forum discussion indicated that the value of comments left by peers regarding a forum discussion has been either informative or highly informative. This is important because the group included in a forum discussion has validity that members respect each other though criticism, and critique.

The survey items as well as open and close-ended questions were examined for themes. Strongly Agree is equivalent to one (1) on the scale, Agree is equivalent to two (2) on the scale, Somewhat Agree is equivalent to three (3) on the scale, Disagree is equivalent to four (4) on the scale and Strongly Disagree is equivalent to five (5) on the scale. Zero percent of students expressed that they strongly disagreed to the use of items related to using Edmodo as online learning.

The majority of students, 90% felt confident by using Edmodo. This is an indication that they strongly agree that using CMC: Edmodo can motivate students to learn English. Zero percent of students stated somewhat agree, disagree and strongly disagree for being not motivated of using Edmodo as online technology learning. A comment from students related to motivation on using Edmodo, *“Working assignment on Edmodo encourages us to spend more time to share proper feedback into our classmates’ ideas. As many as discussion we read, as many as writing we would like to share.”*

Additionally, in total nearly one third (70%) of the respondents agreed that classroom material is easy to access using Edmodo, while one fifth (20%) of the respondents stated neutral, between difficult and easy to access the material.

Another benefit using Edmodo, 60% of students strongly agreed that they improved their communication skills while responding to assignments and to other classmates work. 40% were in the second item of agreement. Furthermore, when comparing Edmodo enhancement courses with the traditional face-to-face courses, two fifth (40%) students strongly agreed that Edmodo in education allows them to communicate more effectively with their instructor. Edmodo serves learners by assisting them to share and discuss ideas. Students were required to discuss the assignments continuously throughout the course until the due date scheduled.

Nearly half of the students/respondents (45%) felt that this type on technology (Edmodo) was convenient for doing their class assignment. About one half (50%) of students agreed that online technology can be used face-to-face in the classroom or lab (e.g., power point presentations) or on line (e.g., course web sites) to enhance students learning, while the same percentage (35%) strongly agreed and agreed that using Edmodo allowed for more time to effectively reflect on work activities in class as compared to a face-face course. With regard to reflection, 40% of students agreed that CMC such Edmodo is effective for the learning process. As noted by one student, *“Students sometimes spend time and relax while studying, through the use of Edmodo, students might effectively cover the material and assignments during learning process.”*

Based on these results, majority of participants strongly agreed and agreed that Edmodo is indeed a great platform as a supplementary tool for learning because of its features and benefits such as active participation in online class activities, easy to use features in submitting online tasks, easy to access reference materials and increase of student motivation because of online activities and discussions.

Results of this study indicate that class activity involving Edmodo fostered participants’ interactivity with each other and engagement with the content and course material. It demonstrates a satisfactory improvement of the students’ writing skill. It means the variety of rehearsal activities students had access to via Edmodo facilitates the practice of their skills and help other students to improve their performance.

When starting to write in Edmodo Note menu, students constructed their own language in the real context in which they need to engage their ideas altogether by using Edmodo. They have got modeling (what made a good text and how to use Edmodo) in the first and second flow intended to direct them to create a good paragraph. This is also the students’ strategy to be skillful in writing as a part of cognitive engagement: how to work on tasks and how they master learning materials (Davis, Summers, & Miller, 2012; Appleton, Christenson, Furlong, 2008). This is what constructivism and situated learning theory intended for: acquiring new knowledge by relating past experience as prior knowledge to a new context (Morsound, 2005; Magambo, 2007; Cholewinski, 2009; Schunk, 2012).

Integrating Edmodo in learning process does not demand the school to have a computer lab or provide laptops in the classroom as Edmodo can be used as the supplement in teaching and learning process and allow teachers to improve the amount of communication with the students outside the class (Cauley, 2013). In addition, Cauley stated that by providing more opportunity to communicate with students, it would decrease confusion, improve better work and give more time to engage and focus on the higher-level essentials questions.

Participant engagement and motivation found in the results of using Edmodo, showed that students contributed to online discussion, which can be tailored to meet diverse learning needs. Educators need to engage students with a more 21st century approach to teaching and social networking technologies can provide such a venue.

Social Networking Sites can be utilized for educational purpose, and, rather than banning their use in school, educators should be exploring ways to help students learn to use them appropriately (Karabulut, et al., 2009). The results from this study suggest that an online teaching approach using Edmodo programs at school can lead to improved student achievement in the future.

E. Conclusion

The SCMC system provided an alternative approach and opportunity for a teacher to facilitate a real time online spoken English instruction program. This empirical study has attempted to the advance understanding of the use of Edmodo in teaching college level students by making clear the positive association between assignments during three phases of student performance. It reflected that a curriculum and learning activities developed on the basis of sociocultural theory and communicative teaching approach could increase interaction and communication through the SCMC system.

From the viewpoint of a teaching approach using CMC such Edmodo, it can be concluded that this type of teaching method is fundamentally characterized by ways to improve student skills through schoolwork and how to take learning further. Therefore, this teaching method not only provides the solution but also to improve students' achievement and methodology of teaching and learning process to achieve students' future job as teacher.

The findings of this study give evidence of the effectiveness of using Edmodo can improve student achievement through participation in online discussions and task. This also enhanced students' interest and motivation in improving their writing skill.

Teacher needs to simplify the instruction used in the virtual class. Teacher needs to keep finding ways of encouraging more social interaction in the target language. The students' engagement should be more enhanced by the use of Edmodo in blended learning classes. Improving the students' motivation to engage and take full responsibility in virtual learning will be a key point in implementing a successful blended learning.

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Difficulty Factors in the Acquisition of Modifier Verbal Vocabulary of Japanese Literary Study Program Students of Semester IV

AUTHORS INFO

Imelda
Universitas Hasanuddin Makassar
april_27meil@yahoo.com
+6285242424575

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Abstract

This study was conducted to identify and describe the difficulty in acquiring the vocabulary of Japanese verbs modifier, found in a matter of grammar training courses. This study used a quantitative approach and took 20 samples of students at the Japanese language Study Program at semester IV students, Universitas Hasanuddin Makassar. Forms of matter being tested consist of 40 questions categorized matching verb in the sentence. The 10 questions were each verb that functions as a modifier of the object, the subject, and the auxiliary verb and a verb that functions as a condition. Through this study showed that difficulties in acquiring student the vocabulary of verbs modifier due to a lack exercises that contain a variety of the vocabulary and verbs modifier, such verbs changes such as present, past, and forms like *Joutai Doushi*. It is also caused by the input of vocabulary and verbs use that tend to be static or does not develop only limited vocabulary and verbs that appear between chapters five through chapter 12 only. Students were more fixated on the familiar verbs vocabulary they use. Besides the use of Kanji without Furigana on the verb and the collocation of words also have contributed to the error occurred.

Keywords: difficulty in vocabulary, Japanese vocabulary, collocation, particles, verbs modifier

A. Introduction

Various challenges of teaching forty-eight students as learners of Japanese Intermediate among others the number of students, the largest number in the course of time that has 4 credits namely ninety minutes per meeting and made twice in one week has been very little. In addition, the correction of homework to be run by teachers is also a challenge in achieving the learning objectives, besides teaching techniques sentence patterns had a tough start in the Japanese language intermediate level, especially on how best presentation of the flow of activities of introduction, grammar, drills, and practice as well was felt not to be optimal.

The number of activities that must be carried out by teachers in the subject of grammar, vocabulary learning activity resulted only at the stage of the card shows a verb or a picture card only to students for 10-15 minutes at the beginning of each chapter. However, the input vocabulary *Doushi* can also be accessed by the learner through the course *Choukai* and *Dokkai*.

The verb in Japanese has a unique example in the kinds of verbs like shape *Joutai Doushi*, *Hojoudoushi* and verbs change according to its function in the sentence. In addition, the problems of writing Kanji also greatly affect learners in understanding the context of the sentence.

Based on some of these issues, it raises some questions about the effectiveness of teaching done so far, especially given input vocabulary is not balanced with the ability or the output produced by students in outline. This research focuses on vocabulary acquisition by the Japanese students of level IV as well as how the shape of vocabulary acquisition based on the students textbook *Minna no Nihongo II* (3A Network, 2008).

B. Literature review

Rivers (in Nunan, 1991: 117) says that the vocabulary is important to be able to master a second language or a second language. Without treasury extensive vocabulary, one can not use the structure and function of language in communicating comprehensively. While Tarigan (2011: 2) says that the quality and quantity of language a person depends on the quality of its vocabulary. The more vocabulary possessed the greater the likelihood that he skillfully speak. In Second Language Acquisition, mother tongue and foreign languages are equally requires a process of language acquisition is done by the natural or natural child and learning in the classroom (in this case students who are taught by the teacher as a substitute parent). During the study period, the various errors made by learners were visible among others, unfamiliarity on foreign language vocabulary, word incompatibility with the context of the sentence and so on. Edward & Rebecca (1977: 150) say that most students who study a foreign language, it would initially be affected by the mother tongue and then slowly will begin to be accurate and structured. Tarigan (2011: 10) further said that basically foreign language learners will be able to know and understand the vocabulary of concrete or tangible than the abstract vocabulary. Difficulties usually arise in the use of words in a sentence, for example as a verb tenses and formation or use of vocabulary in the context of the sentence.

Yachi, Michiko (2002) says that the acquisition of communication in terms of language, it is generally understood as *Goichikara*. The concept presupposes if someone who has had experience of using a language other than his mother, and whoever might have a similar experience in the language. In addition, studies relating bilingual lighter reveal more about language ability in this case is the mastery of vocabulary. “第二言語でのコミュニケーションの際、一般に「語彙力」と呼ばれるものが理解を大きく

左右

することは、自分の母語以外の言語を使わなければならない状況を体験したことがある者ならば、誰もが経験したことがあるだろう。また、「語彙力」から言語能力が分かるということもバイリンガルに関する研究から明らかとなっている。(小野、1994)。

In 1987, research on acquisition of vocabulary in the study of language acquisition is categorized into four (Read 2009 in Yachi, Michiko, 2002) namely: (1) キーワード法や学習者の第一言語の翻訳がついた単語リストなどを使った体系的な語彙学習。(2) 読解活動や聴解活動を通して学習者が出会うコンテクストの中で新しい語の地域を独特していく偶発付随的語彙学習 (incidental vocabulary learning. (3) 新しい語に学習者が出会ったとき、コンテクストからの手がかりをどのように使って新しい語の意味を推測しているか。(4) コミュニケーションを行っている場面で未知の語に出会ったとき、学習者が用いるコミュニケーションストラテジー。

Away from the four types of research on the Vocabulary acquisition, according to Yachi, Michiko (2002) to collect the kinds of research on acquisition vocabulary that developed in foreign countries, such as research input vocabulary learner through a psychological approach, in addition to the research on differences in input knowledge language learners mother (first language) and learners of foreign languages, which object in particular namely a difficult word obtained in acquisition, research on fault word acquisition of the learners' mother language, the research on the error rate of word acquisition grammatically on the Japanese competence, as well as research derivation process of vocabulary word born in the state of nature learner.

(1) 心理学的手法を用いて、学習者の語彙知識を探ろうとするもの

(谷口他1994 ; 小野2001 ; 一二三1996) , (2) 研究対象とする語を習得困難な語に限定し、学習者と母語話者の語彙知識の違いを探ろうとするもの。(杉村他1994 ; 松田2000 a、2000b、水口2002) (3) 文法的制約を受ける語の習得度の違いを日本語能力の違いから研究したもの。(佐藤・藤井1999 ; 寺田2001) (4) 学習者の自然な状況での産出

の元に、語彙習得課程を探るもの。(生田2001; 松本1997) (5) 語彙習得に影響を与える要素を実験、観察などを通して探るもの。(横山2001; 谷内2001)

Read (2002) in Yachi, Michiko (2002) gives three questions about acquisition of vocabulary systematically namely (1)どのような語の特徴が学習難易度を決めているか。On this question, Yachi gives examples of research Ellis & Beaton (1993) that the terms of the psychology of learners will be easy or difficult to acquire vocabulary because it is influenced by several factors such as writing, pronunciation, lexical as well as the length of a word, similarity of the sound of a word. (2) 機械的な暗記よりも高価的な方法は何か。このような疑問点が出されているが、実際に単語リスト等を使った体系的語彙学習は有効なのであろうか。ここから、次の問題を設定することができるだろう。This question was written by Yachi (2002) by citing Hulstijn' research (1997) that told learners memorize vocabulary alone, is not enough effective because it cannot last too long in the memory or rote. Therefore, they were overcome by the keywords in the form of a notebook that contains a vocabulary, pronunciation, use in a sentence, even to the point of writing Kanji (Schmitt & Schmitt, 1995) in Yachi, Michiko, (2002). (3) 単語リストを使った学習は本当に有効か。

Yamashita, Kiyoko (2012: 43) divides the intentional role in learning vocabulary learning is learning that aims to acquire vocabulary directly. While incidental learning is hands-on learning to acquire secondary through learning vocabulary besides learning vocabulary learning for example Dokkai and Choukai.

語彙学習は意図的語彙学習は語彙の学習を目的とする直接学習であり、付随的語彙学習は読解や聴解など語彙学習以外の学習を通して副次的に語彙の習得がなされる間接的学習である。

Nation (2005) in Yamashita, Kiyoko (2012) goes on to say that the incidental vocabulary learning is done through a contextual understanding of a series of educational activities that will promote a holistic way of learning from one another. In other words, do not conflict with the discourse or sentence meaning.

C. Methodology

This study uses a quantitative approach with descriptive quantitative analysis. The study took place in the Japanese Literary Study Program, Universitas Hasanuddin, with samples of Japanese students IV semester amounted to 20 respondents. This study uses the instrument matching test for one hour, in which the problems were tested to students based textbook *Minna no Nihongo II*, chapters 36-46. Researchers took a random verb based on verbs modifier vocabulary category. '修飾語' in sentence ~ のを知っていますか・ ~ のを知りません (でした)、修飾動詞、補助動詞、様態動詞. 10 students did not use because it has an average value quis under 10 out of 100, so they do not meet the criteria of the Advanced Japanese language learners. The questions used a number consisting of 40 numbers each of 10 categories as the object of verbs modifier, verbs modifier as a subject, verbs as auxiliary, as well as *Joutaidoushi* verbs or a verb followed by function of the conditions. Form of matter that is tested in the form of matching the basic working vocabulary with words that are adjacent based on function and context. The test results were then classified based on right and wrong verb entered by respondents (in percentage). Not only is it an indicator of lexical verb form is also a researcher assessment point.

D. Findings and Discussion

In this study, the author divides the categories of vocabulary verbs into 1) Type of verbs modifier '修飾 動詞' which serves as an object, 2) 修飾 動詞 that serves as a subject, 3) 補助動詞 or verb compound, 4) 様態 助動詞 or the auxiliary verb to a condition as follows:

Table 1. The type of Verbal Vocabulary 修飾 動詞 that serves as an object

修飾動詞 (普通形を知る)	正しい	正しい	正しい	正しい
	正しい	正しい	正しい	正しい
1. あさってキムラさんが <u>退院するの</u> を知っていますか。	25.0%	5	75.0%	15
2. きのうち山田さんのお父さんが <u>亡くなったの</u> を知っていますか。	45.0%	9	55.0%	11
3. このマンションはペットが <u>食えないの</u> を知りません	25.0%	5	75.0%	15

でした。				
4. 古川さんの息子さんが大学に <u>合格したの</u> を知りませんでした	15.0%	3	85.0%	17
5. 高橋さんがドイツ製の車を買ったのを知っていますか。	35.0%	7	65.0%	13

In the first type namely 1) Type of verbs modifier word '修飾' in the phrase ~のを知っていますか displayed in the table above (Table 3.1). Verbs vocabulary that appears on five questions namely 退院します, 亡くなります, 食べます, 合格しました, and 買います. The five verbs serves as the object of the sentence, and is situated in the box next option selected by the learner and incorporate these verbs according to function and shape changes right as an object in a sentence. A total of 17 respondents (85%) made a mistake on the verb 合格します. Verb 合格します converted into 合格したの to be grateful to the questions above. In one after another verbs vocabulary 食べます and 退院します respectively 75% students make mistakes, and verbs 買います (買ったの) reached 65%.

In the verbs vocabulary of modifier that serves as an object, students experienced more difficulties. This is evident from the range of error in this type of manner to a whole between 55% -85%, or an average error rate of 71%. While the average level of truth to answer the verbs vocabulary in type I is 29%.

This difficulty arises because of the large vocabulary that is less popular verbs used in both subjects grammar, *Sakubun*, or *Kaiwa*. In addition, students also have to change the verb into the appropriate sentence patterns and change the verb form in the box corresponding to the correct tense or words. Of course, it is not just requires a working knowledge of vocabulary and verbs meaning, the ability to understand the shape changes according tense verbs and sentence patterns that are desirable in the context of the sentence. For learners, vocabulary verbs that are not too popular they used and Kanji writing on the verb, it will greatly affect their ability to answer correctly.

Table 2. Type of Verb Vocabulary 修飾 動詞 that serves as a subject

修飾語のは～		正しい		違い	
1. カリナさんが授業に <u>遅れるの</u> は難しいですね。	40.0%	8	60.0%	12	
2. 近くに大きいスーパーが <u>あるの</u> は便利ですね。	60.0%	12	40.0%	8	
3. 結婚式にこの服を <u>着ていくの</u> はおかしいですか。	85.0%	17	15.0%	3	
4. 自分の気持ちを <u>伝えるの</u> はとても難しいと思います。	65.0%	13	35.0%	7	

In the second type, namely verbs vocabulary 修飾 動詞 のは～ which serves as the subject. Type of verbs vocabulary that appears on this matter is 遅れます, あります, 伝えます, 来て行きます. Range errors of students between 15% -60% lower than the type Vocabulary 修飾 動詞 Verb that functions as an object as seen in Table 3.1. The average rate on a type 2 error is 37.5%, while the average rate of 62.5% truth. In verbs 遅れます, turned into 遅れるの. It was 60% students answered incorrectly. *Arimasu* in one after another verbs (*aru no*) by 40%, and *Tsutaemasu* (*tsutaeru no*) as much as 35%. Errors that occur in all four of these verbs, mostly caused by learners do not understand very well how to change verbs so precisely in the position of the subject in the sentence above. They can choose the verb but cannot turn it into verbs dictionary coupled with no particles.

Table 3. Type of Verb Vocabulary 補助動詞 'Auxiliary Verbs'

補助動詞	正しい		違い	
1. すみません。このくつをはいて <u>みて</u> もいいですか。	45.0%	9	55.0%	11
2. ラッシュでしたから電車がとても <u>込んで</u> います。	95.0%	19	5.0%	1
3. 約束の時間を聞いて <u>あります</u> 。	15.0%	3	85.0%	17
4. 会議の前に資料を見て <u>おいて</u> ください。	55.0%	11	35.0%	7
5. 電車に忘れ物をして <u>しまいました</u> 。	35.0%	7	65.0%	13

The third type is the type of verb vocabulary 補助動詞. Type of *Hojodoushi* issued in the matter is ~ *te miru*, ~ *te iru*, ~ *te aru*, ~ and ~ *te te Oku shimau*. In this type, students had difficulty in the placement of verb *Kiku* vocabulary. These verbs, it shall more popular verb compare *Haku*, but the students actually experience any difficulties. This can be caused because learners do not understand the form *Doushi* that is followed by *Hojodoushiaru* or form *Hojodoushi ~ te aru*. The level of some students' difficulty was 85%, in one after another *Suru* verb pattern ~ *te shimau* amount of 65%. The average error rate and the degree of truth in reply to the five questions that have a balance of 49%.

Students were able to answer 95% correct on verb vocabulary *hojodoushi ~ te iru*, in one after another verb vocabulary *hojodoushi ~ te oite kudasai* as much as 55%, then *hojodoushi ~ te miru* was 45%.

Table 4. Type of 様態動詞

様態動詞	正しい		違い	
1. この椅子は <u>こわれ</u> そうですから、座らないでください。	65.0%	13	35.0%	7
2. 靴の紐が <u>きれ</u> そうですから、新しいのを買わなければなりません。	35.0%	7	65.0%	13
3. 今年は海外旅行をする人が <u>減り</u> そうです。	55.0%	11	45.0%	9
4. 網棚の荷物が <u>おち</u> そうですね。あぶないですね。	35.0%	7	65.0%	13
5. 約束の時間 <u>におくれ</u> そうですから。すこし急ぎましょう。	70.0%	14	30.0%	6

In type *Joutai Doushi*, students seem able to answer questions with verb forms *okuresou okuremasu* converted into as many as 70% correct and error is only 30%. In one after another with verb *kowaremasu* (*kowaresou*) by 65% right and 35% students answered incorrectly. In verb *herimasu* (*herisou*), students who answered correctly by 55% and 45% answered incorrectly. This amount is almost equal. Students answered incorrectly verb *kiremasu* (*kiresou*) by 65%, and students who answered incorrectly by 35%. *Kutsu* collocation *no Himo* and verb *kiremasu*, and verb change a factor that often causes an error occurs. While verb *ochimasu* (*ochisou*) too many errors in the amount of 65% and were answered correctly by 35%. An amount that equals to verb *kiremasu* mentioned.

E. Conclusion

From the description it can be concluded that the factor of the difficulties faced by students of Japanese language of fourth semester is the lack of input and application of verb vocabulary modifier in the form of exercises in the subject of grammar. Students are able to master the familiar verb vocabulary modifiers alone or verb frequency of application often. Whereas verb vocabulary modifier that use a lot less likely to happen a lot of mistakes, or in other words, the input of verb vocabulary yet many students. In addition, factors of Kanji writing without

Furigana and verb change also became one of the many factors that lead to errors in problem solving.

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Improving the Reading Comprehension Using Jigsaw Model at the Grade VII Students of SMP Negeri 2 Samaturu

AUTHORS INFO

Agus Nasir
Universitas Sembilanbelas November Kolaka
agusnasir12@gmail.com
+6281341720210

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Abstract

This study aimed to describe the increase in reading comprehension through a jigsaw model at the seventh grade students of SMP Negeri 2 Kolaka Samaturu. The design of the study is a Classroom Action Research. This research data was process data and action outcome that obtained through observation, tests, and interviews. The data sources of this study were teachers and students. The results showed that the jigsaw model can improve the quality of learning in reading comprehension both in the aspect of learning outcomes as well as aspects of the learning process. In the aspect of the test results as well as aspects of the learning process, both showed significant improvement. In the first cycle of the obtained value of the test results of students were still more at the enough category, i.e. 53.13% of the total number of students. Similarly to aspects of the learning process, in the first cycle, only 12, or 37.5% of students who obtained excellent category. In the second cycle, an increase was in both aspects. For aspects of the test results, the majority of students were on the obtained value of the category of Good and Very Good, i.e. 87.5% of the total number of students. As for the aspects of the learning process, i.e. 32 or 100% of students gained excellent category. Thereby, it can be concluded that the jigsaw model can improve the students' reading comprehension for the students of grade VII SMP Negeri 2 Kolaka Samaturu.

Keywords: reading comprehension, jigsaw model, cooperative learning

A. Introduction

In the world of education, reading is very important because it determines the quality and success of a person in his study. Reading is one of the aspects of language skills that are taught in school such as Senior School (Sekolah Menengah Pertama). It was stated in the Content Standard of Indonesian Subject for SMP / MTs, that the scope of the study includes linguistic components and the literary ability covering aspects of listening, speaking, reading, and writing (DEPDiknas, 2006).

In the Content Standard for Indonesian Subject for SMP / MTs, there are twelve aspects of reading competency standards that must be mastered by students. All aspects of the reading competency standards emphasize the student's ability to understand the reading text. This shows that after joining the reading subject, it is expected that students have adequate reading

skills. However, the expectation that the students have adequate reading skills are still not yet been achieved.

According to Sudaryanto (2001), Indonesian language learning which covers the four language skills, i.e. listening skills or listening, speaking, reading, and writing is still not succeed. In connection with the Sudaryanto's statement, a result of research suggested by Samsuri (2002) concluded that the reading comprehension of students in the aspect of understanding the meaning of words, the meaning of the sentence, the theme of the discourse and infer the content of the discourse has not yet reached complete learn because it still falls below the minimum 65 percent. It shows that the reading comprehension of students is still low.

The problem of low reading skills of the students is also expressed by Indonesian teacher class VII SMP Negeri 2 Kolaka Samaturu in an unofficial conversation with the author. According to him, students of class VII SMP Negeri 2 Kolaka Samaturu have low ability to read. Students' low ability in reading comprehension seen from the test results of students and tasks assigned. In general, students were only able to express things that are written and have not been able to interpret the content of reading. Most of the students have not been able to determine the main idea of a paragraph and still have difficulty distinguishing between facts and opinions contained in the text reading. In addition, there are still some students who struggle to revive the content of reading or commenting on the content of reading.

Based on informal observations by the authors of the study conducted by the Indonesian SMP Negeri 2 Samaturu teachers, authors can conclude that the main causes of low reading skills and unsuccessful students learning Indonesian in general is the use of learning strategies that are less precise. In general, teachers teach by lecture method alone. In the learning, the teacher ignores the process (of learning). In the learning, the teacher ignores the process (of learning). The learning process that is carried out the teacher makes students passive and simply follow the teacher's instructions.

Learning reading comprehension should shift to learning more student-centered, based on constructivism, and focus on the communicative approach and student interaction. Teachers should enable students in the learning process. In an effort to make learning activities more effective reading comprehension skills required application of appropriate learning strategies. One of the learning strategies that are considered to resolve the issue is the jigsaw strategy. Through the jigsaw strategy, such learning can be realized. Lie (2002) states that the jigsaw strategy can be used in learning to read, write, listen, or speak.

By applying the jigsaw model in learning to read multidirectional interaction takes place, i.e. the interaction between teachers and students, and the interaction between students and students. Students can freely work together and share knowledge in the home group, to a group of experts, and then back to the original group to refine and consolidate the results of the discussion. Higher ability students assist low-ability students that knowledge is deepening. Conversely, low ability of students get the opportunity to learn or be guided by the higher ability students. This was in line with the statement Arends (in Ratumanan, 2002) that learning through cooperative method is very beneficial for students who are capable of higher and for lower ability students.

Based on description above, this research is conducted with the aim of describing the improvement of reading comprehension through jigsaw model for the seventh grade students of SMP Negeri 2 Kolaka Samaturu.

B. Literature review

1. Reading comprehension

Reading comprehension is a reading activity whose main objective is to understand the readings accurately and quickly. In reading comprehension, the understanding of the content of discourse becomes essential. According Kamijan (1996), there are a number of aspects that required the reader in reading comprehension, as follows: (1) have a lot of vocabulary; (2) have the ability to interpret the meaning of words, phrases, sentences, and discourse; (3) has the ability to capture the main ideas and supporting ideas; (4) has the ability to capture the outline of readings and details; (5) has the ability to capture the sequence of events in the passage.

In general, reading comprehension program has several goals, which enable the students to: (1) finding the main idea of a sentence, paragraph, or discourse; (2) selecting the key points; (3) following the instructions; (4) determine the organization of reading materials; (5) find visual imagery and other imagery from the text; (6) draw conclusions; (7) guessed the meaning and predicted impacts and conclusions; (8) summarizes what has been read; (9) distinguish fact

from opinion; (10) obtaining information from a variety of special facilities, such as encyclopedias, atlases, maps (Greene & Patty in Tarigan, 1994).

According to Nurhadi (1989), there are three levels of proficiency in reading comprehension, namely (1) the ability to read literal, (2) the ability of critical reading, and (3) the ability of creative reading. To improve the ability to read, everyone needs to master all three levels of reading it.

Literal reading ability level is the lowest level. The reader is only able to recognize and capture the information contained explicitly in the passage. The second level of reading comprehension is the ability to read critically. Critical reading skills is the ability to process the reader critically reading material to find the whole meaning of reading material, either explicit or implicit meaning, through the stage recognize, understand, analyze, synthesize, and judging. Furthermore, the highest level of literacy is the ability to read a person's creative. Someone who has the ability to read not only captures creatively explicit and implicit meaning from the text, but also creatively apply the results of reading in everyday life.

Someone is reading creative when he is able to bring changes in attitudes and behavior after the reading process is complete. The reader is also expected to assess critically and creatively reading material and provide feedback in the form of criticism feedback, direct assessment, or convert it into another form. For example, someone is reading an article. After that, he can make a comment or an article containing criticism of disapproval of the ideas expressed by the author. Such reading was classified as creative reading activities.

2. Assessment in Reading Activities

In learning to read, the assessment can be done through the assessment process and assessment of results. Both types of these assessments will be described below.

a. The assessment of the process in Reading activities

In addition to learning outcomes, assessment of learning is also directed to the learning process. Assessment process is a process of collecting data or information on learning activities, both concerning the difficulties faced by students and on students' progress on an ongoing basis as a form of recording on the development of student learning (Herman et al., 1992).

The purpose of the assessment of process are (1) to understand the problems and developmental levels of learners in mastering the learning content, (2) finding the data analysis that can be used as the basis for solving the problem of learners, (3) learn to solve problems, maintain, and develop the quality of the learning process.

In the perspective of learning to read, the effectiveness of learning to read is not only focused on the achievement of the results of learning to read. The learning process has also become an important focus in the assessment. The focus of learning to read does not only deal with what should be controlled by the student, but also how students learn. Thus the assessment of the reading process as important as the assessment of learning

b. The assessment of result in Reading activities

The meaning of ratings result in learning to read is an assessment of the student's ability to understand the information contained in the text. Activity of understanding information is the cognitive activity. Therefore the measured cognitive ability, the right measuring instrument used was a test. In the cognitive domain of Bloom's Taxonomy is a good alternative to a foundation in the manufacture of test results of learning to read.

According to Nurgiyantoro (2001), activity-understand information on the reading material as a cognitive activity can be done or made in stages, starting from the memory (C1) up to the level of evaluation (C6).

3. Definition of Jigsaw Model

Jigsaw learning model is a model of learning that gives students the chance to share with others, to teach and be taught by fellow students is an important part in the process of continuous learning and socialization (Anam, 2000).

Jigsaw learning model is designed to increase students' sense of responsibility towards their own learning and the learning of others (Ratumanan, 2002). Students not only learn the material given, but they must also be ready to give and teach the material to the group

members. Thus, students are dependent on each other and must work together cooperatively to study the assigned material.

From the above, it can be concluded that the jigsaw strategy is cooperative learning strategies that provide opportunities for students to share with others, to teach and be taught by a fellow student.

As one type of cooperative learning, jigsaw strategy has the characteristics and purposes no different from cooperative learning. Some characteristics of cooperative learning proposed by Ratumanan (2002), are as follows.

- a) The classes are divided into small groups. Members of the group consisted of students with varying abilities, namely high, medium, and low.
- b) If it is possible in the formation of the group also noted differences in ethnicity, culture, gender, socioeconomic background, and so on.
- c) Students learn in a cooperative group to master academic material. The task of the group is the group of their friends to help each other to achieve mastery learning.
- d) The award system is more oriented to groups rather than individuals.

According to Slavin (1997), cooperative learning activities can play many roles in the lesson. In one particular subject, cooperative learning can be used for three different purposes. For example, in a particular lesson the students work as groups that are trying to find something (e.g., mutual help reveal the principles of sound through observation and activity using a water bottle). After hours of lesson are complete, students can work as discussion groups. Finally, students have opportunities to work together to ensure that all members of the group have mastered everything about these subjects in preparation for the quiz, work in a group learning format. In the other scenario, cooperative groups can be used to solve a complex problem. Further, Arends & I. Richard (1997) emphasized that the cooperative learning model was developed to achieve three objectives, namely:

- a) Academic achievement. Cooperative learning is very beneficial for students who have high ability and low ability. Higher ability students can be tutors for students who are less capable. In this process the higher ability students benefit academically, because knowledge can be very deep.
- b) The acceptance of diversity. Cooperative study presents an opportunity for students from different backgrounds and social conditions, to work and depend on routine tasks, and through the use of cooperative reward structures can learn to respect each other.

Development of social skills. Cooperative study aims to teach students the skills of cooperation and collaboration. These are skills that are important in the community belongs.

C. Methodology

This research is a classroom action research. According to Kemmis & Taggart (1988), action research is a form of research of self-reflection that collectively conducted by researchers in social situations to improve reasoning and justice education practices and their social, as well as their understanding of the practice and the situation of the place made such practices, The research was conducted in SMP Negeri 2 Kolaka Samaturu. Procedures for implementing the action research using the model Kemmis & Taggart (1988). Each cycle consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection (Depdikbud, 1999).

The research was conducted in classes VIIc with the number of students as many as 32 people. The data in this study are: (1) the observation of the learning process, (2) the value / learning outcomes of students on reading comprehension, (3) the results of the interview. To gather the necessary data, researchers used the main instruments and instrument support. Researchers became the main instrument in this study because researchers play an important role in the overall process of research (Moleong, 2000). The instruments used are the guideline supporting observation, achievement test, and interview guides.

Guidelines observation was made to obtain data through the process of learning to read jigsaw strategy that includes activities of teachers and students during the learning process. Guidelines observations are also used to observe the concordance between the implementation of learning the lesson plans created researchers with collaborators. Mechanical tests were used to collect data is the ability of students' learning outcomes determine the main sentence and the main idea of the paragraph. Meanwhile, interview techniques conducted to determine students' understanding and opinion of the activities in the learning process and results through a reading comprehension strategies jigsaw. The results of the interview are used as supporting data to the data of observation.

In this study, the process used forms of assessment, namely the observation of nonverbal and verbal communication directly in the classroom. Observation process nonverbal forms of assessment in this study using the guidelines observations (observation). Meanwhile, direct communication in the classroom is done by conducting interviews.

Data analysis was conducted based on the model data flow analysis techniques developed by Miles & Huberman in Rohidi, Tjejep R. (1992). The process of data analysis to follow the steps, namely (1) all data that has been collected; (2) conduct reduction; (3) present data or presented data; and (4) concludes data.

D. Findings and Discussion

1. Results

This Classroom Action Research was conducted by two cycles and each cycle consisting of two meetings. Assessment is done on two aspects, i.e. aspects of the learning process and learning outcomes. The aspects considered in the assessment process of learning reading comprehension in this study include: (1) The enthusiasm of students in apperception activities, (2) enthusiasm of students listening learning objectives, (3) the seriousness of the students read a paragraph that was assigned when the original group, (4) enthusiasm students discussed when the group of experts, (5) active students express ideas / opinions when in a group of experts, (6) involvement of the student to respond when a group of experts, (7) enthusiasm the students to explain the results of the discussion group of experts is currently back in the home group, (8) the seriousness of the students to explain the results of the expert group discussions when back at home group, (9) did not leave the classroom without permission, (10) always in the task.

Determining the level of qualification of students in the assessment process is based on the following criteria, i.e. if all aspects are considered fulfilled categorized as Very Good (SB), if 8 or 9 aspect rated fulfilled categorized as Good (B), if 6 or 7 the aspects that met categorized Enough (C), if four or five aspects assessed fulfilled categorized Less (K), if 1,2, or 3 aspects are considered fulfilled categorized Fail (G).

Assessment is to provide a test of literacy includes the ability to determine the main sentence and the main idea of the paragraph. Determining the level of students' reading comprehension through a jigsaw strategy following the determination of the benchmark intervals adapted from Nurgiyantoro (2001). As for the interval in question, namely: students who are at intervals of 85-100% of the acquisition value categorized as Very Good (SB), 75-84% categorized as Good (B), 65-74% category Enough (C), 40-64% category Less (K), and 0-39% category Fail (G).

Based on analysis of the data obtained, the following is presented the comparison of the Assessment Process Cycle I and Cycle II and Comparative Test Results pre-action, Test Cycle I and Cycle II test.

Table 1. Comparison of Results Assessment of Process for Cycle I and Cycle II

No.	Qualification	Number of Students				Percentage			
		Cycle I		Cycle II		Cycle I		Cycle II	
		Meet. I	Meet. II	Meet. I	Meet. II	Meet. I	Meet. II	Meet. I	Meet. II
1.	Very Good	12	15	28	32	37,5%	46,87%	87,5%	100%
2.	Good	12	9	4	-	37,5%	28,12%	12,5%	0%
3.	Enough	-	-	-	-	0%	0%	0%	0%
4.	Bad	-	5	-	-	0%	15,62%	0%	0%
5.	Very Bad	8	3	-	-	25%	9,37%	0%	0%

Table 2. Comparison of Test Results Pre-action, Test of Cycle I and Cycle 2

No.	Qualification	Number of Students			Percentage		
		Pre-action	Cycle I	Cycle II	Pre-action	Cycle I	Cycle II
1.	Very Good	1	2	6	3,125%	6,25%	18,75%
2.	Good	5	13	22	15,625%	40,63%	68,75%
3.	Enough	13	17	4	40,625%	53,13%	12,5%
4.	Bad	9	-	-	28,125%	0%	0%
5.	Very Bad	4	-	-	12,5%	0%	0%

2. Discussion

a. Comparison of Process Assessment Results for Cycle I and Cycle II

In the first cycle of meetings I, Table 1 shows that students who take the learning process with excellent qualifications i.e. 12 or 37.5% of students, qualification of either 12 or 37.5% of students, no students who obtain enough qualified and less qualified, and 8 or 25% of students who obtained the qualification failure.

In the first cycle of meetings II, Table 1 shows that students who take the learning process with excellent qualifications 15 or 46.875% of students, qualification either 9 or 28.125% of students, qualification enough no or 0% of students, qualification or less 5 or 15.625% of the students, and qualifications failed 3 or 9.375% of students.

In the second cycle the first meeting, table 1 shows that students who take the learning process with excellent qualifications of 28 or 87.5% of students, qualification either 4 or 12.5% of students, qualification enough no or 0%, no less qualified or 0%, and qualifications fails also no or 0%.

In the second cycle meeting II, Table 1 shows that all students who take the learning process gain excellent qualifications i.e. 32 or 100% of students. Thus, no student who obtained a good qualification, qualification enough, lacking qualification, or qualification, failed.

b. Comparison of Pre-action result, Test of Cycle I and Cycle II

This Classroom Action Research begins with a test of a pre-action that aimed at obtaining an initial picture of the level of students' abilities determine the main sentence and the main idea of the paragraph. An overview of the level of students' abilities determines the main sentence and the main idea of the paragraph is also used as the basis of grouping students in learning through a jigsaw strategy.

In the pre-action tests, Table 2 shows that 1 or 3.125% of the students qualified very good, 5 or 15.625% of the students qualified well, 13 or 40.625% of the students qualified enough, 9 or 28.125% of the students qualified less, 4 or 12.5% of the students qualified failure. According to the table 2 is known that 26 or 81.25% of the students qualified enough, less, and failed. Thus, it can be said that the test results of pre-action corroborate preliminary findings that the students of class VII SMP Negeri 2 Samaturu have difficulty in determining the main sentence and the main idea of the paragraph.

On the test cycle I, Table 2 shows that there are two students (6.25%) were obtained excellent qualifications, 13 students (40.63%) who obtained good qualification, 17 students (53.13%) obtain sufficient qualifications, and no fewer students who obtain qualifications and failed. Thus it can be said that an increase when compared to the test results of the pre-action. The pre-action on test results, students are qualified to fail and less, while the results of the first cycle tests no longer fail and less qualified students.

On the test cycle II, Table 2 shows that there are 6 or 18.75% of students who obtained excellent qualifications, 22 students or 68.75% were obtained the qualification of good, 4 students or 12.5% who obtained the qualification enough, and no students who obtain less qualification and failed. It shows that there is a very significant improvement when compared with the results of the first cycle test, a good number of students are very well qualified and the number of well-qualified students, while the number of students qualified enough to be reduced.

The results of the analysis of the above data, both the assessment process and assessment of the results found that the ability of students' reading comprehension through a jigsaw strategy has increased significantly. It shows that the strategy of the jigsaw has been applied successfully improve the students' reading comprehension.

E. Conclusion

Based on the presentation of the results of data analysis and discussion can be concluded that the jigsaw strategy can improve the quality of learning in reading comprehension both in the aspect of the learning process, as well as aspects of learning outcomes. In the aspect of the learning process, all students who take the learning process gain excellent qualifications i.e. 32 or 100% of students. In the aspect of the learning outcomes of most of the students get the qualification of Good and Very Good, i.e. 87.5% of the total number of students. Thus, we can conclude that the reading comprehension of students of class VII SMP Negeri 2 Kolaka Samaturu can be enhanced through learning model of jigsaw.

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Reflective Teaching in the English Teaching and Learning Process at SMA Negeri 5 Kendari

AUTHORS INFO

Wa Ode Nur Maulid
Universitas Sembilanbelas November Kolaka
nurmaulidwaode@gmail.com
+6281354788014

ARTICLE INFO

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Abstract

The purpose of this study was to investigate reflective teaching in the English Teaching and Learning process at Sekolah Menengah Atas (SMA; Senior School) Negeri 5 Kendari. This was a qualitative research with a case study as the method of the study. The data were collected through questionnaire, interview, and observation while the data sources were five English teachers of SMA Negeri 5 Kendari. The result of the study showed that the teachers applied reflective teaching by using some strategies of reflective teaching, namely video recording, observation, action research, students' feedback, and joined workshop. The next finding showed that the teachers understood how to define reflective teaching and recognize the importance of being reflective in teaching are: the teachers learnt new things while teaching; the teachers learnt from their own experiences as learners and as teachers; and the teachers developed their teaching skills and continuously improved their knowledge. The last finding showed that in doing reflective teaching, the teachers had some difficulties such as lack of time because they had workloads to be done outside of teaching hours in the classroom. The teachers got difficulties in encouraging their colleagues who lacked of readiness and focus of being reflective.

Keywords: reflective teaching, reflective teaching strategies, reflective teaching difficulties.

A. Introduction

Teaching is a complex and highly skill activities. Teaching is normally recognized as a profession (Wallace, 1991; Richards & Farrel, 2005). The term "profession" means that "a kind of occupation which can only be practiced after long and rigorous academic study (Wallace, 1991). Teaching as profession involves a considerable amount of challenges and decision-making. As professional, teachers are recommended to continually upgrade their understanding about their knowledge of teaching and learning. The knowledge of teaching and learning includes the knowledge about subject, learners, curriculum, pedagogic, teaching performance, context, and self-recognition as a teacher (Meijer et al. 2001).

Teachers in their education program are informed of that knowledge relate to teaching and learning. However, after entering the real world of teaching, teachers still need to refresh and update their knowledge and skills in teaching. It must be done because teachers sometimes work in a complex ambiguous and dilemmatic classroom (Cimer & Palic, 2012). According to Silver (2015), by updating skills, they can explain the material in the curriculum in a variety of ways to students who have diverse learning styles. They also need superior interpersonal skills, such as patience and the ability to remind calm in stressful situations. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest. In addition, the teachers can determine which methods are most comfortable with and which ones are more likely to ensure students success.

However, most of the teachers were lack information about what they have to do in the classroom (Richards & Lockhart, 1996). They said that 'teachers rarely examine their own teaching practices'. Many teachers did not use their time to think about their actions in the teaching and learning process. They just wait until they were observed by the principle or supervisor who came to the classroom. Furthermore, a language teacher faced constantly diverse classroom situation, tires to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, teachers were drawn upon their experience and peer-experience to resolve the problems and issues through the process of reflection (Al-Ahdal & Al-Awaid, 2014). In addition, Parker (in Richards & Lockhart: 1996) stated that the experienced teachers apply classroom routines and strategies almost automatically without involving a great deal of conscious think. Dealing with this, Richard & Farrel (2005) argued that teachers' competences can be developed by joining teacher workshop and training, keeping teaching journal and portfolios, having teacher support group, peer observation, and self-monitoring. Therefore, teachers must think and question about their goals and values in teaching and examining their teaching assumption.

The teacher development in this perception is actually based on the concept of reflective practice in teaching. Reflective teaching itself has various definitions. The definition is given by Bailey, et al (in Liu & Zhang, 2014). Bailey, et al(in Liu & Zhang, 2014) stated that reflective teaching as "the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims". It means that reflective teaching is used for teachers to think, analyze, and objectively judge their classroom action. Teachers find problems in real practice then attempt to find strategies and solutions to solve the problems through consideration and observation, in order to improve their teaching base on their teaching experience.

Reflective teaching was interpreted from an alternative context by analyzing teachers' perception of good teaching and learning (Cohn & Kottkamp, 1993 in Wu & Wu, 2014). Teachers assumed to understand learners' reality, to feel what the student feels, and to act in the students' interest. The above definition told that reflective teaching plays significant role in foreign language teachers' professional development. Furthermore, it was used by the teachers to improve their teaching practice.

In doing reflective teaching, teachers had to be open-mindedness, responsibility, and wholeheartedness (Dewey, 1993 in Green, 2011). Open-mindedness referred to the willingness to consider more than one side of an argument and fully embrace and attend to alternative possibilities. It might require recognition that formerly held views and beliefs can be misconceived. Responsibility was the disposition to consider carefully the consequences of actions and the willingness to accept those consequences. Misconceptions and confusion can arise when individuals 'profess certain beliefs (yet) are unwilling to commit themselves to the consequences that flow from them'. Then, wholeheartedness was the way in which open-mindedness and responsibility came together in response to the particular situation or event.

Furthermore, the strategies that can be used by the teachers in doing reflective teaching were teaching journal, observation, teacher's assessment, questionnaire, micro-teaching, action research, lesson reports, and asked students' feedback (Richards & Lockhart, 1996). Liu & Zhang, 2014 stated that by applying reflective teaching, teacher can re-identify their role in which transforming from knowledge transmitters to teachers with multi-roles. It improved teachers' practice not only their teaching belief, interest, motivation, and morale but also their teaching methods, materials, and media. Reflective teaching can lead to creative and innovative approaches to classroom and school situation and problems; and can eventuate into improving learning opportunities for students. Reflective teaching helped teachers and was enables them to develop more informed practice. It introduced a number of exploratory tasks, activities, and action research which carried out by teacher in their own classroom.

The study hold by Fatemipour (2009) with the purpose of the study was to investigate the efficiency of reflective teaching tools in English Language Teaching in Islamic Azad University. The result indicated that there were four effective tools which are usually applied for obtaining data in Teaching English as a Foreign Language (EFL) are teacher diary, peer observation, audio recording, and students' feedback. This study given an understanding that it was ideal for a reflective teacher to apply all four tools in his/her class to have an accurate and comprehensive view about what is going on in the class. In addition, reflective teachers were recommended to apply more than one tool in order to obtain more reliable data.

In addition, Fatemipour & Hosseingholi (2014) investigate the impact of reflective teaching on the EFL teachers' performance. The result of the study showed that teachers can get benefit from the reflective teaching procedure such as teacher diary and students' feedback for improving their performance in the process of teaching and not just the end of the term. Teachers were expected to realize their role as a contributor to improvement of their students' learning. So, by using this approach, teachers could provide a way to progress gradually to be more aware of their weak points which can lead to better achievement in their teaching. Therefore, through applying reflective teaching procedure, teachers could reflect on their performance and do self-evaluation.

Cimer & Palic (2012) investigated science teachers' perceptions and practices of reflection. The study involved seven science teachers working in seven secondary schools. The data were collected by semi-structured interviews with seven teachers and weekly guided journals entries of teachers. The data from interviews were analyzed qualitatively. Analysis of the data showed that the all teacher believed that reflection was one of the effective teacher characteristics and useful for increasing the quality of teaching and learning. However, they could not provide a proper explanation of what reflection was. Their reflections were mostly at technical level and limited to preparing for the lesson. Inadequate in-service trainings, work load and low level students were identified by the teachers as impediments of reflection.

Sekolah Menengah Atas Negeri 5 Kendari is one of favorite school that paid attention to the teaching and learning process all day. SMA Negeri 5 Kendari applied 2013 curriculum for class X and XI. Class X was consisted of class X-IA 1 until X-IA 5; class X-IS 1 until X-IS 3; and class Bahasa 1 and Bahasa 2. While class XI was consisted of class XI-IA 1 until XI-IA 6; class XI-IS 1 until XI-IS 3; and class Bahasa 1. However, class XII still used Kurikulum Tingkat Satuan Pendidikan (KTSP). Class XII was consisted of class XII-IA 1 until XII-IA 6 and class XII-IS 1 until XII-IS 4. So, there were 30 classes at SMA Negeri 5 Kendari.

Improving the quality of education became the priority of SMA Negeri 5 Kendari by improving the concern and role of teachers in teaching and learning process. Based on the researcher's experience when taught at SMA Negeri 5 Kendari for one semester and interviewing with the teachers, the researcher noticed that before teaching and learning process was conducted, the teachers prepared the lesson plan and teaching materials that will be taught. Then, the teachers anticipated what will happen in the classroom and think about alternative strategies in order to achieve the goals of teaching. Teachers selected the appropriate assessment to assess the students. Teachers also made a reflection by analyzing their teaching and learning process, and then it became the input for the teachers to revise their planning in teaching. In addition, teachers found strategies and solution to solve the problem related their teaching and learning process. The strategies in reflective teaching were peer observation, self-reports, teachers' diaries, recording lessons, and doing action research.

In addition, teacher also asked students' feedback after the lesson. In this case, teacher asked students' opinion towards the learning activities that they have done during that day. The teacher gave the students a kind of simple questionnaire related to their opinion about the learning activities. For example, after the students finished their task on collaborative writing, the teacher asked the students' opinion whether the collaborative writing helped them much in finishing their writing task or not. By doing this, teachers got feedback about the advantages and disadvantages of learning activity in the classroom. Teachers took the students' opinion as the consideration for the next teaching activities in that class or in other parallel class.

Based on the researcher's experiences and phenomenon that happened at SMA Negeri 5 Kendari, the researcher intended to conduct a research considering reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari, as SMA Negeri 5 Kendari was a favorite school and school models, so the process of teaching and learning became an important point in that school.

B. Methodology

This study was conducted by using a case study. It was carried out to investigate a phenomenon that occurred within specific context (Miles & Huberman, 1994 in Gay & Airasian, 2011). Moreover, a case study research was a qualitative research approach in which researchers focused on a unit of study known as bounded a system e.g., individual teachers, a classroom, or a school (Gay & Airasian, 2011). In this case, this study was deal with the investigation of five English teachers at SMAN 5 Kendari. It referred to the teacher's understanding and practice of reflective teaching for enhancing teacher's professional development.

The data of this study were the English teacher's answers on the items of the questionnaires, interview, and the result of observation in the classroom. The data sources were five English teachers of SMA Negeri 5 Kendari that participated in this study and the researcher in analyzing various related documents. This study was conducted in senior high school in Kendari, Sulawesi Tenggara, namely SMA Negeri 5 Kendari. It involved five English teachers in that school as participants. In addition, researcher also observed five classes of each English teachers when doing teaching and learning process namely IX-IA 2, X-IA 2, X-IA 4, XII-IA 1, and XI-IA 5. Every class was observed four times. Before did the observation, researcher did pre-observation.

The data collection procedures in this study were adopted from Creswell (2012), Williams (2003), and Boyce & Neale (2006) namely:

- a) Choosing the schools to conduct the study.
- b) Asking permission to the school to conduct the study.
- c) Collecting data through questionnaires, interview, and observation.
- d) Distributing questionnaires to the English teachers as participant to investigate teachers' understanding on reflective teaching.
- e) Conducting interview
- f) Doing observation in the classroom.
- g) Analyzing the data by using instruments.

Questionnaire, observation, and semi structured interview were used in this study as the key instrument (Gay & Airasian, 2011). The data was analyzed by using qualitative analysis with procedures as follow (Gay & Airasian, 2011):

- a) Collecting data from questionnaire, observation, and semi structured interview from English teachers.
- b) Reading data several times to develop a deeper understanding about the information supplying by participants.
- c) Describing data based on collecting observations, interview data, and questionnaire.
- d) The result of questionnaire and semi structured interview was transcribed into text data.
- e) Classifying data based on research questions. It was classified into English teachers' understanding on reflective teaching, and it focused on English teaching and learning process in the classroom.
- f) Coding data to protect the caution of participants in order to make the data analysis easier. It was presented as follow:

Tabel 1. Coding and Interpretation of Data

Coding	Interpretation
ET 1, ET 2, ET 3, ET 4, ET 5	English Teacher as participant of this present study.
#INTRV	The data comes from interview with participants.
#QSTNR	The data comes from questionnaire.
#OBSR	The data comes from observation.

C. Findings and Discussion

The research questions of this study were about the teachers practice on Reflective Teaching in the English teaching and learning process, the advantages in applying reflective teaching, and the impediments that prevent teachers' reflection.

1. Teachers' Definition of Reflective Teaching

As stated in chapter two, there were several definitions of reflective teaching as the theoretical background of this study. There were five definition of reflective teaching according to Al-Kalbani (2007). It can be seen from the five perspectives that were technical, contextual,

social, experiential or deliberative, and critical perspectives. In this study, the definitions of reflective teaching from the teacher's point of view were collected using open-ended questionnaire.

The teachers' definition of reflective teaching can be seen as follow:

Table 2. Teachers' Definition of Reflective Teaching

No.	Initial	Perspective of Reflective Teaching	Points
1.	ET1	Contextual perspective	Reflection based on teaching belief.
2.	ET2	Social perspective	Reflection in the social forum.
3.	ET3	Contextual perspective	Reflection based on teaching belief.
4.	ET4	Experiential or deliberative perspective	Reflection on teaching experience.
5.	ET5	Technical perspective	Reflection to determine the goal of teaching.

The data of ET 1 and ET 3 stated that reflective teaching was the reflection which did by the teacher related to teaching practice and teacher's belief in the classroom. Reflective teaching was the teaching based on teaching experience that had been done for evaluating teacher own teaching in order to repair teaching practice, method, technique, and strategy to improve the result of teaching and learning process. This explanation referred to reflective teaching from the contextual perspective. As Taggart & Wilson (2005) explained that the teachers who reflected in contextual perspective can understand the concepts, contexts, and theoretical bases for classroom practices and they assessed the implication of their action and belief. It meant that the teacher who did reflection in this perspective understood with what they have to do relate to their teaching practice and realized with their belief in teaching.

The data of ET 2 showed that reflective teaching was an activity to reflect teacher's teaching practice that can be conducted by teacher itself and more important was together with colleague teachers at the school. By doing this, teacher shared their experiences related teaching and discussed about the current issues in teaching. It was categorized as the social perspective in viewing the essence of reflective teaching. It was related to the Pollard & Tann (1993) that reflective teaching enhanced through collaboration and dialogue with colleagues. Then, Zeichner & Liston (1996) also stated that the idea of reflection as social practice and without a social forum for discussion of teacher's idea, their development was inhibited. It meant that reflection also needed a social forum to discuss and share what teachers did related their teaching and learning process to be improved as better teachers.

The data of ET 4 explained that reflective teaching emphasize on how teacher think back of his/her own teaching experience to make judgment for the future teaching practice. Therefore, it referred to experiential or deliberative perspective of reflective teaching. This perspective was according to Zeichner & Liston (1996) which said that teachers exercised their judgment about various teaching situations while taking advantage of research, experience, institution, and their own values.

The data of ET 5 showed that reflective teaching was teachers reflect what they had been done after conducting teaching and learning process to improve skills as a teacher, then find strategies and solution to solve the problems through observation in the classroom in order that teachers reached the goals of teaching. By looking the way he explained the meaning of reflective teaching, it referred to reflective from technical perspective. It was in line with what Bartlett (1990) in Richards & Nunan (2002) explained about reflective teaching from technical perspective point of view. He said that teachers who reflect within this perspective concerned with what works in the classroom to keep the students quiet, and about possible means for achieving goals or aims of teaching. Beside he focused on how to improve her teaching by finding the best strategies to improve his students' engagement, he also developed the teaching techniques for helping his in improving students' achievement.

2. Teacher's Practice of Reflective Teaching

As suggested by Richard & Lockhart (1996), there were several procedures or tools of gaining the information about what to reflect in the teaching practice:

- a) Teaching journals (the written or recorded accounts of teaching experiences).
- b) Lesson reports (written description of the main features of the lesson).

- c) Survey and questionnaire (administering questionnaire on particular aspects of teaching and learning).
- d) Audio and video recordings (recording a lesson or part of a lesson).
- e) Observation (observing or being observed by other teachers).
- f) Action research (changing particular aspects of teaching and learning through well-planned actions).

In this study, the teachers were asked in the questionnaire and in the interview about their practice of reflective teaching. Below was the table which shown the teacher's practice of reflectivity.

Table 3. Teacher's Practice of Reflective Teaching

No.	Initials	Teaching Journals	Peer Observation	Video Recording	Students' Feedback	Workshop and Training	Action Research
1.	ET1	-	-	√	√	√	√
2.	ET2	-	√	-	√	√	√
3.	ET3	-	√	-	√	√	√
4.	ET4	-	√	-	√	-	√
5.	ET5	-	-	-	√	-	√

The Importance of Reflective Teaching

The teachers stated the importance of being reflective both in the questionnaire and in the interview. Below was the teachers' statement of the importance of reflective teaching. The summary of the importance of being reflective teacher was presented in the following table.

Table 4. The Importance of Reflective Teaching

No.	Initials	The Importance of Reflective Teaching
1.	ET1	Teachers became more knowledgeable and innovative. Teachers realized their strengths and weaknesses. Teachers realized learning situation in the classroom while it is boring or not.
2.	ET2	Teachers realized their strengths and weaknesses. Teachers developed their teaching skills.
3.	ET3	Teachers became the model for their colleagues Teachers realized their weaknesses and strengths. Teachers were wiser in seeing the problems occur.
4.	ET4	Teachers continuously improved their knowledge. Teachers became a model of a successful learner. Teachers learnt from his/her own experiences as a learner and teacher.
5.	ET5	Teachers realized their attitudes in the class. Teachers knew more about their students. Teachers understood his/her daily practice more.

The above statements were supported by Elder & Paul (1994). They explained about the advantages of reflective teaching which considered reflective teachers tend to have willingness to improve teacher teaching quality by trying out new strategies and ideas. Then, Calderhead (1992) also added that reflective teaching could lead to creative and innovative approaches to classroom and school situations. This could eventuate into improved learning opportunities for students. Markham (1999) said that reflective teachers tend to make the use of teachers own learning and teaching experiences to improve their teaching practice. In addition, Farrel (2001) believed that reflective teacher would develop teachers' cognition about their own teaching practice. They tend to recall, consider, and evaluate their teaching experiences as a means of improving the future teaching quality. Regarding to the teachers' explanation about the importance of being reflective above, it can be summarized that the five teachers understand about the importance of being reflective teachers. It seemed that they were aware of the advantages that they got if they conducted reflective teaching.

However, in doing reflective teaching teachers stated in the questionnaire that they had impediments when they practiced reflective teaching from continuously reflect-in, reflect-on, and reflect-for their practice. The table below was shown impediments that teachers faced.

Table 5. The Impediments of Reflective Teaching

No.	Initial	Impediments that prevent reflective teaching
1.	ET1	Lack of training, lack of time
2.	ET2	Lack of time, lack of focus
3.	ET3	Lack of focus, lack of time
4.	ET4	Lack of readiness and open-mindedness, lack of training
5.	ET5	Lack of time

The above statements of three teachers about the time were in line with Loughran's explanation (1996). He explained that there was difficulty associated with learning from reflection that needed to be recognized was time of reflection. The 'when' of reflection (the time of reflection in relation to the pedagogical experience) influenced the learning that might be drawn and after an experience. Then, Pultorak (in Ballard, 2006) stated that teacher education needed preparation for becoming reflective practitioner. Lee (2005) believed that lack of training and education related to reflective teaching may be an obstacle for teachers to develop themselves after finishing their pre-service training program at the university. Furthermore, Cunningham (2001) explained that reflective practice requires a commitment to continue self-development and the time to achieve it. There was needed to be trained in reflective practice and time give to experiment with and master the general process of reflective teaching. He identified that some teachers might not be ready to confront the uncertainty about their teaching philosophies and competence that can be a part of the process.

From the above findings related to impediments of reflective teaching, it can be summarized that most of the teachers complained about the lack of timing they had for doing reflective teaching. In addition, lack of training was another impediment that the teacher faced. The university or institution where teachers got their teacher education program did not prepare them to be a reflective teacher. Therefore, the teachers were suggested to develop their own understanding about reflective teaching by joining training, seminar, and workshop related to reflective teaching. Furthermore, the teacher education program at the University should also realize about the importance of preparing the future teachers to engage with reflective teaching in order that the educational quality can be improved gradually.

This study had some limitation. They were related to the object of investigation, the instruments, participants, and the result of the study. First, related to the object of investigation, this study was limited only to see the teachers' general understanding of reflective teaching and practice on reflective teaching in general teaching. Actually, this study should go into more detail understanding about of all aspects of reflective teaching that teachers had. This study only came with how the teachers' define reflective teaching, the advantages of being teaching, and the impediments that prevent teacher's reflection.

Second, dealing with the instruments of the study, this study only used open-ended and close-ended questionnaire, one by one face to face interview, and observation as the instruments to answer research questions. In fact, this study had to provide the respondent teachers with focus-group interview that allowed researcher in exploring a specific topic about reflective teaching and see how the teachers react to the topic in order to know their understanding and they could learn each other's.

Third, dealing with the participants which the study only involved five teachers' internal knowledge about reflective teaching. In fact, this study should also deal with the reality of the school where the study took place. So, the data was enriched the findings of the study.

Finally, it was related to the result of the study. This study only presented the general understanding of the teachers related to reflective teaching. The understanding only covered the definition, advantages, and impediments of reflective teaching. However, it could cover larger area of reflective teaching. It could be the teacher's level of reflectivity or others related to reflective teaching.

D. Conclusion

Based on the above discussions, the researcher concluded, first, teachers had several activities related to reflective teaching, most of them did action research and asked students' feedback. Other activities that they did related to reflective teaching were peer observation,

video recording, followed workshop or training. However, there was also teacher who read and searched knowledge and theory related to teaching to keep up date with teaching practice. In the observation, it was found that teacher reflected individually. Sometimes they were sharing with their colleague teacher about their teaching or something else related to teaching process. They practice reflection-on, -in, and -for action.

Second, all teachers participant understand about the importance of being reflective in teaching. By doing reflection, teachers were more knowledgeable, innovative, and realized learning situation in the classroom while it was boring or not. Then, by doing reflection, teachers learned new things while teaching; they realized what was running well and not while teaching and learning process conducting. Furthermore, they could learn from their own experiences as a learner and teacher.

Third, the researcher concluded that the teachers shown their understanding about reflective teaching. It was seen by teachers' definition about reflective teaching. Teachers had given their perspective about reflective teaching. The perspective was from contextual perspective, experiential or deliberative perspective, and technical perspective.

The last, the researcher concluded that there were several impediments that faced by the participants in this study. They were lack of time, lack of training because they did not get any knowledge from lectures related to reflective teaching and lack of readiness and open-minded in reflective activities.

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Using Multimedia Interactive Grammar to Enhance Possessive Pronouns among Year 4 Pupils

AUTHORS INFO

Yee Bee Choo
IPG Kampus Tun Hussein Onn
Malaysia
beechoo.yee@iptho.edu.my
+60127541148

Vivian Kwon
IPG Kampus Tun Hussein Onn
Malaysia
vian_kwon@hotmail.com

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Abstract

This study was designed to improve the students' grammar specifically in possessive pronouns using Multimedia Interactive Grammar (MIG) as a teaching and learning strategy. The participants of the study were Year 4 pupils from a primary school and the researcher was the teacher who conducted the action research in the classroom and the cycle of the intervention had been done once. The data collected were tests, supported with interview and teacher's reflective journal. Improvement was shown based on the data obtained as there was an increase of scores in the second test compared to first test. Moreover, it was found that MIG was able to enhance pupils' understanding, motivation and promote fun learning in the classroom. The results of the study indicated pupils' positive behaviors and responses towards the use of MIG in learning grammar.

Keywords: multimedia, interactive, grammar, pronouns, possessive pronouns

A. Introduction

English is regarded as one of the most important languages of the world. At present, it is used as an official language in 52 countries. According to British Council (2013), approximately 1.75 billion people worldwide are speaking English and it is forecasted that by the year 2020, two billion people will be using or learning to use English. Realizing the importance of the English language, our government has implemented a new curriculum, Primary School Standard Curriculum (KSSR) in which elements of grammar, phonics, and Language Arts are given more emphasis to help improve pupils' command of English.

Zhang (2009) stressed the importance of grammar teaching in the English language teaching field as grammar is the base of English that facilitates the syntax or the way words are constructed in the language. Grammar is a set of rules of a language and knowledge of these rules would enable learners to create an infinite number of meaningful sentences in a lifetime. This is supported by Subasini & Kokilavani (2013) who pointed out that grammar is the fundamental basis of our ability to express our thoughts because grammar encompasses the sound, meaning, and formation of phrases and sentences from words. Apart from that, being

grammatically competent will enable the speaker to express his thoughts or ideas clearly and concisely. Therefore, having a good knowledge of grammar is vital to avoid misunderstandings as language with errors will disrupt the smooth flow of communication and conversations. Savage, Bitterlin & Price (2010) also stated that mastering grammar empowers a person to develop competence in the aspects of listening, speaking, reading, and writing. Therefore, it is vital for pupils to start improving and have a good knowledge of grammar from young to help them communicate effectively when using English language.

Problems of Using Possessive Pronouns in the Classroom

Based on my past teaching experiences as a teacher trainee when teaching Year 4 pupils in two different schools, I realized that the majority of the pupils were very weak in grammar. The pupils were often demotivated when learning grammar as they perceived it as very difficult and boring. In my third practicum session, I faced the same problem with my Year 4 pupils as well. The pupils showed very little interest in learning grammar and they did not pay attention in class. As a result, the pupils were not able to complete their grammar exercises and homework as they did not even understand what they had learnt. This had also led them in doing their grammar exercises just for the sake of doing it for the teacher which resulted in making plenty of errors and wrong answers.

Besides that, the pupils often made mistakes in using pronouns too and this has caused a distortion of meaning in the pupils' sentences. For instance, the pupils often used the possessive pronouns 'ours' and 'yours' wrongly and this had led to a lot of confusions in the classroom. Misunderstandings often occur during communication when using English language in class as pupils often used the wrong pronouns. It truly saddens me to see that my pupils could not even use the correct pronouns and they were unwilling to learn and rarely try to improve their grammar.

A possible explanation regarding pupils' poor understanding on grammar is due to the interference of the pupils' mother tongue. As Avanika, Niroj, Ambalika & Rajesh (2009) stated, the learner's first language interferes in the acquisition of the second language. Based on my observations, the Year 4 pupils were unable to use possessive pronouns correctly. Pupils were often confused when to use the possessive adjective 'my' and the possessive pronoun 'mine'. According to Abu Bakar, Abdul Hamid, Mat Awal & Jalaluddin (2007), the acquisition of English as a second language is hindered due to the structural differences between the Malay and English language. The different variation of possessive adjectives and possessive pronouns do not exist in the Malay language. For instance, the sentence 'This is my book' is '*Ini buku saya*' in Malay. Meanwhile, the sentence 'This book is mine' is '*Buku ini kepunyaan saya*' in Malay. In both of these sentences, possessive adjective 'my' and possessive pronoun 'mine' is the same in the Malay language which is '*saya*'. As a result, pupils faced difficulties in differentiating the usage of 'my' and 'mine' due to the unparalleled structures of the Malay and English language.

The issue regarding pupils' wrong usage of pronouns is similar with pupils from other states in Malaysia. According to a research by Abdul Rahim & Abdul Rahim (2014), a majority of the pupils from the first class in Year 4A1 struggled with the use of possessive pronouns. The pupils were unable to use the pronouns correctly and required extensive guidance from their teachers in answering questions on possessive pronouns.

Besides that, English teachers resorted to drilling method in the teaching of grammar and this caused the pupils to become demotivated to learn grammar. Drilling produces rote memorization, dull creativity and spending long periods of time on repetitive tasks is not a productive learning situation (Yu, 2013). It does not contribute to literacy achievement. This is supported by Witchukriangkrai (2011) who pointed out that the drilling method might not be effective as academically weak students would end up being dispirited as they might not be able to keep up with their friends. Therefore, this has stirred a huge desire in my heart to find ways and alternatives in my teaching approaches in order to overcome this issue at hand.

I decided to use MIG as my intervention strategy to enhance my pupils' knowledge on possessive pronouns. These pupils needed help to improve their grammar as well as to boost up their motivation in learning grammar in a fun way.

The following research questions were formulated in order to meet the research objectives.

1. How does the use of Multimedia Interactive Grammar (MIG) increase pupils' understanding of possessive pronouns?
2. How does Multimedia Interactive Grammar (MIG) motivate the pupils in learning?
3. How does the use of Multimedia Interactive Grammar (MIG) engage pupils in fun learning?

B. Literature Review

1. Vygotsky's ZPD and Scaffolding

This research aimed to determine whether the use of technology specifically focusing on MIG would result in enhancing Year 4 pupils' grammar on possessive pronouns. This research adopts Vygotsky's (1978) Sociocultural Theory. According to Spencer (2011), Vygotsky's Sociocultural Theory engages the transmission of information and cognitive skills from one generation to another involves teaching and learning in which a child acquires information through interaction with adults. There are two main key concepts in Vygotsky's theory which include the Zone of Proximal Development (ZPD) and scaffolding. ZPD refers to an array of tasks that a child can carry out with the help of someone who is more skilled, frequently an adult who represents the culture in which the child develops. It centralizes upon the idea that children can achieve more with the assistance of others compared to what they can do alone. Thus, I had applied this theory into practice towards my pupils whereby through the use of MIG in my teaching, it enabled them to learn and improve their understanding on possessive pronouns.

Scaffolding is an interactive process in which adults adjust both the amount and the type of support they offer to the child, leading to the child's ability to function independently. It is an instructional technique in which the teacher firstly models the desired learning task and the responsibility is then gradually shifted to the students. In a classroom, students do not merely receive guidance from the teacher but from their more knowledgeable peers as well. In my research, I had incorporated co-operative learning exercises where lower proficiency pupils develop with the help from their more skilful peers within ZPD. I had formed groups of mixed-abilities in which pupils who were more knowledgeable provided assistance to the other group members in learning grammar. This type of social interaction is coherent with Vygotsky's (1978) theory that learning is not an individual process. It is a social process in which students learn through interactions with their teacher and peers in the classroom.

Scaffolding techniques have been used in many studies and have yielded positive results. One of the studies on scaffolding is the study by MohdSidek (2011) where the role of scaffolding within a child's ZPD via interaction with others who are more superior could assist in second language (L2) syntax development. He found that the child was able to produce correct grammatical syntax which was similar to the model or target input in the post-description in comparison to the pre-description. The findings in this study concluded that scaffolding in ZPD has shown to be an effective vehicle for the child to develop L2. Therefore, given its credibility and effectiveness of Vygotsky's Sociocultural Theory, I have decided to employ Vygotsky's theory in my research.

2. Using Multimedia in the Classroom

The positive impact of Information and Communication Technology (ICT) in the teaching and learning process is undeniable. Using technology in class has a positive effect on pupils' attitude towards learning and makes the learning process enjoyable. Creating a fun and exciting learning environment is vital as Krashen (1982) stated that when a learning situation has a low affective filter, it lessens learners' anxiety and make the learners more comfortable. As Rabah (2015) asserted, the use of ICT is a powerful tool for enhancing the learning process as studies revealed that higher engagement levels and higher motivation levels in students were observed when ICT was integrated in the teaching and learning process in the classroom. The use of technology can also be incorporated during English lessons to enhance pupils' learning. Bahous, Bacha & Nabhani (2011) pointed out that learners will definitely be encouraged and motivated to use the target language when new forms of technologies are incorporated in the language class.

Thus, I have decided to use Multimedia Interactive Grammar (MIG) as a technological tool for my intervention because the integration of technology in language learning in classrooms would be able to attract pupils and motivate them to learn grammar. Besides that, the use of MIG in learning grammar is a step towards meeting the criteria for this rapidly globalizing 21st century learning as it is ICT salient.

The research also adopts Mayers' (2005) cognitive theory of multimedia learning. According to the theory, learners learn more deeply and attempt to build meaningful connections between words and graphics than from words alone. This is because multimedia supports the way that the human brain learns (Sorden, 2012). People learn more from a combination of both words and pictures rather than from words alone. The words need not necessarily be in the written

form only. Words can be both spoken or written, while pictures can be any form of graphics. These graphics include illustrations, photos, animation, or video.

Parveen & Rajesh (2011) conducted a research to examine the effect of multimedia in teaching English. Pre-test and post-test were conducted to evaluate the actual outcome of using the multimedia tools in teaching English. It was found that the improvement in their students' scores after using the multimedia tools was 32%. The significant increase in the scores confirms the premises that interactive multimedia is very effective in teaching English. A study by Ranjit (2011) also revealed that the use of multimedia in learning grammar was indeed effective as mean scores of the experimental group (taught using multimedia) was higher than that of the control group (taught using conventional instructional strategy). Therefore, it can be concluded that by using MIG to teach possessive pronouns, pupils would be able to differentiate better the usage of the various pronouns and use the pronouns correctly.

C. Methodology

1. Research Design

In this research, I had selected the action research model proposed by Kemmis & McTaggart (1988). According to this model, there are four basic steps in an action research cycle which are plan, act, observe, and reflect. Figure 1 below illustrates the steps of intervention I had taken.

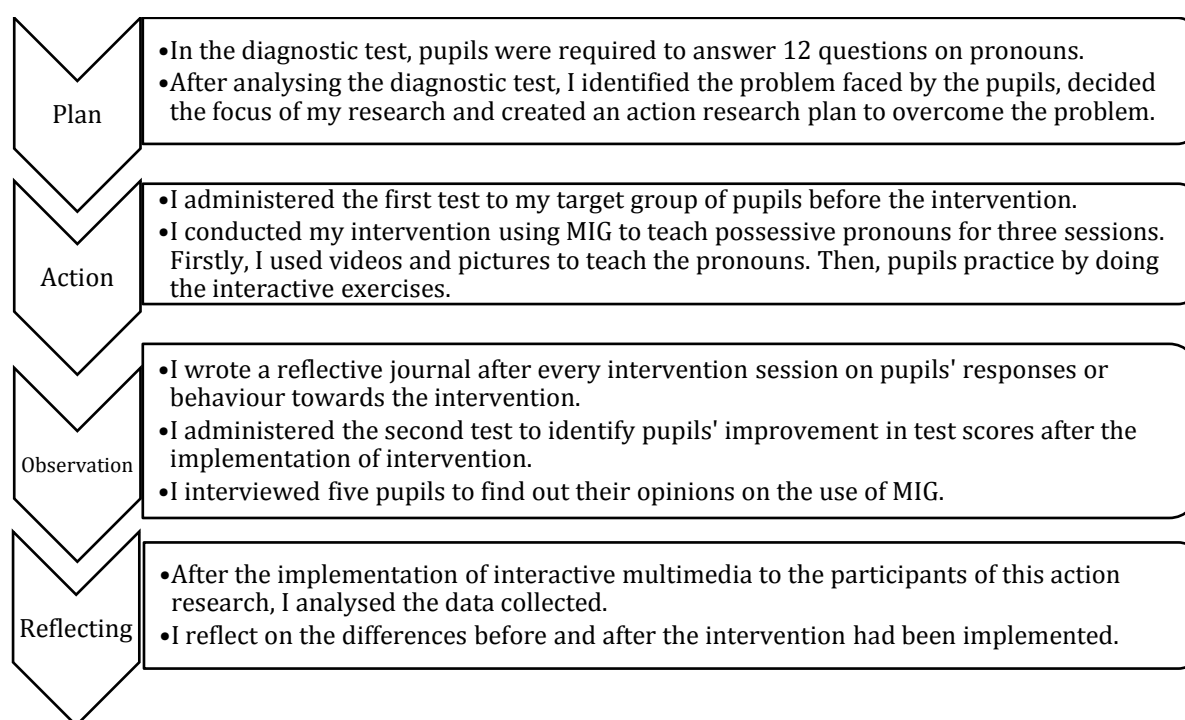


Figure 1: The Four Steps in Action Research Cycle

2. Participants

This research was carried out in a primary school called *School with Few Pupils (Sekolah Kurang Murid)*. In Malaysia, there is a number of this kind of schools in which the enrolment is not more than 150 pupils for the whole school. The selected Year 4 class was the only class for Year 4 in this school and it consisted of only ten pupils. So, the participants involved in this research were only ten pupils. They were six males and four females with mixed-ability. All the pupils were Malays and they came from a low social economic status background. Therefore, they had less exposure to the use of English language. The pupils' first language was the Malay language and based on my observations, they only used the Malay language to communicate with one another. The pupils also told me that they did not use English language to communicate with their family members at home. This might be one of the factors which explained the pupils' poor understanding of grammar as the pupils were of a low proficiency in the English language. The pupils often struggled to understand simple instructions given by the teacher using the English language.

3. Technique of Data Collection

In this action research, I had used MIG to enhance the ten participants' grammar focusing on possessive pronouns. It was carried out for three sessions with the participants. Firstly, I started

the implementation by administering the first test on possessive pronouns to find out the pupils' understanding on it. After analyzing the results of the first test, I started my intervention with the use of MIG to teach possessive pronouns which were *mine, yours* and *his*. The interactive multimedia in which I had used contained videos explaining and demonstrating the usage of possessive pronouns, pictures, and animations. During the practice stage of the lesson, pupils were given interactive exercises on possessive pronouns. At the end of the first intervention session, I wrote a reflective journal based on my observation of pupils' responses or behaviors in learning grammar using MIG.

The second stage of the implementation was teaching the pupils on the remaining three possessive pronouns which were *hers, ours* and *theirs* using interactive multimedia. Pupils were given interactive exercises on these three possessive pronouns. A second reflective journal was written to record pupils' responses or behaviors throughout the intervention session. Next, my intervention session consisted of a combination of all the six possessive pronouns which were taught during the first and second intervention sessions. This was to refresh the pupils' memory and to ensure they had fully understood the six different possessive pronouns. At the end of the intervention session, I wrote a reflective journal based on my observation of pupils' responses and behaviors towards learning grammar using interactive multimedia.

Then, I administered the second test to the pupils to enable me to compare their results for the two tests. This helped me to identify any improvement in the pupils' understanding on possessive pronouns after the implementation of intervention.

Lastly, five selected pupils were interviewed to receive feedback regarding their opinions in using MIG in learning grammar. The pupils were selected based on their active participation in the class. Interviews were conducted to engage five participants in one-on-one dialogue in the least formal style to encourage the participants to elaborate their thoughts in the least intimidating manner. Interview questions which served as a guideline were prepared using the English language. However, during the interview session, I had adjusted the language used to meet the participants' levels and to ensure they were able to understand the questions posed. The participants were given a choice to either speak in English or in Bahasa Malaysia. Each session with the participant lasted around four to five minutes. Overall, the entire interview session was conducted for approximately half an hour.

4. Instruments

In this research, I had utilized three data gathering methods to determine the accuracy and credibility of my findings by applying the concept of triangulation. Data triangulation method is the process of verifying evidence from different individuals, types of data or methods of data collection to ensure the study would be more accurate as information was drawn from multiple sources (Creswell, 2012). The three data collection methods that I had employed were: (1) tests, (2) teacher's reflective journal and, (3) interview.

5. Data Analysis and Interpretation

In this section, the data collected using the tests were analyzed quantitatively while teacher's reflective journal and interview were analyzed qualitatively. Their results were discussed below.

(a) Tests

Table 1: Results of Pre-intervention and Post-intervention Tests

Participants	First Test (%)	Second Test (%)	Differences (%)
Participant 1	33	67	34
Participant 2	47	93	46
Participant 3	40	87	47
Participant 4	47	80	47
Participant 5	47	93	46
Participant 6	47	87	40
Participant 7	73	100	27
Participant 8	93	100	7
Participant 9	87	100	13
Participant 10	93	100	7
Mean	60.7	90.7	

The overall results of the participants in the tests were compared in Table 1. There were six participants who scored lower than 50% for the first test. Among the six participants, four of

them scored 47%, one of them 40% while the lowest was 33%. None of these participants scored lower than 50% for the second test. Among these six participants, two of them scored 93%, another two participants scored 87%, while the remaining two participants scored 80% and 67% respectively. The data presented also showed comparisons of four participants who scored above 50% during the first test. All four participants scored 100% in the second test. The results from the participants' overall scores indicated a tremendous improvement among the participants in which the intervention strategy was able to help the participants understand better about possessive pronouns.

The comparison of mean scores revealed that the second test (90.7) was higher than the first test (60.7). The bar graph below shows the results of the mean scores for the two tests.

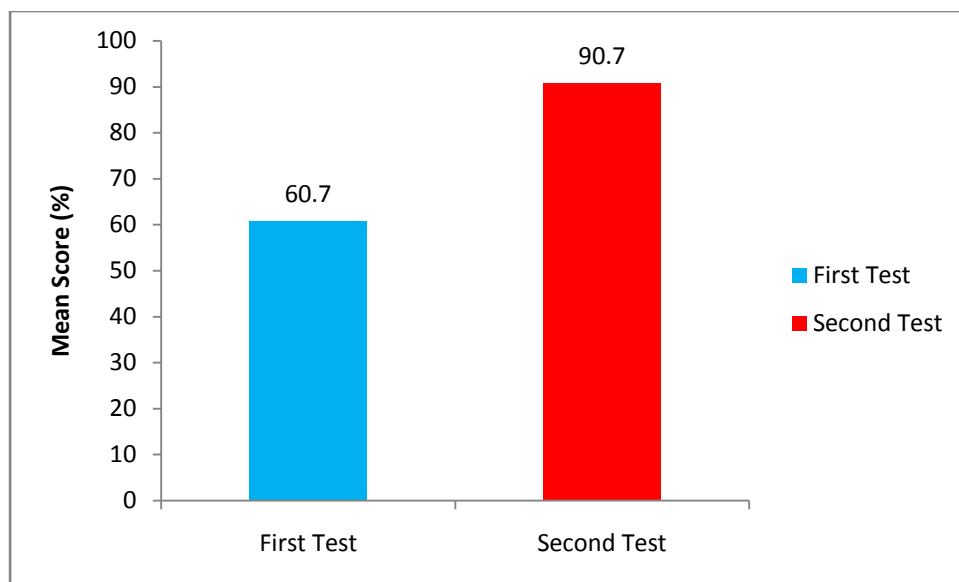


Figure 2: The Mean Scores of the First Test and Second Test

Figure 2 indicated an increase of 30% between the two tests. Based on the analysis, I concluded that all the participants had improved in using possessive pronouns. The statistical results showed a strong indication that the participants had experienced a positive transformation before and after the implementation of the intervention strategy of MIG.

(b) Teacher's Reflective Journal and Interview

To analyze reflective journals and interview, firstly I read through the participants' responses or behaviors towards the use of MIG in learning grammar after each intervention session. Next, I identify the themes that emerged and the themes I had found were enhanced understanding, motivation, and fun learning.

(i) Enhanced Understanding

The first theme that emerged was enhanced understanding. The participants said it was both faster and easier to understand grammar using interactive multimedia. These findings showed that the use of MIG in teaching grammar had helped in enhancing the understanding of the participants on grammar. One participant said "*...previously, I was always confused with his and hers. Now, I can differentiate them and remember 'his' is for male and 'hers' is for female*".

(ii) Motivation

Although the participants got the wrong answer, they did not seem discouraged. They laughed at the animation and wanted to try to answer the next question. They did not give up. The participants were very motivated in answering the interactive questions. They also busy communicating with each other, discussing about the answers for the interactive exercises. Participants who were initially passive also started to join in the discussion

The participants said that the interactive multimedia encouraged them to learn about grammar because it was not boring. This was evident as the participants said that "*Yes, the interactive multimedia motivates me to learn grammar because it is different from grammar books which are boring*", and "*Yes, because I like to watch the videos and moving pictures*".

(iii) Fun Learning

During the learning process, the participants were very happy and shouted “Me! Me! Teacher! Me!” hoping that I would call them upfront. They really like to use my laptop to click the answers. I was so pleased when I saw those who were passive earlier started to be active and raised their hands hoping I would call them to the front. Participants were very enthusiastic in learning possessive pronouns using MIG.

Four participants said that they felt excited in learning grammar using the interactive multimedia while another participant said he felt very happy. The first participant went on to say that he used to sleep during grammar classes but he no longer did ever since the MIG was used to teach grammar. Some of their comments include: “*I feel very excited. I have never learned grammar in such a fun way*”, and “*I feel very happy. This is the first time I like grammar*”. These findings showed that using interactive multimedia to teach grammar is enjoyable for the participants and encourages fun learning.

Based on the analysis of the reflective journal and interview above, the participants’ behavior and responses towards the use of interactive multimedia in learning grammar was very encouraging. Thus, it can be concluded that the implementation of the intervention had brought positive impacts towards the participants in terms of enhanced understanding, motivation, and fun learning in the classroom.

D. Findings and Discussion

The following findings are discussed based on the research questions:

- 1 How does the use of Multimedia Interactive Grammar (MIG) increase pupils’ understanding of possessive pronouns?
- 2 How does Multimedia Interactive Grammar (MIG) motivate the pupils in learning?
- 3 How does the use of Multimedia Interactive Grammar (MIG) engage pupils in fun learning?

Based on the results of my action research, my strategy of using MIG in the teaching and learning process improved the participants’ understanding of possessive pronouns. From the results of the tests, we could see improvement in the participants’ scores in which four participants obtained a perfect score of 100% and none of the participants scored below than 60% in the second test. This showed a sharp increase compared to the participants’ first test scores in which only four participants were able to obtain scores above 50%. The participant who scored the lowest in the first test also displayed a huge progress when the scores improved greatly from 33% to 67%. This clearly proved that the use of MIG was indeed very effective in enhancing the participants’ grammar. As Sharma (2013) asserted, interactive multimedia plays a huge role in enhancing students’ achievement and retention in teaching and learning English. When the students can remember the grammar item learnt, they can use it correctly and appropriately.

To answer my second research question, the results found were very positive and encouraging. The participants reacted positively towards the use of MIG in learning. They also displayed high levels of motivation and enthusiasm throughout the intervention sessions. In cases when the participants answered incorrectly, they did not become demotivated. Instead, they were very eager to answer more questions. Teoh & Neo (2007) highlighted that studies have shown that students who learn from interactive multimedia display higher levels of self-esteem and motivation.

To answer my third research question, the participants’ responses during the interview had shown that they agreed the use of MIG was fun and enjoyable. As Yap (2014) stated, the interactivity feature in the multimedia helps to make the learning process more fun. As students enjoy the lesson, they are motivated to learn and they can understand what they have learnt. Nevertheless, despite all the positive effects of the intervention, one setback was the participants became very enthusiastic and over-excited that at certain times, the class became too noisy and I had to calm them down first before giving further instructions.

E. Conclusion

In conclusion, the use of MIG is very useful in learning possessive pronouns. This is supported by Mayer (2005) who asserted that learners learn more effectively when multimedia-mediated content is incorporated into the learning environment compared to information which is presented only through a single medium. Students are more active, eager to learn as it engages a fun learning in a classroom.

This study is on the use of interactive multimedia in learning grammar focusing on possessive pronouns. In this 21st century learning, it is high time teachers realize the full

potential of multimedia learning and incorporate them in their teaching and learning sessions. Therefore, based on the analysis and findings presented, there are two suggestions that I would like to propose in order to enhance and sustain pupils' learning.

Firstly, I would like to propose the next researchers to use interactive multimedia to teach other grammar items such as nouns, verbs, and adjectives. An advantage of this interactive multimedia is that it is versatile, in which it can be re-used to teach and learn other grammar items. Thus, it saves the teachers from all the hassle as they can just reuse the available templates to teach other grammar items by merely changing the content.

Secondly, in this era of globalization, teachers should heed the call for learning diversity. Teachers should create a student-centered learning environment which gears towards independent learning and self-paced discovery. As we head towards a transformation in the KSSR curriculum, teachers should move away from the traditional chalk-and-talk method and facilitate 21st century learning environment throughout Year 1 to Year 6. As Teoh & Neo (2007) stated, the nature of interactivity and discovery in interactive multimedia are able to bring a change from the teacher- directed approach to a facilitated approach as it brings a boost to the monotony of passive learning. Hence, as this research was conducted on Year 4 pupils, I would like to encourage further researchers to use interactive multimedia for Year 5 and 6 pupils instead.

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The Use of Colorful Semantics to Improve Sentence Construction in Writing Sentences among Year Four Pupils

AUTHORS INFO

Kee Li Li
IPG Kampus Tun Hussein Onn
Batu Pahat, Johor
Malaysia
lili.kee@iptho.edu.my
+601127508058

Tay Jie Yee
IPG Kampus Tun Hussein Onn
Batu Pahat, Johor
Malaysia
jieyee825@gmail.com
+60166630825

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Abstract

This action research was set out to develop pupils' writing skill using colorful semantics. The main two objectives established from the outset were to develop pupils' sentence construction and improve my teaching practice in sentence construction teaching respectively. As the researcher, I conducted this classroom action research to 31 pupils which comprised 17 males and 14 females of Year 4J of SJK(C) Cheng Siu 2 in Malaysia. The data was gathered through pre- writing test and post- writing test, pupils' work as well as teacher's reflective journal. Over the course of four weeks, I introduced colorful semantics to my pupils in accordance to the sequence of 'who', 'what doing', 'what' and 'where'. As can be induced from the findings, colorful semantics was statistically significant to pupils' sentence construction through the enhancement of pupils' ability to understand words of each sentence part and also to write sentence in the correct order. The findings also depicted that utilization of colorful semantics improved my teaching practice to become a reflective, passionate, and motivational teacher. Therefore, the positive results warrant further research into colorful semantics with suggestions to integrate Information, Communication, and Technology (ICT) into lessons and expose pupils to more sentence types.

Keywords: sentence construction, colorful semantics, action research

A. Introduction

At primary school level in Malaysia, English paper is split into two which are comprehension and written paper respectively starting 2016 (Abas, 2015). Owing to the existence of the written paper, writing skill is now taking predominance over the other three language skills which are listening, speaking, and reading. In fact, writing is the most preferred outcome expected of pupils as it tests many aspects of a language such as vocabulary, grammar and punctuation (Kaufman & Gentile, 2002). Despite the importance of writing skill, I found that pupils in 4J class were weak in constructing sentences during my third teaching practice in SJK(C) Cheng Siu 2. To

further explain, most of them were unable to produce proper sentences as a result of their first language interference on writing. According to Cynthia (2010), the differences between English and Chinese language are apparent in parts of speech, grammatical rules, and tenses. These aspects confused my pupils and they tend to make mistakes in the second language which they were unfamiliar with.

Being an ability, writing can be learnt, practiced and mastered (Bransford, 2008). Hence, teachers should give formal instructions and guide pupils step by step to lay the foundation for their writing skill. Therefore, my action research aims to improve pupils' sentence construction and consequently constitute to their better writing skill.

B. Literature Review

1. Scaffolding and Cognitive Learning Theory

The underpinning theories for my research are scaffolding and Cognitive Learning Theory. Firstly, utilization of colorful semantics was in accordance to scaffolding technique because the color code cards acted as a guide in exposing proper sentence structure to pupils. Hence, pupils knew what was expected of them in writing sentences. They could also refer to the chart if they were unsure of the structure of a sentence. Next, underpinning the familiarization of pupils with different parts of sentences was cognitive learning theory proposed by Robert Gagne (1985). The core of this theory is Cognitive Information Processing (CIP) model which conceives learner to be a processor of information, in much the same way a computer is. In order to store information in pupils' short term memory, repetition plays a crucial role as information tends to decay without being frequently attended to. Therefore, I drilled pupils on words and sentence pattern frequently during the action implementation.

2. Colorful Semantics

I utilized colorful semantics proposed by Bryan (1997) to provide pupils with a framework to construct sentences. Under this method, color codes were used to break down a sentence structure. To further explain, nouns, verbs and other parts of speech were written on cards of different colors and pupils would learn the ways to join the cards to form a correct sentence.

In fact, the action was chosen mainly because of its significance, workability, and practicality. Firstly, the significance of this method can be seen through the positive result shown by six 5 and 6-year-olds learning predicate argument structure of sentences in a study as cited by Bolderson et al. (2011). The therapy of eight weeks duration resulted in an improved mean of sentence length scores of all research participants. As a visual clue, colorful semantics itself also conveyed high workability. The color code cards helped to reinforce the knowledge on how and where words could be used in a sentence in pupils' mind. For the chosen action's high practicality, the supportive evidences could be seen from the low cost in printing the word cards, available sources such as workbook and pictures from the Internet, easy to mark questions and also the relatively long time the pasted color code cards were durable on information board.

3. Kurt Lewin's Action Research Model

I selected the spiral model founded by Kurt Lewin as a basic framework of my action research. Lewin made action research a method of acceptable inquiry which proceeds in a spiral of steps, each of which is composed of planning, action, and fact-finding about the results of the action (Burnes, 2014). Hence, I first observed pupils' sentence construction by referring to their written work. Next, I reflected on my past teaching experiences in order to find out root causes of their problem in constructing sentences. I also did a research on possible actions to curb the dispute and came up with a workable solution which suited them the most. The following stage was action in which my selected action was carried out in a systematic way. During this stage, preparation of teaching materials was a must in order to result in smooth teaching and learning progress. Moving on to the next stage was evaluation whereby I analyzed pupils' work both individually and in groups followed by assignment of marks to their written work. Lastly, I jotted down the weaknesses of the action's implementation to be amended and modified.

C. Methodology

1. Research Design

This research applied Classroom Action Research. Through self-inquiry and reflection about my own teaching practice and experience, I will be able to find shortcomings in my teaching and formulate a plan to address it. Action research is an approach which encourages practitioners to be in control of their own lives and contexts (Hine, 2013). I believe that teachers can help to

improve the standard of English in our country through the improvement of their own practice. I conducted this action research in order to improve my own self practice, and at the same time, contribute to the improvement of the English language among my pupils.

The actions were conducted over the course of four weeks. During the first week, I focused on 'who' whereby different occupations and names of people were taught. For the following week, I introduced verbs to pupils and related this knowledge to their prior one which was 'who'. During the third week, I shifted my attention to input on objects which categorized under 'what'. The lesson also enabled pupils to construct simple sentences made up by 'who', 'what doing' and 'what'. The fourth action, emphasized on knowledge on 'where' and required pupils to construct simple sentences according to the order of 'who', 'doing what', 'what' and 'where'.

2. Participants

As a researcher, I carried out this action research to all pupils in 4J class. There were altogether 31 pupils in the class with 14 females and 17 males. Among them, there were two Malays and 29 Chinese pupils. They varied in English proficiency level from intermediate to very low level. Despite their poor academic performance, they were obedient and well disciplined.

I had carried out preliminary investigation to identify the flaws in writing among pupils. First of all, I looked at pupils' written work to pinpoint their exact level in writing. I paid attention mainly to pupils' sentence structures to identify to what extent the severity of their problem on sentence construction was. For instance, a pupil wrote "She is donates but she vegetables to orphan" which did not make sense to me. Another example would be "I took her to the zebra crossing the road" which was written by another pupil who performed better in the same class.

In addition, I also looked at pupils' performance on Section C of their English test which focused on sentence writing. I then categorized the results into groups of different grades. Referring to the pupils' test results, 14 pupils scored lower than 50 marks and this proved the existence of the identified problem among the pupils.

3. Data Collection Methods and Instruments

Prior to the selection of data collection methods, I kept in mind the importance of data triangulation to decrease deficiencies or biases which stem from a single method. Whenever cross verification is made on two or more sources, triangulation is said to occur (Kulkarni, 2013). In other words, researchers need to apply and combine several research methods in the study of the same phenomenon. This is called as methodological triangulation which involves the use of more than one kind of method in a study.

According to Whitehead (2008), the data collected must be able to help the researcher to judge the workability of the action. I utilized three methods to collect data which are pre and post-writing tests, pupils' work, and teacher's reflective journal with different rationales being justified:

(a) Pre-Writing Test and Post-Writing Test

I utilized test as one of my data collection methods to quantify the knowledge learnt by pupils after the implementation of action. There were two types of test which I carried out namely pre-writing test and post-writing test. To further explain, pre-writing test was administered to pupils before action implementation in order to check their baseline knowledge and preparedness for sentence writing. After four weeks of action implementation, a post-writing test was carried out to look at pupils' improvement on the subject matter. Bearing in mind the aim to examine the impact of colorful semantics on pupils' sentence construction, the questions of pre-writing test and post-writing test were constructed with only a minimal difference. Pupils' scores on both tests were further recorded as a quantitative data source.

(b) Pupils' work

Goh (2012) endorsed pupils' work as all forms of pupils' by-products after a lesson such as assignments, projects, and essays. Hence, pupils' work serves as a rich source of qualitative data for teacher to carry out further analysis. In addition, due to the inevitability of pupils' work during a lesson, it is then a natural and convenient method of data collection. In this research, pupils were given a task sheet to be completed at the end of each lesson. I then collected and marked their task sheets for evaluation purpose. In fact, the task sheets served both learning and assessment purposes as they consolidated knowledge learnt in pupils as well as enabled me to check on their performance.

(c) Teacher's reflective journals

According to Goh (2012), a reflective journal emphasizes on learning through questioning and investigation in order to develop a better understanding of teachers on their teaching practices. Hence, I reflected on the strengths and weaknesses of each lesson and jotted them down in a reflective journal. Besides, I also marked down what transpired throughout this action research along with my own personal feelings and emotion regarding the implemented action in the reflective journals. The collection of reflection notes was made continuously as a backup source of qualitative data.

4. *Technique of Data Analysis*

There were two ways of analyzing the collected data namely qualitative and quantitative analysis. I marked research participants' pre-writing test and post-writing test and tabulated the scores into percentages and tables. On the other hand, teacher's reflective journal entries and pupils' work were analyzed and interpreted as qualitative data.

D. Findings and Discussion1. *Findings*

In order to analyze pre-writing test and post-writing test, I tabulated the research participants' scores into percentage and table. A comparison between research participants' marks of pre-writing test and post-writing test was made to look at their improvement after the action implementation. The percentage depicts that all research participants showed an increase in scores. Among them, RP4's improvement was the most significant as his score rocketed from 0 to 82.5. On the other hand, the score of RP6 marked the second highest rise which attributed to 70 marks. RP1 also improved sharply on his test score from 17.5 to 77.5 which accounted to an increase of 60 marks.

Table 1. Data of pre-writing test and post-writing test

Descriptive Data	Mean	Standard Deviation
Pre-writing test	16.3	14.9
Post-writing test	62	27.5

On the other hand, the table displays the mean and standard deviation of pre-writing test and post-writing test respectively. First of all, the mean score of 16.3 for pre-writing test is very low, way below the passing mark for the test. It indicates that the overall performance of my research participants is unsatisfactory. Pleasantly, the mean value rises to 62 during the post-writing test and proves the improvement of research participants' writing skill.

The next data, standard deviation is the measure of spread of the numbers in a set of data from its mean value (Creswell, 2012). For pre-writing test, the small value of 14.9 indicates that the research participants are of similar ability. In contrary, the score of 27.5 for the post-writing test's standard deviation suggests that the variability of the group being assessed is high. In other words, it can be induced from the score that the range of research participants' results is wide. Hence, from the research participants' group which consists of those who are weak in writing, it transforms to a group which encompasses better writers.

Besides, I also analysed the pupils' work qualitatively in accordance to two themes which are understanding words of each sentence part and the ability to write sentences with correct sequence. For 'who' task sheet, RP1 and RP6 scored all correct while the others answered two or three questions wrongly. Moving on to the next was 'doing' task sheet whereby research participants needed to fill in the blanks with correct verb and tense. For this worksheet, most of them scored 8 out of 10. During the third lesson, research participants were required to match the 'what' to 'doing' such as 'drinking + a cup of coffee'. Among them, RP1, RP2, RP4 and RP6 were able to get all the questions right. The analysis of the last task sheet, 'where' worksheet depicts that most of the research participants were able to match names of place to the pictures correctly. Overall, the analysis of four task sheets indicates that most of the research participants picked up the vocabularies and were able to demonstrate their understanding on the words.

The theme which comes next is the research participants' ability to write sentences with correct sequence. In this context, the result of research participants' fifth task sheet on sentence writing was excellent. This is because all of them were capable to construct sentences in the correct order. For instance, the sentences wrote by RP2 was almost error free. She made only

two mistakes in total which were 'at the washroom' instead of 'in the washroom' and misspelled 'ice-cram' for 'ice-cream'. On the other hand, sentences wrote by the other research participants were all well constructed despite the grammatical and spelling mistakes that they made. Although some grammatical errors existed in the research participants' sentences, their structures were mainly correct and this was exactly the dominant aspect which I kept emphasising on.

Last but not the least, I analyzed my reflective journals and sorted the information into different themes. To further explain, I highlighted the phrases and sentences which showed importance to my analysis in accordance to four themes which were pupils' reactions and emotions, weaknesses of the lesson, effect of the action on pupils' writing and how I had improved my teaching practice in relation to sentence construction teaching. The data were further tabulated according to the themes identified.

My Pupils' Reactions and Emotions

The pupils enjoyed the lesson as portrayed by the smiles on their faces while playing charades.

"My pupils enjoyed playing this game very much especially when I read their group names fast... contented to see the smile on their faces."

- Journal Entry 1-

The pupils were also excited to follow me to Bestari Room indicating that they loved my writing lessons. Other than that, the implemented action was successful in motivating my pupils to learn as they were very keen to write whenever I gave them writing activity using colorful semantics.

The Weaknesses of the Lesson

In my reflections, I was able to identify what I needed to improve on. Among them, pupils' vocabularies and subject verb agreement were the parts which I should pay more attention to. To further explain, there were several words that the pupils were not able to write well such as 'astronaut', 'artist' and 'dentist'. Besides, most of the pupils were weak in subject verb agreement as they were unsure to write either 'is', 'are' or 'am' after the name of person. Lastly, some pupils made mistakes in sentence writing at individual level. This was totally different from group task in which some pupils could take advantage on.

"...some of the pupils' task sheets illustrated grammatical or spelling mistakes or even a combination of both. This showed that they were unable to answer the task on their own."

- Journal Entry 4 -

The Effect of the Action on Pupils' Sentence Writing

As can be induced from my reflective journals, pupils improved in sentence writing through picking up more vocabularies, learning to use correct subject verb agreement and understanding parts of sentences which constituted a sentence. These aspects were essential to sentence construction and contributed to pupils' improvement in sentence writing.

How I Had Improved My Teaching Practice in Relation to Sentence Construction Teaching

I had improved on my own teaching practice in several ways such as able to think critically about solutions to curb pupils' problem with regards to incorrect tenses and reflect on the level of difficulty of my teaching content to suit the pupils' level better. I had also become a more encouraging person in motivating pupils to try their best in completing their homework.

"...and give star to those who completed their task perfectly without error as an encouragement."

- Journal Entry 3 -

Besides, I became better in my practice and changed my reputation from being a dull teacher who gave too much homework to a teacher who gave interesting activities to pupils. The following improvement on my teaching practice was clearly shown by my increased level of

patience. To illustrate, I spent most of my time giving ideas or guiding my pupils to write and create sentences both inside and outside the classroom. Furthermore, I also became more passionate and innovative in teaching. Such improvement can be seen through my effort to make amendment and modifications based on the weaknesses which I jotted down after each lesson in order to result in pupils' better learning.

2. Discussion

Research Question 1:

How does the use of colourful semantics help in improving Year 4 pupils' sentence construction?

Based on all the collected and analyzed data, it is clear that colorful semantics did a great job in improving pupils' sentence construction. The data from the pre-writing test and post-writing test showed promising results whereby all research participants scored higher in the post-writing test. There were three research participants who improved by leaps and bounds as their increase in scores accounted to 82.5, 70 and 60 respectively.

First of all, the use of colorful semantics helped in pupils' sentence construction through vocabulary learning. In this research, pupils picked up many vocabularies throughout the implementation of action. For each 'who', 'doing', 'what' and 'where' lesson, new words were taught to them through word cards and they in turn showed their understanding on the words by answering task sheet at the end of the lesson. Research participants' grasp on the words was satisfactory as shown by the analyses of their task sheets. During 'who' lesson, two research participants scored all correct while the others made only two or three mistakes out of nine. This result was better than my expectation as their proficiency level in English was very low. For 'what' and 'where' lesson, though the task sheets did not show good evidence that my research participants were able to answer the questions correctly, it did clearly illustrate their achievement in spelling out the key words right.

Furthermore, seeing the analyses of pupils' work in sentence writing reflected the pupils' ability to construct sentences in correct order. Except for RP1 who wrote a sentence not according to the sequence of colorful semantics, other research participants were able to construct proper sentences in accordance to the order of 'who', 'doing', 'what' and 'where'. Among them, RP 2 was able to write a totally correct sentence whereas the other two sentences consisted of only a minor mistake each. Overall, all research participants were capable to produce well construct sentences despite the grammatical and spelling mistakes that they made.

To conclude, the result of pre-writing test and post-writing test as well as pupils' work had shown an improvement on pupils' ability to construct proper sentences. Although they are still weak in grammar points which are subject-verb agreement and preposition of places, it is sure that they are now able to produce proper sentences better than before.

Research Question 2:

How does the use of colourful semantics help in improving my teaching practice in teaching sentence construction?

First of all, my improvement in teaching practice was supported by the analyses of pre-writing test and post-writing test whereby all research participants showed an improvement in the latter test. This implied that my teaching was good in order to result in pupils' rise in scores. To further explain, "good" in teaching does not necessary mean I am excellent in conducting lessons but more to the utilization of appropriate teaching styles, approaches as well as activities to suit my pupils' interests and proficiency level well.

Furthermore, the analyses of my own reflective journals also showed that I had improved on my own practice since I conducted this action research. To illustrate, from a dull and unimaginative teaching style, I changed to be a teacher who gave interesting activities to pupils. At first, I taught pupils on writing mostly based on drilling techniques as I believed that practice makes perfect. I had been too focused on trying to pursue excellence to the point that I forgot how it was like to have fun in class. However, after the use of colorful semantics which encompasses action games, competition in group and matching of pictures to words, the writing lessons became more enjoyable for pupils to participate in.

Further analyses of my reflection journals indicated that I became a motivational teacher in encouraging pupils to try their best in completing the writing task. This was done by giving oral appraisal as well as star stickers to those who succeeded in constructing proper sentences. This is because such extrinsic motivation plays a key role in determining the success or failure of learning a foreign language (Elyas, 2014). A research conducted by Goss (1999) on Japanese ESL classrooms further supported motivation as the main driving factor in learning English. Hence, I was glad to see my pupils enjoyed writing lessons and excited for the lesson to begin. They

attempted to write during group activity and handed in writing task sheets with prolonged length of sentences. These were excellent indicators of pupils' increased levels of motivation which might drive them to learn more about sentence writing in the future.

On top of that, I had also unexpectedly improved on my reflective thinking. As I needed to jot down the strengths and weaknesses in reflective journals, I reflected on my teaching methods critically after each lesson. Soon I found that self-reflection had become my habit when I related the use of the nursery rhyme 'London Bridge' to teaching subject verb agreement in present continuous tense once I encountered the video clip online. Besides, I also tried to think of other effective solutions to reinforce this grammar point in my pupils. Other than that, I reflected on the level of difficulty of my teaching content so that it suited my pupils better. At this point, I found out not only that I became self-reflective, I perceived myself as a more passionate teacher too.

E. Reflection

Over the four weeks of action research implementation, I have grown in many ways. First of all, I found that I had become a teacher who is very critical of my own actions at all times. This is beneficial to me as Poet et al. (2010) found that constant self-reflecting is the key trait towards self-improvement. Here, I would say that this action research made me self-reflect on my own actions far more than I had ever self-reflect in my life. To illustrate, the research findings indicate that I always reflected on the suitability of my teaching content and pinpointed solutions to curb the pupils' problems throughout the action implementation period. The practice of self-reflection made me very aware of myself, my habits and my strengths and weaknesses, and I had certainly improved myself a great deal as both a person and also a teacher.

As a teacher researcher who takes initiative in the lesson, I always aim for a better teaching and learning process and this underpins the identification on my own strengths and weaknesses so I can keep the good and leave the bad in the future. In accordance to my research findings in Question 2, my strength lied within the ability to make the learning environment enjoyable to pupils. To further explain, I fostered a sense of competition in teaching verbs whereby pupils needed to guess the verbs that their friends acted out in order to obtain scores. Besides, the use of pupils' names in giving examples engaged them in the lesson. I also utilized video clip and puppet during set induction stage and this tapped into pupils' interests well. As a result, the learning environment was made an enjoyable one which in turn, invited higher level of participation from pupils. As a result, pupils' constant attention led to the success of action implementation.

However, there is still a large room for improvement for me to prepare my teaching materials at a faster speed. As I am not an expertise user of crafts, I had then put in more effort in order to come up with attractive word cards. For instance, in order to save time to write on whiteboard and also enable pupils to look at words which match the pictures in a neat order, the cards were made in such a way that they are a picture card at first sight but can be pulled down to show the vocabulary beneath each card. Ranging from finding appropriate pictures, printing them out, pasting them on cards until adding word cards at the back to be pulled out, this lengthened my lesson preparation time. However, I found it a good way to enhance my arts skills and I believe such skills will become my asset in the future through on-going practices as practice makes perfect.

As a future teacher, my professionalism was enhanced through this action research. I realized that I am not only a knowledge disseminator but also a researcher to diagnose problems in pupils' learning and come out with effective solutions. In order to do so, I need to be exposed to different teaching methods. Discussion with senior teachers and literature review will definitely help to equip myself with such knowledge.

F. Conclusion

To conclude, the academic payoffs of having pupils to write using colorful semantics were significant. Although I realized that the desire to improve pupils' writing is a gargantuan task, the attempt at it will no doubt broaden both my knowledge and experience on teaching sentence construction to pupils at primary level. Hence, I will continue to be an action researcher in education with the aim to experience a dynamic method for linking theory to practice.

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The Moves and Steps in the Literature Review and Discussion Sections in the Four Master's Degree Theses

AUTHORS INFO

La Ode. Muh. Idrus Hamid B.
Universitas Sembilanbelas November Kolaka,
Indonesia
idrusalidiano@yahoo.co.id
+6285298685236

Wa Ode Nur Maulid
Universitas Sembilanbelas November Kolaka,
Indonesia
nurmaulidwaode@gmail.com
+6281354788014

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Abstract

The purpose of this research was to identify moves and steps in the Literature Review and Findings / Discussion chapter of four Master's Degree theses namely JA, LY, ML, and MM. In analyzing the moves and steps in the Literature Review (LR) and Discussion in this research, the researchers used two kinds of framework namely Kwan (2006) framework and Yang & Allison (2003) framework. Kwan framework was used to analyze the moves and steps in the Literature Review, while Yang & Alison's framework was used to analyze moves and steps in the Discussion chapter. It was found that the most frequently used in the LR was Move 1 (Establishing one of the territory of one's own research), Strategy A (surveying the non-research-related phenomena or knowledge claims) included definition or explanations of terminology, constructs and theories. The authors of four Master Degree's theses used Move 1 to present the theories and definition of terms. Then, in the Findings/Discussions, the most frequently used is Move 2 (Reporting Result). The authors used Move 2 in presenting the results of their study (research).

Keywords: moves and steps, move analysis, literature review, discussion

A. Introduction

Thesis is a formal and lengthy research paper, especially a work of original research. It was written in partial fulfillment of the requirements for a graduate degree. The thesis itself has common format, namely Materials predicting the text consist of *Title Page, Acknowledgements, Table of Contents, List of Tables/Figure/Illustration*; The main text consist of *Introduction, Review of Literature, Methodology, Results/Discussion, Conclusion*; and *References and Appendices*. However, in this paper the writer only analyze the Literature Review (LR) and Findings / Discussion of a thesis.

Literature Review is an indispensable task in research writing. Swales and Feak (in Kwan, 2006) stated that Literature Review is a part of a research paper, proposal, thesis, or dissertation and necessary chore. Besides, Hart (in Kwan, 2006) suggest that Literature Review is both an argument for one's research and a part of the process in which the students learn about topic and the field. So, Literature review is theory comes from research report. It comes from dissertation or thesis and journal or article.

According to Brett (in Yang & Allison, 2003) stated that findings are not only the highlighted result but also interpreted and commented upon by the authors. In this case, the author not only present the result of research in the numerical value, graphs, tables or observation but also should interpret and comment the result for making the reader more understand about the result of the research. Furthermore, Basturkamen (in Annuai & Wannaruk, 2013) said that discussion is the author stake claims about how their results are integrated with and contributed to the disciplinary knowledge. In this case, the author takes a look at the findings as a whole, trying to move the readers from the specific information presented in the results section to more general view of how the findings should be interpreted.

Then, Swales (2004) stated that move is a discourse segment that performs a particular communicative function. The move has specific purpose which represented semantic and functional units of texts. Dudley-Evans (in Salimi & Yazdani, 2011) described moves in research article which consisted of nine moves namely: 1) *information moves (background about theory/research aims/methodology)*, 2) *statement of result*, 3) *findings*, 4) *unexpected outcome*, 5) *reference to previous research*, 6) *explanation*, 7) *claim*, 8) *limitation*, and 9) *recommendation*. Those moves actually were stated in the discussion section.

There were many research conducted in analyzing moves and steps in LR and Discussion. Researcher came with analyzing the Research Article. Research Article is the discourse community which includes Introduction-Methods-Results-and Discussion. Research Article is one of genre based approach that should be investigated by using move analysis. According to Bhatia (2002), genre analysis was the analysis of language use in a broader sense in order to account for not only the way text is constructed but also for the way it is likely to be interpreted, used and exploited in specific contexts to achieve specific goals.

One of the genre-based approaches which are used to identify Research Article (RAs) is move analysis. Move analysis is focused on the schematic structures of the text associates with the writer's purpose. Analyzing Research Article using the move-based approach has attracted many researchers. The study which is conducted by Annuai & Wannaruk (2013) was to investigate the rhetorical move structure of English applied linguistic research article discussions published in Thai and International Journal. Yang & Allison's (2003) moved model is used to analyze two corpora comprising of 30 Thai Discussions and 30 International Discussion. Based on the analysis, it was found that both similarities and differences linked to the move occurrence, move-ordering patterns, and move cyclicity. Two corpora in the step employment was marked difference. The finding gained about the useful of particular for novice non-native writer by facilitating them for better understanding the rhetorical structure of research article Discussion in the different publication contexts.

Another research was conducted by Kwan (2006) about the schematic structure of literature reviews in doctoral theses of applied linguistics. In referring the beginning chapters of a thesis, the notion of "introduction" and "literature review" (LR) are often used interchangeably. The study was to identify the rhetorical structure of the LR chapter and compare it with the revised CARS (Creating A Research Space) model by Swales. The data was about Generic moves in Ph.D. thesis introduction that has been posited for thesis introduction. The study found that many of LR chapters display an Introduction-Body-Conclusion structure. However, in the findings, Move 3 appears least frequently.

Based on the above statements, this research had purpose to identifying moves and steps in the Literature Review and Findings / Discussion chapter of four Master's Degree thesis namely Jenkins, Liu, y, Miller, L, and Miller, M.

B. Methodology

This research was a qualitative research which used content analysis method. Content analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the materials (Ary, D., et al., 2010). The data was collected through document analysis in form of written text namely four thesis of Master's Degree. In analyzing the data, researchers used qualitative data analysis. Researchers read through the data, researchers marked the data by hand and coded the data, then making the

data in the form of percentage (Creswell, 2012). The data which were analyzed in this paper came from the four Master's Degree Theses namely *EFL Motivations and Teacher Preference: A Survey of Japanese University Students in Niigata* by Jenkins, A.C. (2005); *Primary level boys' and girls' EFL attitudes and motivations in relation to their language proficiency: A survey from Beijing* by Liu, Y. (2005); *Adult L2 Learners Recollections of Their Experiences in Learning and Using English in an EFL and an ESL Setting: a multi-case study* by Miller, L.J. (2005); and *Improving Aural Comprehension Skills in EFL, Using Authentic Materials: An Experiment with University Students in Niigata, Japan* by Miller, M.K. (2005). Every thesis was consisted of Literature Review (LR) and Findings / Discussion chapter. Furthermore, LR and Findings / Discussion in every thesis were analyzed in term of move and step using some theoretical frameworks from research article that provide the analysis of move and step.

In overcoming the analysis of moves and steps in the Literature Review (LR) and Discussion in this research, researchers used two kinds of framework namely Kwan (2006) framework which was developed by Swales and Yang & Allison (2003) framework. Kwan's was used to analyze the moves and steps in the Literature Review, while Yang & Alison's was used to analyze moves and steps in the Discussion chapter. The table 1 and table 2 were showing the Kwan's in analyzing LR and Yang & Allison's in analyzing Discussion:

Table 1. Kwan's Move Structure for the Thematic Units in LR Chapter (Kwan, 2006)

Move 1	Establishing one of the territory of one's own research by
Strategy A#	surveying the non-research-related phenomena or knowledge claims
Strategy B#	claiming centrality
Strategy C	surveying the research-related phenomena
Move 2	Creating a research niche (in response of move 1) by:
Strategy A	creating-claiming
Strategy B	gap-indicating
Strategy C	asserting confirmative claims about knowledge or research practices surveyed
Strategy D	asserting the relevancy of the surveyed claims to the one's own research
Strategy E	abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework
Move 3(optional)	Occupying the research niche by announcing:
Strategy A	research aims, focuses, research questions or hypotheses)
Strategy B	theoretical positions/theoretical frameworks)
Strategy C	research design/processes)
Strategy D	interpretations of terminology used in the thesis)

Table 2. Yang & Allison Move-Structure Framework in Discussion Chapter (Yang & Allison (2003)

Move 1	Background Information (the aims, objective, procedural information, theories, and research questions)
Move 2	Reporting Result
Move 3	Summarizing Result
Move 4	Commenting on Result Step 1 (A): Interpreting results Step 2 (B): Comparing/Contrasting results with literature Step 3 (C): Accounting for results Step 4 (D): Evaluating results
Move 5	Summarizing the Study
Move 6	Evaluating the Study Step 1 (A): Indicating limitations Step 2 (B): Indicating significance / advantages, and / or Step 3 (C): Evaluating methodology
Move 7	Deductions from Research Step 1 (A): Making suggestions

Step 2 (B): Recommending further research
Step 3 (C): Drawing pedagogic implications

C. Findings and Discussion

Below was the result of moves and steps analysis in Literature Review and Findings/Discussion of the four Master Degree's theses. Every thesis was analyzed its LR and Findings/Discussion by identifying moves and steps. The findings of LR analysis were seen in the table 3:

Table 3. Move Analysis in Literature Review (Kwan's Move Structure)

Moves / Strategies	Thesis 1 (Jenkins)	Thesis 2 (Liu, Y)	Thesis 3 (Miller, L)	Thesis 4 (Miller, M)
Move 1 (Establishing one of the territory of one's own research)				
Strategy A# (surveying the non-research-related phenomena or knowledge claims)	17	58	50	40
Strategy B# (claiming centrality)	4	5	3	2
Strategy C (surveying the research-related phenomena)	21	23	3	36
Move 2 (Creating a research niche (in response of move 1) by:				
Strategy A (creating-claiming)	10	4	2	8
Strategy B (gap-indicating)	6	1	1	5
Strategy C (asserting confirmative claims about knowledge or research practices surveyed)	1	1	0	8
Strategy D (asserting the relevancy of the surveyed claims to the one's own research)	0	0	0	0
Strategy E (abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework)	5	6	4	3
Move 3 (occupying the research niche by announcing:				
Strategy A (research aims, focuses, research questions or hypotheses)	0	0	5	6
Strategy B (theoretical positions/theoretical frameworks)	0	0	5	0
Strategy C (research design/processes)	4	0	1	0
Strategy D (interpretations of terminology used in the thesis)	0	0	0	0
TOTAL	68	98	74	108

The table 3 showed the result of Moves and Steps analysis in the Literature Review from four Master Degree's theses. Based on the above table, in the Move 1 (Establishing one of the territory of one's own research) there were 17 Strategy A#, 4 Strategy B#, and 21 Strategy C for Thesis 1 (Jenkins). There were 58 Strategy A#, 5 Strategy B#, and 23 Strategy C for Thesis 2 (Liu, Y). There were 50 Strategy A#, 3 Strategy B#, and 3 Strategy C for Thesis 3 (Miller, L). There were 40 Strategy A#, 2 Strategy B#, and 36 Strategy C for Thesis 4 (Miller, M). Then, in the Move 2 (Creating a research niche) there were 10 Strategy A, 6 Strategy B, 1 Strategy C, and 5 Strategy E for Thesis 1 (Jenkins). There were 4 Strategy A, 1 Strategy B, 1 Strategy C, and 6 Strategy E for Thesis 2 (Liu, Y). There were 2 Strategy A, 1 Strategy B, and 4 Strategy E for Thesis 3 (Miller, L). There were 8 Strategy A, 5 Strategy B, 8 Strategy C, and 3 Strategy E for Thesis 4 (Miller, M). Furthermore, in the Move 3 (Occupying the research niche) there were 4 strategies C for Thesis 1 (Jenkins). There was no strategy in the Move 3 for Thesis 2 (Liu, Y). There were 5 Strategy A, 5 Strategy B, and 1 Strategy C for Thesis 3 (Miller, L). There were 6 Strategy A for Thesis 4 (Miller, M) and no Strategy B, C, and D.

Based on the Kwan's framework (2006) in analyzing LR, **Move 1 (Establishing one of the territory of one's own research) consisted of Strategy A#; B#; and C**, in the Strategy A# (surveying the non-research-related phenomena or knowledge claims) included definition or

explanations of terminology, constructs and theories. It also included the beliefs and characterization of non-research practices or phenomena that are associated with the themes of the LR. In the Strategy B# was consisted of claim centrality, importance, and significance of the theme surveyed. This strategy asserted the centrality of themes by referring to both epistemic and non-epistemic phenomena. In the Strategy C was a survey research-related phenomenon by reviewing the aspects of previous studies such as procedures, materials, subjects, and findings. In the Literature Review, it marked by the word "found" e.g. *One study found* that it was effective, appealing and efficient.

In the **Move 2 (Creating a research niche) consisted of Strategy A, B, C, D, and E**, in the Strategy A referred to the creating claiming which involved the critique existing of the topics or issues or problems that were associated with existing research and/or non-research practice. In the Strategy 2 (B) (gap-indicating) was related to the lack of understanding of a particular phenomenon and it was needed for research or non-research action. In the Strategy C, it meant that there was a claim which made about the significance, value or strength of a citations or claims. In the Strategy D, it meant the relevance of claims to proposed study. However, sometimes this strategy was explicitly in the research. Then, strategy E involved presenting arguments for introducing a new perspective or a theoretical framework that is abstracted from the works cited in move 1.

In the **Move 3 (Occupying the research niche) consisted of Strategy A, B, C, and D**, strategy A was referred to the aims, objective, research question or hypotheses of the research. Strategy B was announcing the theoretical position or the theoretical framework. Strategy C was announcing the research design or the research process. Furthermore, in the Strategy D was announcing the adoption of terms or definition of terms.

On the other hand, the table 4 was the distribution of Moves and Steps in the Findings / Discussion chapter.

Table 4. Move Analysis in Findings and Discussion (Nodoushan's Framework)

Moves	Thesis 1 (Jenkins)	Thesis 2 (Liu, Y)	Thesis 3 (Miller, L)	Thesis 4 (Miller, M)
Move 1 (Background Information)	18	8	14	5
Move 2 (Reporting Result)	29	19	15	3
Move 3 (Summarizing Results)	6	8	5	1
Move 4 (Commenting Results)				
Step 1 (A): Interpreting results	15	8	20	5
Step 2 (B): Comparing/contrasting results with literature	8	5	0	8
Step 3 (C): Accounting for results	0	0	0	0
Step 4 (D): Evaluating results	1	0	0	1
Move 5 (Summarizing the study)	1	3	4	7
Move 6 (Evaluating the study)				
Step 1 (A): Indicating limitation	6	0	0	13
Step 2 (B): Indicating significant	0	0	0	0
Step 3 (C): Evaluating methodology	0	0	0	7
Move 7 (Deduction from research)				
Step 1 (A): Making Suggestion	0	0	2	5
Step 2 (B): Recommending Research	0	0	0	0
Step 3 (C): Implication	0	0	0	0
TOTAL	84	51	60	55

Based on the table 4, it was seen that there were 18 Move 1 in the Thesis 1 (Jenkins), 8 Move 1 in the Thesis 2 (Liu, Y), 14 Move 1 in the Thesis 3 (Miller, L), and 5 Move 1 in the Thesis 4 (Miller, M). Then, there were 29 Move 2 in the Thesis 1 (Jenkins), 19 Move 2 in the Thesis 2 (Liu, Y), 15 Move 2 in the Thesis 3 (Miller, L), and 3 Move 2 in the Thesis 4 (Miller, M). Furthermore, there were 6 Move 3 in the Thesis 1 (Jenkins), 8 Move 3 in the Thesis 2 (Liu, Y), 5 Move 3 in the Thesis 3 (Miller, L) and 1 Move 3 in the Thesis 4 (Miller, M).

In the Move 4, it was consisted of four steps. Based on the table, there were 15 Step 1 (A), 8 Step 2 (B), 1 Step 4 (D), 1 Move 5, 6 Step 1 (A) in the Move 6 for Thesis 1 (Jenkins). Then, in the Thesis 2 (Liu, Y) there were 8 Step 1 (A) and 5 Step 2 (B) in the Move 4; and also 3 Move 5. In

the Thesis 3 (Miller, L), there were 20 Step 1 (A) in the Move 4; and also 4 Move 5; 2 Step 1 (A) in the Move 7. In the Thesis 4 (Miller, M), there were 5 Step 1 (A), 8 Step 2 (B), and 1 Step 4 D in the Move 4; there were 7 Move 5; then 13 Step 1 (A) and 7 Step 3 (C) in the Move 6; then 5 Step 1 (A) in the Move 7. The total data for Thesis 1 was 84; Thesis 2 was 51; Thesis 3 was 60; and Thesis 4 was 55.

For analyzing Moves and Steps of Findings / Discussion chapter, researchers used Yang & Allison' framework. This framework identified seven rhetorical moves that used in analyzing Discussion. **Move 1 was about background information.** The author of the article or journal used this moves to analyze the aims, objective, procedural information, theories and research question. **Move 2 was used to reporting Result.** It was signed by "reporting verbs" and "past tense". The result here was presented in the examples, numerical values, graphs, tables, or observations. **Move 3 was used to summarizing result but different from move 2.** It only focused on summarizing the result of the research that will be discussed. **Move 4 was used to commenting the result.** It was consisted of four Steps namely Step 1 (A): interpreting results; Step 2 (B): Comparing/Contrasting results with literature; Step 3 (C): Accounting for results; and Step 4 (D): Evaluating results.

Furthermore, **Move 5 was used to summarizing the study.** In this case, the authors provided the whole summary of the study. Move 5 had signals as present perfect tense together with the words "study" and "research". It was found at the end of the discussion. **Move 6 was used to evaluating the study.** It was consisted of 3 steps namely Step 1 (A): indicating limitation; Step 2 (B): Indicating significance/advantage; and Step 3 (C): Evaluating Methodology. Then, **Move 7 was deduction from research.** It also consisted of 3 steps namely Step 1 (A): making suggestions; Step 2 (B): recommending further research, and/or; Step 3 (C): Drawing pedagogic implications.

In addition, the findings of analyzing Moves and Steps of LR also presented in percentage (%). It can be seen in the table 5:

Table 5. Distribution of Literature Review (LR) Chapter in Percent (%)

Move/Strategy	In percent (%)			
	Thesis 1 (n = 68)	Thesis 2 (n = 98)	Thesis 3 (n = 74)	Thesis 4 (n = 108)
Move 1				
Strategy A#	25 %	59,2 %	67,6 %	37 %
Strategy B#	5,9 %	5,1 %	4,1 %	1,9 %
Strategy C	30,9 %	23,5 %	4,1 %	33,3 %
Move 2				
Strategy A	14,7 %	4,1 %	2,7 %	7,4 %
Strategy B	8,8 %	1 %	1,4 %	4,6 %
Strategy C	1,5 %	1 %	0	7,4 %
Strategy D	0	0	0	0
Strategy E	7,4 %	6,1 %	5,4 %	2,8 %
Move 3				
Strategy A	0	0	6,8 %	5,6 %
Strategy B	0	0	6,8 %	0
Strategy C	5,9 %	0	1,4 %	0
Strategy D	0	0	0	0
Total	100	100	100	100

Based on the table 5, Move 1: Strategy C (*Surveying the research related-phenomena*) was the most frequently used of Move in Thesis 1. It was showed from the percentage = 30,9 %. While the Move 2: Strategy C (*asserting confirmative claims about knowledge or research practices surveyed*) was rarely used in the Thesis 1. It was showed from the percentage = 1,5 %.

In the Thesis 2, the most widely used by the author was Move 1: Strategy A# (*surveying the non-research-related phenomena or knowledge claims*) = 59,2 %. Step B and Step C in Move 2 was used rarely by the author. It was used only 1 %. Then in the Thesis 3, Move 1: Strategy A# (*surveying the non-research-related phenomena or knowledge claims*) also used widely in the thesis with the percentage 67,6 %, while Move 2 Strategy B and Move 3 Strategy C was used rarely. It was only 1,4 %. However, in the Thesis 4, Move 1 Strategy A# (*surveying the non-research-related phenomena or knowledge claims*) was also used commonly in the thesis. It was

37 % while Strategy B# in Move 1 only 1,9 % was used by the author in the thesis. The table 6 below was the percentage of analysis for Findings / Discussion chapter.

Table 6. Distribution of Findings / Discussion Chapter in Percent (%)

Move/Step	In percent (%)			
	Thesis 1 (n = 84)	Thesis 2 (n = 51)	Thesis 3 (n = 60)	Thesis 4 (n = 55)
Move 1	21,4 %	15,7 %	23,3 %	9,1 %
Move 2	34,5 %	37,3 %	25 %	5,5 %
Move 3	7,1 %	15,7 %	8,3 %	1,8 %
Move 4				
Step 1 (A)	17,9 %	15,7 %	33,3 %	9,1 %
Step 2 (B)	9,5 %	9,8 %	0	14,5 %
Step 3 (C)	0	0	0	0
Step 4 (D)	1,2 %	0	0	1,8 %
Move 5	1,2 %	5,9 %	6,7 %	12,7 %
Move 6				
Step 1 (A)	7,1 %	0	0	23,6 %
Step 2 (B)	0	0	0	0
Step 3 (C)	0	0	0	12,7 %
Move 7				
Step 1 (A)	0	0	3,3 %	9,1 %
Step 2 (B)	0	0	0	0
Step 3 (C)	0	0	0	0
TOTAL	100	100	100	100

Based on the table 6, Move 2 in the Thesis 1 was always appeared. It was showed from the percentage = 34,5 % while Move 4 (Step D) and Move 5 was only 1,2 %. It meant that the frequency of this move was very low in the thesis. Then, in the Thesis 2, Move 2 was still used widely by the author (37,3 %) while Move 5 only used 5,9 % by the author. In the Thesis 3, Move 4: Step 1(A) was used 33,3 %. It was the most common used in the Thesis 3 while Move 7: Step 1(A) only 3,3 % used by the author. The last, in the Thesis 4; Move 6: Step 1(A) was widely used by the author with the percentage 23,6 % while Move 3 and Move 4: Step 4(D) was rarely used. It was shown from the percentage 1,8 %.

D. Conclusion

Based on the above discussion, researchers took conclusion that Literature review (LR) was a part of research paper, proposal, or thesis. It indicated the arguments of the research that gave briefly explanation to the reader about the research. Then, the Findings/Discussion (FD) was the author's claim about the result of the research that should be contributed for other disciplinary knowledge. Furthermore, in analyzing LR and FD, researchers used two kinds of framework namely Kwan framework for LR analysis and Yang & Allison framework for FD analysis. The result of the analysis shown that the most frequently used in the LR was **Move 1 (Establishing one of the territory of one's own research), Strategy A (surveying the non-research-related phenomena or knowledge claims)** which included definition or explanations of terminology, constructs and theories. The authors of four Master Degree's theses used **Move 1** to present the theories and definition of terms, while in the FD, the most frequently used was **Move 2 (Reporting Result)**. The authors used Move 2 in presenting the results of their study (research).

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The Use of Story Map in Improving the Year Four Pupils' Ability in Reading Comprehension

AUTHORS INFO

Kee Li Li
IPG Kampus Tun Hussein Onn
Batu Pahat, Johor
Malaysia
lili.kee@iptho.edu.my
+601127508058

Ngo Pei Wen
IPG Kampus Tun Hussein Onn
Batu Pahat, Johor
Malaysia
peiwen070693@gmail.com
+60172858001

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Abstract

This is an action research on improving reading comprehension through story map among Year 4 pupils in one of the primary schools in Malaysia. My pupils were unable to answer WH-questions of the narrative texts. The research aimed to use story map to improve pupils' reading comprehension and improve my teaching practices in reading comprehension. I am the researcher with 24 pupils, 12 males and 12 females. I utilized three data collection methods: pre-reading comprehension test and post-reading comprehension test, pupils' work and teacher's reflective journal. I introduced story map through demonstration. Then the participants completed the story through literary elements identification based on the narrative texts. Findings showed that story map helped to improve pupils' reading comprehension by identifying literary elements and relating the literary elements with the comprehension questions. The story map gave positive impact to reading comprehension. The research has impacted the teaching and learning environment, pupils' learning, and my teaching practices. I found out that story map was a useful method in attracting pupils' attention and teaching literary elements. Furthermore, I was developed to be a reflective teacher in terms of strengths and weaknesses of the teaching and learning process. Story map can be an effective tool in improving reading comprehension among pupils. In addition, a more interactive story map which incorporates Information and Communication Technology (ICT) may also be employed in further research.

Keywords: story map, reading comprehension, narrative texts

A. Introduction

English is taught as a second language which is compulsory to be studied by all pupils from primary level throughout Malaysia (Hiew, 2012). This is because English is an international language which is used widely by many countries (Parimal, 2013). Therefore, the aim of English

education is to produce individuals to face the real world (Harjander, 2014). This is because English is important when travelling and working with overseas citizens. Based on Curriculum Development Division (2011), the English language curriculum was designed to help pupils to acquire the basic language skills which were listening, speaking, reading, and writing. Thus, they could have effective communication in various contexts that suit with their level of development. This meant that pupils should be able to communicate with others either spoken or written English after 6 years of schooling. Zare & Moomala (2013) stated that reading is an activity in which there is an interaction between the reader and the author through the text. For example, pupils might be asked to predict the endings, make a summary or identify the main ideas from the reading text.

Based on my teaching experience, I found out that most of the pupils faced difficulties in comprehending the narrative text during the reading lesson. They did not know how to answer the comprehension questions as they were unable to identify the main ideas from the text. Furthermore, they were uninterested in the reading lesson. As a result, it interfered with the teaching and learning process because they disturbed others during the lesson. I was keen in helping pupils to improve their reading comprehension. This was because reading was vital to participate actively in this civilized world (Seyed, 2010). For example, pupils were always updated to news all over the world through reading newspaper. Thus, they could expand world knowledge. Pupils could also understand the content of the text and able to transfer the knowledge into speech and written form.

B. Literature Review

1. Jean Piaget's Constructivism Theory and Vygotsky's Sociocultural Theory

This study could be linked with Jean Piaget's Constructivism Theory. Pupils' prior knowledge might be stimulated in order to link the reading text with their prior knowledge through the implementation of story map (Graney, 1992; Kang, 2004 as cited in Manoli & Papadopoulou, 2012). This is because pupils' previous knowledge was needed in the process of knowledge construction based on Jean's Piaget Constructivism Theory (Bhattacharjee, 2015). Scaffolding was also applied in this research. It was a teaching strategy which was initiated by Lev Vygotsky's Sociocultural Theory in 1978 (Samana, 2013). She also stated that scaffolding referred to the help that was provided by more capable person to less capable person through introducing the concept of zone of proximal development. I as the teacher and the researcher helped pupils throughout this research. I provided more guidance to the weaker pupils, so that they might be able to follow the lessons. Moreover, pupils were divided into groups when they were assigned to complete the story map. Hence, the more able pupils could help the less able pupils in groups.

2. Story Map

The focus of my action research was twofold which was to use story map to enhance pupils' reading comprehension and to improve my teaching practice. Reading comprehension was very challenging by considering the pupils' English proficiency level. I observed that the pupils were unable to identify the main ideas of the text when they were asked to answer the questions. They did not know how to find the answers and extract them from the text. They also had low interest and motivation in the reading lessons.

In order to help pupils to improve reading comprehension and motivate pupils in the reading lessons, I decided to utilize story map as the action in assisting pupils' comprehension in reading narrative texts. Story map was a graphic organizer that records the main information such as characters, setting, and plot of narrative texts (Manoli & Papadopoulou, 2012). Therefore, it helps pupils to answer the reading comprehension questions because the main ideas are included in it. It also helps pupils to focus on the story structure when searching for the literary elements (Amer, 2012). It was a teaching aid which helped in identifying literary elements and recording information in an organized manner (Hannay, 2015). Thus, it helps pupils to understand the narrative texts better by categorizing the important ideas in the story map.

3. Kurt Lewin's Action Research Model

The action research was conducted through a systematic procedure as proposed by Kurt Lewin's action research model in 1946 (Goh, 2012). It comprises five steps which starts with observe, reflect, act, evaluate and modify. First of all, I identified an initial idea by observing my pupils' behaviors and performance during the reading lesson. The reflection was done after the

observation in order to identify the reading comprehension issue in the class. I also thought of the causes for the poor reading comprehension performance among pupils and the ways of helping to improve the teaching and learning practices. During the stage of act, I carried out the action which was story map according to the schedule and procedures planned. The story map was introduced in the reading lessons throughout four weeks. I also collected the data with the mean and standard deviation of pre-reading comprehension test and post-reading comprehension test, pupils' work and reflective journal during the action. The evaluation of the implementation of the story map in enhancing pupils' reading comprehension was done through a few methods such as pre-reading comprehension test and post-reading comprehension test, pupils' work as well as reflective journal. The modification was also taken after the evaluation. The difficulty level of the text was modified when the implementation of action did not suit pupils' level and did not provide a good result in pupils' reading comprehension.

C. Methodology

1. Research Design

In order to help pupils to improve reading comprehension and motivate pupils in the reading lessons, I conducted an action research on it. Action research is "a systematic inquiry, made public and detailed records are kept" (Goh, 2012, p. 2). It is carried out by teachers in order to collect information in school (Creswell, 2012). For example, teachers could conduct action research to find information about an issue and improve it in the teaching and learning process. According to Mills (2014), there are four stages which are identifying an area of focus, collecting data, analyzing and interpreting data as well as developing an action plan involved when conducting an action research. Thus, the research could be conducted systematically and smoothly as it consists of four stages to be followed.

The implementation of story map was carried out for four weeks. Firstly, the pre-reading comprehension test was conducted before I introduced the action. During each action, set induction was conducted in an interesting way through the use of video clips. I introduced vocabulary to pupils before they were exposed to the narrative texts. Then, the narrative texts were presented during the while-reading stage. I also explained the texts to pupils in order to provide comprehensible input. Pupils' understanding was checked through the question and answer session. Next, the story map was introduced to pupils after they read the narrative text during the while-reading stage. I explained and demonstrated the use of story map, so that they knew the task assigned better. Pupils were given a story map in which they had to fill in the literary elements such as characters, setting, events, moral value, problem, and resolution based on the text given in groups. After that, the reading comprehension worksheet was given in order to check pupils' understanding towards the text after the use of the story map. Pupils were assigned to answer the questions individually based on the text taught. Lastly, the post-reading comprehension test was given after the fourth week of the action.

2. Participants

The research was conducted during my third phase of practicum in SJK(C) Hwa Nan which was located in Batu Pahat, Johor, Malaysia. This research was conducted in Year 4B. I was the researcher with 24 pupils in the class, of which 12 were male and 12 were female pupils who were involved in this research. They were aged 10 years old.

23 of the pupils were from Chinese family background and 1 pupil was a Malay. Most of the pupils were coming from moderate family background. This was because both of their parents were working and lack of time to accompany them. Most of them were sent to the tuition class and their homework was done with the guidance of their tuition teacher rather than their parents.

Pupils in this class were of mixed ability and their proficiency levels of English were low. Their English examination results were ranged from 0 to 78. Most of the pupils scored below 40. Besides, there were 3 types of learning styles which were visual, auditory and kinesthetic learning styles possessed by the pupils. Based on my observation, most of the pupils preferred kinesthetic learning style. They liked to move around and do hands-on activities rather than listening and reading from the textbook.

Some pupils' behavior was lacking in the teaching and learning process. Some of them performed the disruptive behaviors during the English lessons. They made noise when they were given a task to be completed. Furthermore, several pupils' attitude in learning was inappropriate. They did not show their interests and motivation in learning English. They

thought that English was a difficult subject to be learned. This was because they were influenced by their first language. Therefore, they did not have own initiative to improve their English proficiency level.

Initial data collection was conducted to identify the reading comprehension issue among Year 4 pupils. I checked pupils' work and did document analysis using pupils' examination paper. I found out that pupils were unable to answer the reading comprehension questions correctly. Thus, they were facing the reading comprehension difficulties as they were not exposed to contextual clues. They simply copied a few words or a sentence from the text as their answers. For example, one of the pupils wrote "He saw many tall buildings on both sides of a big river and many boats in the river." for the question "Where did the pedlar live?" Moreover, the pupils' examination paper proved that pupils were weak in the reading section. They were weak in answering the WH-questions although the answers were stated in the text.

3. *Data Collection Methods and Instruments*

In this action research, I used both quantitative and qualitative methods to collect data. There were three data sources selected as the data collection methods in this research. The chosen methods were pre-reading comprehension test and post-reading comprehension test, pupils' work and reflective journal. The data collection methods were used to provide important insight into the use of story map as the means to improve pupils' reading comprehension.

a) Pre-reading comprehension test and post-reading comprehension test

One of the data collection methods was pre-reading comprehension test and post-reading comprehension test. The pre-reading comprehension test was applied before the implementation of the story map. The aim of this test was to find out the pupils' preparedness before the action. The results of the pre-reading comprehension test were used to be compared to the results achieved by pupils in the post-reading comprehension test. Hence, pupils' progress could be easily identified. On the other hand, the post-reading comprehension test was also given after the implementation of the story map in order to evaluate the use of story map in pupils' reading comprehension abilities. The usefulness of the story map could be identified through the results of the post-reading comprehension test. Moreover, the results of the pre-reading comprehension test and post-reading comprehension test were illustrated in the form of bar chart, so that it gave a clearer view on the changes of pupils' achievement. The instrument for this data collection method was two sets of question paper. There were 10 questions on the story of "Jack and the Beanstalk". Pupils were given 45 minutes to complete the question paper.

b) Pupils' work

In addition, pupils' work was chosen as a data collection method. It was a solid evidence of pupils' learning (Goh, 2012). It helped to show pupils' progress and achievement from each lesson. Teacher could compare pupils' answer from the first lesson until the forth lesson. Based on Goh (2012), the developments of the pupils' understanding could be determined quite clearly through the evidences of pupils' work. Teacher could also identify the questions which most of the pupils were unable to answer correctly. Hence, teacher might pay more attention on those questions which most of the pupils faced difficulties. The reading comprehension worksheets were the instrument for this data collection method. The pupils' works were marked based on key answers rather than grammar and sentence structure. This means the marks were given when pupils wrote the key words although they did not write them in the full sentence or use incorrect grammar.

c) Reflective journal

Reflective journal was also selected to be used as one of the data collection methods. According to Goh (2012), the reflective practice was very important for the action research. This was because the reflective journal was the record of the researcher's inner voice before, during and after the action was carried out. Besides, it provided a record for teachers to narrate the events of the classrooms from their perspectives (Mills, 2014). The reflective journals were written after every lesson of action. This helped me to reflect my own teaching strategies, feelings, strengths and weaknesses, so that I might improve my teaching and learning practices based on the reflection made. The journal entries were the instrument for this data collection method.

4. *Technique of Data Analysis*

There were two ways of analyzing the collected data namely qualitative and quantitative analysis. I marked research participants' pre-reading comprehension test and post-reading comprehension test and tabulated the scores into percentages and tables. On the other hand, teacher's reflective journal entries and pupils' work were analyzed and interpreted as qualitative data in the form of words.

D. Findings and Discussion

1. *Findings*

In addition, Goh (2012) implied that data triangulation was conducted in order to validate the findings by using several data collection methods. Methodological triangulation and data-analysis triangulation were applied in this research. Methodological triangulation was the use of various quantitative and qualitative data collection methods, analysis and interpretation which were aimed to reduce the limitations and prejudices that can be found from each method. In this research, the pre-reading comprehension test and post-reading comprehension test provided the quantitative data whereas the pupils' work and the reflective journal delivered the qualitative data. On the other hand, data-analysis triangulation was analysis of data through the combination of two or more methods. Therefore, I triangulated the results which were obtained from each method which are pre-reading comprehension test and post-reading comprehension test, pupils' work as well as reflective journal in order to support and reduce biases in this research.

The data of this research could be categorized into two types which were quantitative and qualitative data. The quantitative data analysis was used for the pre-reading comprehension test and post-reading comprehension test. From the data which was portrayed in Table 1 as shown below the mean increased from 10.63 to 24.38 which indicated that the average research participants scored better in the post-reading comprehension test. In addition, the standard deviation raised from 11.16 to 18.60, which implied that the scores which attained by the research participants were grouped together in the pre-reading comprehension test whereas the scores in the post-reading comprehension test were more dispersed.

Table 1. The mean and standard deviation of pre-and post-reading comprehension tests

Test	Mean	Standard Deviation
Pre-reading comprehension test	10.63	11.16
Post-reading comprehension test	24.38	18.60

On the other hand, the pupils' work provided qualitative data. RP8 was able to answer the question of characters only in the first action. For example, she wrote the sentence "The main characters in the story were Sang Kancil and Sang Harimau." for the question "Who were the main characters in the story?" This demonstrated she had limited understanding towards the story.

Furthermore, in the second action, she showed progress in identifying the character and the setting of the story. For instance, she wrote "The story take place in Sarawak." for the question "Where did the story take place?" This meant that she demonstrated her understanding towards the word "where" referred to the place. Although there was a grammar mistake, her answer was still correct. This was because the focus was on the key answer rather than the grammar aspect.

She also performed good results in the third action. She showed better understanding towards the story. She was able to answer three questions compared to the first and second action. For instance, she answered "Li Peng and Li Huang cheat their father because they wanted farm." for the question "Why did Li Peng and Li Huang cheat their father?" She knew that "why" indicated the reason of cheated their father. However, she still repeated the same grammar mistake. She wrote in present tense.

In the fourth action, she was able to answer the questions regarding the characters, setting, and plot. For example, "The woodcutters helped to rescue Little Red Riding Hood and Grandma." This presented that pupils understood that "who" was a key word to indicate people in story.

Besides, I scrutinized my reflective journal entries and labeled the phrases or sentences under the themes of the use of the story map, the pupils' involvement, and the improvement of the teaching practice.

a) The use of story map

The use of the story map was identified as one of the themes. According to quote below, pupils were eager to participate in the activity during the first action. This was because pupils

were never exposed to the story map before. They were also impressed with the story maps made by me. The story maps were big and colorful, therefore the pupils were interested in involving themselves in the activity.

"Story map helped to attract pupils' attention."

- Reflective Journal Entry 1

As shown by quote below, the pupils were able to identify the literary elements which they needed to fill in the story map. They were also able to relate the literary elements with the comprehension questions. Thus, they performed better from the first action until the fourth action.

"... helped in answering reading comprehension questions ..."

- Reflective Journal Entry 2

b) Pupils' involvement

Besides, the theme of pupils' involvement emerged in the journal entries. Based on the quote below, it showed that the pupils seemed interested with the use of story map in the teaching and learning process. Therefore, they were keen to contribute ideas in order to complete the story map in groups. They also worked together to help the weaker pupils during the activity of completing the story maps.

"Pupils took part actively in completing the story maps. They discussed and cooperated in groups."

- Reflective Journal Entry 4

c) The improvement of the teaching practice

The improvement of the teaching practice could also be categorized through the journal entries. According to quote below, this was because pupils prefer to do hands-on activities rather than listening to the teacher throughout the lesson. Therefore, the pupils were interested in participating the activity of the story map.

"Interactive and fun teaching was created through the use of story map."

- Reflective Journal Entry 3

The quote below showed that the cooperative learning took place as pupils discussed and learned from one another in the activity. This was because the activity of story map was a group activity. Thus, they worked together in order to complete the activity assigned to them.

"The cooperative learning was created in the lesson."

- Reflective Journal Entry 4

2. Discussion

Research Question 1:

How does story map help Year 4 pupils in improving reading comprehension?

Overall, the story map has a positive impact on the pupils' reading comprehension. The positive impact of the story map was shown through the pre-reading comprehension test and post-reading comprehension test as well as pupils' work. Firstly, the mean of the pre-reading comprehension test and post-reading comprehension test increased from 10.63 to 24.38 while the standard deviation of the pre-reading comprehension test and post-reading comprehension test increased from 11.16 to 18.60. This meant that the majority of participants scored higher in the post-reading comprehension test. This proved that the story map was a useful method to aid pupils in identifying the main idea in the narrative texts although there was a slight improvement among pupils.

In addition, pupils showed positive progress in their work. They exhibited a gradual improvement from the first action to the fourth action. They were able to answer the comprehension questions with a better understanding towards the texts. This was because they were able to comprehend the texts through the use of story map. They were able to identify the literary elements before they answered the reading comprehension questions.

Furthermore, pupils were able to answer the comprehension questions by relating them with the literary elements. The types of the questions act as clue for pupils to relate the questions with the literary elements. For instance, “who” indicates characters, “where” indicates the setting and “why” indicates the reason of the action. Thus, this shows that the use of story map aids pupils in the reading comprehension.

The literary elements such as characters, setting and moral value which are comprised in the story map helped pupils to identify the main idea of the narrative texts. It helped pupils to focus on the story structure. With the repeated practices given among the participants, it trained pupils to be familiar with the literary elements and the types of comprehension questions. They learned from their previous work based on the teacher’s assessment.

However, the effect of the story map seemed to be varied according to the pupils’ comprehension abilities on different questions. Some of the pupils showed a great improvement in the post-reading comprehension test whereas there were two pupils who did not show any improvement. The weaker pupils encountered difficulties in answering questions which required their higher order thinking skills. This was because they were unable to find the answers from the texts.

Besides, the performance of the pupils differs because of the difficulty and the length of the texts. This was because pupils lost interest in reading the texts and the vocabulary of the texts was difficult. They were unable to identify the literary elements and answer the reading comprehension questions as they did not comprehend the texts.

Research Question 2:

How does story map help in improving my teaching practice in reading comprehension?

In general, the data collected from the pupils’ work and reflective journal showed some significant findings to prove that the story map helped in improving my teaching practice in reading comprehension.

Pupils developed progress in their work. They were able to show improvement through the answers of the reading comprehension questions. Definitely, my teaching practice is enhanced as the pupils improved in their reading comprehension through the use of story map. I have found an effective method in helping pupils to improve their reading comprehension in narrative texts. This was because the use of picture cards which I utilized in the previous teaching and learning process did not show positive results in enhancing pupils’ reading comprehension.

Besides, based on the analysis of reflective journal entries, the story map is a good means to be applied in attracting pupils’ attention. Pupils were curious when the story map was first introduced to them. This was because teachers seldom conducted activity in order to focus on the story structure. Teachers usually asked pupils to answer the reading comprehension questions after reading the texts. Thus, it is a good way for pupils to summarize the main ideas of texts which aid them in answering the questions.

Furthermore, the story map helps in creating interactive teaching. The story map was able to stimulate pupils’ interest and motivation in learning. Pupils were able to do hands-on activities rather than listening to teachers. This was because they have limited attention span. Therefore, they should be given opportunities to participate in the teaching and learning activities. Pupils took part actively in contributing and discussing with their friends through the use of story map. This indirectly helped to create a fun learning environment.

In addition, cooperative learning was created through the use of story map in the teaching and learning process. Pupils discussed and cooperated in filling the story map. Hence, the pupils were able to complete it on time. The lessons were carried out smoothly. Pupils were also able to learn from their friends as the scaffolding theory was applied in this research. Therefore, they did not face much problem in answering the comprehension questions.

E. Reflection

I have improved in my teaching practice through carrying out action research. I found out that the story map was an effective method in attracting pupils’ attention and teaching literary elements based on my reflective journal entries and pupils’ work. The story map enabled the pupils to categorize the main elements of the texts (Li, 2007). Thus, pupils developed a clearer view towards the narrative text through the use of the story map. They performed better compared with their previous work.

In addition, the story map helped to improve pupils’ reading comprehension throughout this action research. Pupils showed progress in their reading comprehension based on the results of

pre-reading comprehension test and post-reading comprehension test as well as pupils' work. This was because it helped pupils to identify the literary elements and relate the elements with the reading comprehension questions. For instance, "who" indicates the characters whereas "where" indicates the setting.

I was also developed to be a reflective teacher throughout the process of conducting action research. This was because I did the reflective journal after every lesson. According to Mills (2014), reflective journal was used by teachers in order to report and record the happenings of the classrooms from their perspectives. Therefore, I was able to reflect on my teaching strategies through identifying the strengths and weaknesses of my teaching and learning process. I was also able to think of the solutions in order to overcome the weaknesses that I acknowledged from my own teaching and learning process.

On the other hand, the weaknesses were identified as well. The first weakness which I identified through the research was the way of applying the story map. I introduced too much information in one lesson. Some of the pupils were unable to follow the lesson. This was because they were incapable to grasp so much knowledge within a lesson. They learned in a slow pace which they needed time to familiarize with the text and the story map.

Another weakness which I found through the research was the layout of the story map utilized. I applied the same layout throughout the research. Pupils did not show the reaction as the first time I introduced the story map. They were not curious towards the story map after the first action. Hence, the excitement among the pupils decreased.

F. Conclusion

The findings of this research have concluded that the story map benefits the participants' reading comprehension in narrative texts. However, I noticed that there are limitations of this action that need improvement after the implementation of the story map. Therefore, some suggestions are recommended to improve teachers' teaching practice, and at the same time, to improve pupils' learning.

The layout of the story map is recommended to be changed every action. The enthusiasm among the pupils may be stimulated as they may feel curious towards the layout after every action. This is because pupils may easily feel bored towards the activity. They may feel motivated when the teachers are introducing the story map in different layouts. This is because pupils may easily get attracted to the interesting and colorful teaching aids.

Researchers may also integrate Information and Communication Technology (ICT) with story map in the lesson. This is because ICT is able to enhance pupils' interest and excitement towards the lesson. Hence, the conducive learning environment can be created easily through the use of ICT. Furthermore, ICT is emphasized in the 21st century classroom. According to Saxena (2013), computing devices is one of the characteristics of a 21st century classroom. Thus, pupils should practice their ICT skills in the lesson. This indirectly can train pupils to be independent learners as they are familiar with the use of computer. They are able to search for additional information.

Besides, in further studies in this action research, the researchers may modify the procedure of implementing the action. The researches may introduce the literary elements separately for a few weeks. The researchers may introduce the characters, setting and moral value in the first week whereas the plot is introduced in the second week and the problem and resolution in the third week. This is because the weaker pupils were unable to comprehend too much information in a lesson. Hence, the weaker pupils are able to perform better as they learn in a slow pace which is suitable for them.

In addition, it is suggested that the action of story map should be implemented for a longer period of time. According to Jiang & Grabe (2007), the repeated exposure and time are needed by the pupils to practice with story map. This is to ensure pupils are familiar with the use of story map in order to aid them in comprehending the texts. As this research was conducted for four weeks only, therefore it did not show significant improvement among pupils.

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The Information System and Speech Acts Process of Torajanese-Mamasan Community in the Marriage Proposal in Kolaka District

AUTHORS INFO

Zakaria
Universitas Sembilanbelas November Kolaka
Southeast Sulawesi, Indonesia
zakaria.usn@gmail.com
+6285395472540

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Abstract

Marriage proposal process of Torajanese-Mamasan is a kind of culture product in social *custom* and *brought* some communication acts, such as speech acts, norms, and social custom values upon it. The scope of the research focused on the manner of meaning semantically, pragmatically, and ethics that formed in communication custom system in the process of marriage proposal, instead that the research need to explain all the process of marriage proposal step by step orderly. The researcher used Ethn methodology approach, and also used two kinds of source of the data; primary and secondary data and analyzed them in qualitative. The result showed that the process started from *ma'bisik*, *mangusik*, *ma'pasule kada* until *ma'randang* process were run by social custom system in communities of Torajanese-Mamasan in Kolaka district. And also, that the all of process were planned and done by adult named *to matua* verbally and symbolically. There was interesting thing of the process, that the communication system to be done associatively, bear several art and ethic values.

Keywords: custom value, manner of meaning, information system, speech acts

A. Introduction

Communication is an important thing in human life, whether to individuals, communities, in government, business, and in social institutions that exist in the community. Communication is a process whereby individuals, communities, governmental institutions or social institutions that exist in society can interact with each other for a particular purpose. Further, the interlace communication base on a common purpose and desired goal. Means of communication in this modern era is very varied form and manner, either directly by individually, or indirectly by using media such as letters or other means of communication. Now days modern society has a very effective and efficient communication means in order to interact; they can use the means of communication by mail or electronic communication means such as telephone, telegram, radio, television or through internet media. This is possible because the level of dependence and human needs for information more urgent and varied.

Communication issues are not only perceived by the existing institutions in society, but communications become part of the existing social institutions in society. Social institutions such as customs and customary procedures and greatly require the presence of communication in order to interlace a social information system that regulates customs customarily. Although there are not regulated by institutional communicate system, but there are systems of communicating in customary activities such as customs in the procession of death, marriage, opening the farm, planting of rice, and so on. One of the communication etiquette/manner in the social institutions that still exist is maintained in the activity of marriage proposal that exists in the community of Torajanese which domiciled in the Kolaka district. Although, institutionally in terms of communicating procedure haven't and unknown the formal and mutual rules, but tradition and procedures of custom communicate still running and done as it should. They do the system and communicate procedures as bequeathed in hereditary since the ancestors.

In practice, community of Torajanese-Mamasan ethnic in Kolaka district when planning a marriage always to heed the stages of communication in accordance with customs or customary procedures in terms of marriage from marriage proposal until the process of forming a new household. This is considered customary and should be implemented, if one of the stages of communication does not occur in a series of communication processes, it is considered taboo and unworthy. Although there are no customary sanctions binding on those who violate these customs and practices, but it will be the gossip of the community and is regarded as disrespectful of custom. Therefore, Torajanese community especially that living in Kolaka district until now still preserving the system and procedures of communication in the custom/culture in the activities of marriage proposal. Cultural phenomena such as customary of marriage proposal for Torajanese that domiciled in Kolaka district should be preserved as cultural treasures of the archipelago, but there aren't many people are interested and concerned to the event. Therefore, the researcher intends to contribute in the form of strength and mind to the Torajanese community, especially those domiciled in Kolaka district, so that the results of this research will be a treasure reference of culture in Kolaka district.

B. Literature Review

1. Culture and Social structure

a) Culture

Concept of the culture is very universal, it can be explained as unity of idea (though), intention, and the result of initiative (object) that become a product, it means that everything about human creatures is culture, for instance art, literature, and system.

According to Sujarwa (2010:30) "...culture is the creation and system of human behavior, whether it is beautiful or not".

Anthropologically, culture defined as "the set of learned experience" Roger M. Keesing (1981) in Samuel Gunawan. Based on the statement, culture is not used to describe about art or human greatness but culture explains about social system, and system of human life. Furthermore, Sujarwo (2010:31) "...culture or social system is necessary for human life, as long as the culture or system can support the human life".

b) Tradition as a social structure

Tradition is a form of cultural act. Tradition is a community system that is believed to be a form of knowledge and faith. Sujarwo (2010:193), state "... Tradition is seen as a truth, eternal, absolute, and coercive ...Tradition as a culture solve the problems such as: the essence of life, the nature of human works, the essence of power, the existence of human, and the human environment...".

Structure refer to the social system of society, however, in practically the system is not institutional. Structure is a system that regulates people in society, and the social sanction is a punishment in the society, for instance, Torajanese funeral ceremony, wedding, ceremony down the rice fields and etc. The costumes are accepted as an informal regulation in society, however, It has social sanction and conventionally recognized by the society. Therefore, people who violate the costume in society will be punished by social sanction.

2. Language and the role of language in culture

One of the most important in society is language, language is a media which used by people to run their culture in social life, and especially culture in verbal communication. According to Chaedar Alwasila (1989:2), "...Language is a communication system by voice, oral and hearing,

between people in certain societies and using vowel sound symbols that have arbitrary and conventional meanings”.

Purpose of language in culture is information and communication, individual or group communication. However, it is important to know that language is a system or norms in society and make communication run well. Therefore, Language has a strong role in building culture, by using it, the interaction of life can be run in accordance with the desire of the perpetrator of communication itself in running the culture

Language is a way to make social activities in society, by using language, humans can create verbal cultural rules and it will be a system of social interaction and culture.

3. Culture and local wisdom

Local wisdom refers to the concept of "customary norm", the living norm, believed, and run by people in society. It means that, local wisdom is a costume that has local philosophy and power to construct their life in society. Local wisdom is a source of culture, justice, order, and source of community welfare. Local wisdom will be the source of the rule of measuring goodness and badness in society.

4. Torajanese and tradition of marriage

Based on the history, Torajanese ancestors came from the Indies, Torajanese was a group of old Malay (proto melayu) who immigrated to Indonesia about 1500 BC. Manik-manik evidence of proto culture and torajanese is Austronesia.

Torajanese settled in the north of South Celebes, they have 3 regencies in South Celebes, Tana Toraja regency, North Toraja regency, and Mamasa regency. Most of them are Christians, some of whom are Moslem and the rest still retain *aluk to dolo/alukta* (ancestral religion) tradition. According to John Liku-Ada (2014:3) "based on the BPS of South Celebes in 2010 the number of adherents of *aluk to dolo/alukta* on the 3 regencies only 30.023 (4,8%)".

Marriage is one of the social structures (tradition) which is still held by most of Torajanese including in Kolaka regency. Tradition of marriage is one of marriage processes to form a new household. There are several stages of the process of marriage that traditionally still conducted and this process as a rare phenomenon for some tribes in Kolaka regency. Therefore, this research was conducted to explore the facts of phenomena and it can contribute to the richness of Indonesian culture, especially in Kolaka regency.

C. Methodology

The methodology used in this study was Ethnomethodology approach, which was introduced by Harold Garfinkel. This methodology was mostly used in anthropological study. This approach tries to describe a culture as a reality or fact toward people's experience on their daily life in a society. Thus, using this methodology, the researcher could describe the fact happening in the society related to the title of this study. There were two data sources used in this study namely: primary data which consisted of observational data and secondary data which consisted of interview transcripts. The data analysis technique used in this study was qualitative analysis.

D. Findings and Discussion

1. The Information System and Literary Meaning of *Ma'bisik*

The process of *ma'bisik* begun by relative from adult women or the representative of men who are still vague (saliently) convey the purpose to the close relative of woman, sometimes it is directly to aunty of a woman who is being proposed. Moreover, after conveying the proposal and eventually being received, then the relatives of the fiancée can inform only to the fiancée's mother not to the father. Then, mother's role is to tell her husband in this case the fiancée's father. The common speech being delivered by the representative of fiancée is as follow "*dengante tau ta lemba...* (probably there will be a man who comes to propose). The type of speech act which emerges in this process is locution in nature, or it is just in the form speech to be known. If both mother and father of the fiancée are agreeing, then it will emerge *perlocution effect*. As the result, the parent will invite all of close relatives to discuss with. In discussion, it can be deduce whether the proposal can be completely received or not at all.

2. The Information System, Speech Act and Literary Meaning of *Manggusik*

On wedding procession of Torajanese-Mamasan ethnic, they generally carry out some processes and these processes are the way or the information system built based on the Torajanese habit specifically who settle in Kolaka regency. Furthermore, the communication/

information system on *manggusik* process in engagement culture of Torajanese-Mamasan ethnic are the required process and have to do before moving to the next stage. *Manggusik* process is aimed to be the prolog or opening sentence to communicate with the female side and it can be stated that this activity is aimed at conceptualize the positive purpose of the man or fiance's relatives to the woman being proposed or the fiancée.

Moreover, Torajanese-Mamasan ethnic who mainly live in Kolaka regency, they already understand that *manggusik* process is a symbol of obedient of Toraja culture and it is as the respect of male to female's relatives.

Then, *Manggusik* is the further process after *ma'bisik*. In this process, both the male and female's family are met at fiancee's home and after arriving at fiancee's home the fiance will be greet by the relatives of fiancee. Furthermore, some of representatives of fiancee consisting of 2 or 4 will discuss with the representatives of fiancee. On the discussion process, it will emerge speech which contains literary meaning in the form of asking and giving response as the following observation sheet by recording:

Table 1. Speech Act on the Process of *Manggusik*

Agent	Local Language	Meaning	Types of Speech
PP	Kurre sumanga'tu kasaeatta... sapo ana ku ita inde petonono' ta e ambai dengan paralutta muneia'i i inde menono' nono'...mu bonging opa a'i... yamoto'o lamekutanakan inde'e akatappara te parallutta a'ie...	Thanks for your coming and probably there is such thing that you want to inform me hence all of you come in this early morning, what's the matter actually?	1. Perlocution effect (praise) 2. Illocution effect (asking question)
PL	Dolo diomai...lakipebaliitu pekutananta...o ya lama' kuresumanga' dukakan belanna mutarima melo inde kasaeangki...	Pardon me, we do send our gratitude to your willingness and the hospitality to our visited...	Perlocution effect (praise)
PP	Ya...susimi inde dipasirrau-rau kuama...yatu kasaeangki napolettek napopudakkan inde tomatuanna...sae umparmpoanni salama'na lako anakta...	Yes, that's what our parents said that even to the unknown people we have to greet them. Therefore, to the known people it is a must to greet them. Then, can you tell us your specific purpose to come today?	1. Perlocution effect (praise) 2. Illocution effect (asking question)
PL	Ya...susimi to iyo le...nakua tomatua alle'na to tang diita rambu api anna dikarimbai ma'odonganpi ke pakakita...sapo akatappa inde parallumu a'ie...	Yes..that's what we mean...while talking...Honestly, our purpose is to inform that the male's relatives aim at proposing your daughter	Illocution effect (Asking question)
PP	Ya...kurangngimi itin kadamua a'i o...sia kiisattomiaka tatungkanan sae...sapo ambai lasa'baraki' a'i dolo aka maneladipasa'ding asan inde tomatuannatempa tomalinna...ya ammukuammira tomatuannaa...anna pasa' dingpiangami kareba...	Yes, we have already understood it, but we have to be patient in waiting for the decision since we should tell to both her father and mother's family. After that, we can directly inform you all about the result.	1. Perlocution effect (praise) 2. Illocution effect (promise)

PL	Ya...susimi toiale aka kameloan inde laditan...ya senga siami to io le keupperondoi uai malino...	Ya...to result something good, we have to be patient in waiting...	Perlocution effect (understand)
PP	Yamora akki kuai ko make ma' penandapiangamito to matuanna...dua bongi ba'tu tallu bongi ki lemba' uppasule kada...	That's all, just tell his family (male's family) that probably it takes 2 or 3 days to enable me to give the response...	1. Perlocution effect (understand) 2. Illocution effect (promise)
PL	Ya...ambai lasusite'le...la kipesadingngi pianga kareba... sapo ummu sua mora keluarga mesa' male uppokadai lako tomatuanna kela male moko a'i uppasule kada...	Probably, that's a very clear explanation. We will wait for the response. You can ask the member of family to go to the male's home (the fiance) and tell the result in this case their response to our proposal.	1. Perlocution effect (understand) 2. Illocution effect (command)
PP	o..io innang den liu to tau male uppasading i'a le...sapo iru'pi wai kula' dolo ummu manei sule da'	Okey, there will be person who confirms about the response. Have a drink before returning home please...	Illocution Effect (Promise)

Note:

PP: Fiancee / female's relatives

PL: Fiance / male's relatives

3. Information System, Speech Act and Literary Meaning of *ma'pasule kada*

Ma'pasule refers to the essential aspect of engagement procession due to this process will decide the next step. Why that so? If the representative of female's family on *ma' pa sulekada* brings positive information (being received), then the overall process can be carried out. Vice versa, if it is negative (being refused) then the process should be stopped until *manggusik* step. On *ma' pasulekada* in which the female's family send their representative to visit the male's home, the representative who delivers the response from female's family has big role, in this case to tell about the response he/ she must tell the true information but if it is not, it can affect big problems between two different families since it relates to self-value (*siri'*). The confirmation of the message on this procession has to involve verbal communication such as:

Table 2. Speech Act on the Process of *Ma'PasuleKada*

Agent	Local Language	Meaning	Types of Speech
PP	Ya to kada mangka mubawa lemba... ya marandang puduk asan sia keluarga...dadi semo inde e kupasule kada lako... ya kitarima mapia sia	Your proposal has been discussed by our family, and we have completely decided that we accept yours.	Perlocution effect (answer)
PL	Lama' kurresumanga'dukakan saba' mutarima melo siakan inde e...	So much grateful in hearing the acceptance of our proposal.	Perlocution effect (gratitude)
PP	Ya...ambai lasusimitu u' le... kurresumanga la sulemo...	Yes, I think that's all and I have to go now	Perlocution effect (gratitude)

4. The Information System and Literary Meaning of *Ma' randang*

Ma'radang procession for Torajanese-Mamasan ethnic who lives in Kolaka regency are supposed to talk and discuss about the planning of wedding procession after the whole processes of engagement/ proposing someone in this case girl or woman and it has been

accepted by both two families. Beside the purpose of discussion, most of Torajanese-Mamasan ethnic generally yearn of their hometown and their family who lives in Toraja as well. Even they stay in different area which is quite far from their hometown. Through this wedding procession, they utilize that moment to congregate with their family.

In this activity, there are many things to discuss between two families such as: First, about the time for the procession when it will occur based on Torajanese's habit or culture called *allomelo* (good day); Second, about the food and beverage which will be served to the guests and families as well, and this is more likely about the preparation cost.

E. Conclusion

The engagement procession of Torajanese-Mamasan society who lives at Kolaka regency as the habitual and social institutions which has been implemented since they have lived at Kolaka regency until now. The engagement process for Torajanese generally called as *rambu tuka'* (literary meaning= smoke blows up) or the general society know it as the symbol of happiness of wedding ceremony)

The general habits of Torajanese-Mamasan ethnic on the process of engagement until wedding ceremony consists of systematic procedures which cannot be disobeyed, beside that in communication and information is developed consisting meaning and ethnical value as the identity of Torajanese-Mamasan.

The first process that should be through or done called *ma bisik* where the information is the opening communication of the man's side to the female's family silently (closely) and if it is possible being received then the next process will be carried out. The next process is called *mangngusik*, on this process the representative of male's and female's family are met.

On this procession, the communication and developed information emphasizes to show the seriousness of male's family in front of female's family. And on this process, the woman's family will promise to the man's family which takes about 2 or 4 days. If the female's family does not consistent about the time that they have promised before. Hence, the planning probably will not occur or it can be stated that the man is refused.

The next process is *ma pasule kada*. The information process occurs when the representative of woman's family comes to inform the positive response (being accepted). Furthermore, the next process *ma randang* is carried out if both man and female's family meet, discuss and talk about the whole things related to the planning of wedding ceremony.

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Figurative Language in Kakong Community: A Study in Lombok Island

AUTHORS INFO

Nurun Hidayati
Universitas Sebelas Maret
Surakarta, Indonesia
nurun.hidayati@gmail.com
+6285337418573

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Abstract

The current research aims to find the types and functions of figurative languages commonly used by Kakong Community. The data gathered through observation, note taking, and interview then analyzed through the interactive model. At the end, the study concluded that: 1). the types of figurative languages that commonly used by Kakong community are similes, metaphors, and idioms. 2). the functions of those figurative languages are to maintain social relation, to criticize, to insult, and to give comment about something. 3). Using figurative language is preferable for Kakong community. The study also recommending that: 1). Kakong community has the obligation to save their language. 2). Preserving figurative language as one of the old culture heritages needs to be considered by extending further research. 3). People of Kakong community should be proud of having figurative language and they are supposed to use them continually. 4). the hidden values in figurative language need to be understood to get a better relationship in social life.

Keywords: figurative language, Kakong community, social relationship

A. Introduction

It is generally known that people in different place speak the different language. Each language has its own characteristics, so does in Lombok Island. The *Sasak* language spoken in Lombok Island has its own characteristics. One of the special characteristics is the dialect. It has five dialects on a small island as Mahyuni (2006:1) states;

“Traditionally, Sasak has been classified to have five dialects *ngenó-ngené* (central west coast and central east to northeast coast), *menó-mené* (around Praya, central Lombok), *ngetó-ngeté* (around Suralaga and Sembalun); *kutó-kuté* (around Bayan, north part of the island); *meriaqmeriqu* (shout central area around bonjeruk, Sengkol, and Pujut)”.

In communication, people tend to use various body languages, sound, different level of politeness, or even figurative language. Generally, figurative languages are commonly used in

literary works, such as poems or songs. The use of figurative language is considered as a way to enrich the beauty of such literary works. Different from such works which analyze the use of figurative language in the literary works such as poems, novels, or songs, this study focuses on the analysis of figurative language used in a community laid in Kakong Village, North Lombok. Specifically, this research focused on the analysis of commonly figurative language used by Kakong community and seen as interactional view. Therefore, the research aims to explore the types of figurative languages commonly used by Kakong community in *Kuto-Kute* dialect at Kakong Village, as well the functions of figurative languages that Kakong community commonly used.

B. Literature Review

1. *Language and Society*

Language is a carrier of messages. Some experts define language as a system of the arbitrary vocal symbol. Yule (2006) mentions some characteristics of language such as arbitrariness, duality, productivity, and cultural transmission. Language is productive because people have a million vocabularies in their mental lexicon. When uttering the words, the vocabulary just needs to be recalled. Furthermore, language has two meaning, for Lyons (1996) there are two types of meanings; linguistic meaning and speaker's meaning. In regard to the types of meaning, figurative language is one kind of the speaker's meaning, especially non-literal meanings. It is something different from what our word means, while literal meaning is what the word really means. (Lyons (1996)

Besides, the way people speak and the way they use language indicate their identities. Language is one of the determiners of the people to behave in society as Wardhaugh (2006:6) states "...language is a profound indicator of identity, more potent by far than cultural artefacts such as dress, food choices, and table manners". To sum up, since language is considered potent to indicate someone's identities, its consistency is a salient idea to be well documented.

Community in a society cannot be separated from language. It takes the role as a means of transferring the idea in communication as Wardhaugh (2006) states "there are some relationship between language and society such as; social structure influences or determines the linguistic structure and behaviour, linguistic structure and behaviour may influence the social structure, and society and language may influence each other". For Meyer (2009), language takes the role as part of the semiotic system. It indicates that when humans communicate, it happens not only through language but also through the other means such as gesture, art, dress, and music. Language has unique and universal characteristics which become one of the identities of the native speaker.

In addition, there are some functions of language, language also has functions; transactional view, which serves in the expression of content, and interactional view which involved in expressing social relations and personal attitude (Brown and Yule, 1983). In transactional, the content is the main part of the communication while interactional view shows the relationship among the people and relates to maintaining the social relation. Furthermore, Halliday and Hasan (1985) mention three functional theories of language, among others; informative uses (orientation to content), interactive uses (orientation to the effect), and imaginative uses. Moreover, Thomas et al. (2004) mentions two functions of language those are referential function and its effective impact. In referential function, "The one associated with what objects and ideas are called and how events are described... effective function concerned with who is 'allowed' to say what to whom, which is deeply tied up with power and social status". (Thomas et al., 2004:9). In conclusion, language functions can facilitate people in communication for sending information, maintaining the relationship, and showing their power.

2. *Figurative language*

In communication, the indirectness often use in the Indonesian context. Disinclination and intimacy may be the consideration among the speakers. One way of indirectness is using figurative language. Fussell and Moss (1998:2) define "Figurative language is not deviant—not a form of communication that requires special or additional cognitive processes to understand and that occurs only in special circumstances..." Besides, Araya (2008:9) states "The use of figurative language constitutes a clear example to illustrate the deconstructive processes in which individuals are involved when using the language". Figurative language is the new view of meaning that can be found in many forms of discourse rather than the structural meaning of the word that someone conveyed. The closeness among speakers may lead them to use figurative language since both of them understand the meaning they create themselves. Furthermore,

Araya (2008:37) states that "Figurative language re-creates meaning when writing a poem, a play, a story, or when taking place in a conversation, speech, and/or lecture." It is clearly stated that figurative language also found in conversation. Since figurative language implies the new meaning of the word, it cannot be used in the whole conversation with all people; it depends on the situation and the background of the interlocutor itself. As Araya (2008:37) states that "Using figurative language depends on people's backgrounds because it is necessary to share internal cognitive, affective and social frameworks to interpret the world". If figurative language is uttered to people who do not know the interlocutor well, misunderstanding may happen. Furthermore, if it is spoken in the anger circumstance, the angry one may angrier. Besides, Fussell and Moss (1998) state "the production of figurative language occurs in the communication of emotional states and therapeutic context". The production of figurative language usually occurs in the certain situation. It may not happen in the formal situation because there is no emotional states or therapeutic context, there just a serious circumstance in that situation.

There are many types of figurative language. Araya (2008:37) mentions some types which are "...-metaphors, personifications, paradoxes, similes, synecdoche, antitheses, hyperboles, metonymies, allegories and idioms among others-..." Below are the definitions of each type:

- a) A simile is a comparison between two things essentially unlike. Some comparisons are made explicit by the use of some such word or phrase as like, as, than, similar to, resembles, appears, or seems. Araya (2008) mention that people use simile to make comparisons by using the expressions like, as such as to associate the characteristics and essences of one thing to describe another.
- b) The metaphor is an expression in which an implicit comparison is made between two things usually unlike. It does not use connective words such as like or as. Ortony (1975) cited in Fussell and Moss (1998) argues that metaphors are used as gaps filling in the lexicon, to provide succinct ways of stating ideas that would be lengthy or awkward to formulate in literal terms and to add vividness or intensity to a message. Meanwhile, for Araya (2008) metaphor implied analogy that identifies one object with another and ascribes to the first one more qualities or characteristics of the second referential element. For example: "She is a flower in class". The flower is the substitution for displaying an attribute of the physical appearance.
- c) Metonymy is the use of a name to represent the term. Jarman (2006) in Araya (2008), defines metonymy as "a figure of speech which is characterized by the substitution of a term naming an object closely associated with the word in mind for the word itself".
- d) Synecdoche is the figure of speech in which the whole is replaced by the part. Araya (2008) states that the use of synecdoche is to show a part of something to stand for the whole thing which creates a decentralization of the transcendental signifier and signified.
- e) Personification is the comparison in which human attributes are given to an animal, an object, or a concept. Araya (2008) argues that personification is the act of representing an idea, thing or being as having human characteristics or attributions. Animals or things are given the character of the human being.
- f) Hyperbole is statement containing exaggeration. Araya (2008) states hyperbole refers to an over-emphasis of an aspect of something.
- g) Paradox and antithesis are the contradiction. Araya (2008) states that instead of the "nonsense" construction, a contradiction becomes an important element to create meaning.
- h) The idiom is an expression having a special meaning different from the usual meanings of the words. Araya (2008) states no meaning is conceived in a structure but in a socio-cultural environment. It can be understood in a different way according to each culture of a society.
- i) Allegory is a story, play, poem, picture or other work in which the characters and events represent particular qualities or ideas, related to morals, religion or politics

In conclusion, the figurative language is rich of meanings that speaker can use in communication for any purposes.

3. Previous studies

Some previous studies might be relevant to this current study. Corts (2006) conducted a study entitled "Factors characterizing bursts of figurative language and gesture in college lectures". This previous study clearly differs from the current study in the setting of the study.

The present study investigates the figurative language in a community while the previous study investigates the figurative language in the college. In the following year, Zinken (2007) conducted a study on discourse metaphors: the link between figurative language and habitual analogies. This study is similar to the current study for the purpose of analyzing the analogical schemas in behavior. However, it differs in term of the purpose. The current research aims to scrutinize the figurative language used by a community while the previous study explores the link between the analogies and the figurative language. Another relevant study may be the work of Fadaee (2011) who conducted a study entitled "Symbols, metaphors, and similes in literature: A case study of "Animal Farm". This study addressed to find out the effect of using figures of speech on the writer's style and the addressee's understanding. This study might be relevant to the current study in term of the purpose to explore the use of figurative language, but, again, it differs in the field of study. The present study aims to explore the use of figurative language in a community while the previous study aimed to explore the figurative language in the literary works. The next relevant study conducted by Sharndama and Suleiman (2013) entitled "An analysis of figurative languages in two selected traditional funeral songs of the Kilba people of Adamawa State" in Nigeria. This previous study is different from the current study in the purpose and setting of the study but has similarity in exploring the figurative language used by the community although the previous study just focused on the funeral song. At least, it is also used by a community.

The previous studies mentioned focused on various aspects such as literary works and nature of communications, and the factor of using figurative languages. All relevant works presented mentioned were conducted around the world and none of them analyzing the use of figurative language used in a community, they were mostly talk about figurative language in the literary works.

C. Methodology

1. Research Design

This study belongs to ethnography research. The phenomena being described is the commonly use of figurative languages in a village namely Kakong lies in North Lombok, West Nusa Tenggara, Indonesia, and its effect on communication with the interlocutor. Ethnographical data were gathered from observation and interview.

2. Setting and Subject of the Study

The study was conducted in Kakong Village, a small village in Gangga district of North Lombok, with the total population over thirty hundred people. In daily life, most of the Kakong community work as farmers, but some of them work as civil servants such as teachers or nurses. The researcher of this study is a member of Kakong Community thus she has good access to do her research. Besides, she also has the good understanding about language being used there.

The area was chosen as the setting because it is easily accessible and the language which is used by the people is unique. Some of them commonly use figurative language in their conversation. Those are some of the reasons why this study is conducted. All Kakong community is the subject of this study to gain the data until the research question answered.

3. Technique of Collecting Data

The data were taken from some Kakong speakers. The technique to collect the data was observation, note taking, and interview. Observation and note taking were used to write down the figurative language that the Kakong community commonly utter. Besides, it was also used to write down the non-linguistics components such as body language, laugh, or eye contact with the speakers when they speak it. The interview was used to confirm the meanings and functions of each figurative language that has been collected in note taking phase.

4. Trustworthiness

The trustworthiness of the data came through triangulation technique which was gathered through observation, note taking, and interview, while the source of data is gathered from the proponent villagers.

5. Data Analysis

The model adopted for analyzing the data was the interactive model from Miles and Huberman (1994). The components of an interactive model are collecting the data followed by data reduction, data display, and drawing conclusion or verifying conclusion. Data reduction is

the phase when the data gathered is selected and classified into the appropriate one. The appropriate data will be taken but the inappropriate will not be taken. After reducing, the data will be displayed in order to answer the research question. The last is drawing the conclusion from the whole answers of the research questions to make the conclusion of the research.

D. Findings and Discussion

This part covers the sociolinguistics situation in Kakong village, the description of Sasak figurative languages, its types and its functions. The sociolinguistics situation in Kakong village will be discussed first followed by the description of Sasak figurative languages, its types, and its functions.

1. Sociolinguistic Situation in Kakong Village

In daily life, as other communities, Kakong people also use language not only for transferring information containing the content but also to show the social relationship among them. The social relation is marked by using language in term of figurative appropriateness including the use of figurative language.

The uses of *base alus* 'polite language' are seldom because there are no noble people in Kakong Village. If they use *base alus*, the version of their language is different than the common *base alus* in Sasak. For example, if *base alus* for the word "you" which is used by noble people is *pelungguh*, then in Kakong village is *epe*.

Meanwhile, the use of *Bahasa Indonesia* 'Indonesian language' is hardly found. Indonesian sometimes is used in *rapat banjar* 'meeting of traditional organization especially in the village', or *rapat gawe* 'a meeting for preparing everything before doing the party or events' but in term of bilingual, they will use Indonesian and also Sasak at one time or it is commonly called code-switching.

In daily conversation, the relationship among families or among the members of a family is the same. They use of Sasak language in their conversation. They are polite, but sometimes they used impolite language in form of figurative language. It is acceptable because they have already known each other. If they talk to the stranger, they will not use figurative language because it is not really polite and sometimes difficult to understand. It can be said that only among Kakong villagers they often use the figurative language to avoid misunderstanding.

In the informal meeting, when Kakong community is sitting together in *beruqaq* 'traditional veranda', they talk many things including all aspects of life. There is no particular problem that they need to clarify or discussed, but this relates to maintaining the social relation. They usually talk about the joke and often use informal languages including figurative language. Besides, in the formal meeting, Kakong community uses formal language in which there is rarely figurative language used.

In summary, the use of figurative language in Kakong village occurs in informal meeting or conversation and the interlocutors have already known each other. Also, they have the same basic knowledge of the figurative language.

2. Description of Sasak Figurative Language

There are many figurative languages spoken by Kakong community. However, this part only displays common figurative languages spoken there. There are 31 figurative languages listed and usually used by Kakong community.

The data of this study were gathered from community members and writer's personal experiences as a community member of Kakong village. List of this figurative language was examined in the real life to know functions in the daily life of the community. The characteristics of figurative language utterances used some preferences which were taken from experiences and things such as animal, fruit, and the characteristics of human itself to characterize the denote things. The meaning of those listed figurative languages usually linked to the social life in Kakong community. It would not be described in this paper since it is not the purpose; however, the function and the type of figurative language used are presented. Table 1, the list of commonly figurative languages used in Kakong Village, North Lombok.

Table 1. List of Sasak Figurative Languages and the Literal and Non-literal Meanings.

No	Sasak Figurative Language	Literal Meaning (LM) and Non-literal Meaning (NLM)
1	Kengkanan cupak [k'3ŋkanan Cupak]	LM= The meal which was eaten by <i>cupak</i> . <i>Cupak</i> is a character in <i>Cupak Gerantang</i> play/drama in Sasak culture. NLM= eating too much food
2	Kumis diq maraq bateq timpas [kumis di' mara' bate' timpas]	LM= Your mustache is like <i>Bateq timpas</i> . It is a big knife usually for cutting meat or bone of meat. NLM= Your mustache is very thick
3	Diq milu-miluan doang jari etaq-etaq kah [di' milu-miluan doan jari etaq-etaq kah]	LM= You always participate to be crumbs NLM= just joining an event but doing nothing
4	Ya meleng maraq matan sampi [ya m'3l'3ŋ mara' matan sampi]	LM= She/he observes like the eyes of cows NLM= look sharply
5	Siq inges ulun dik [si' ing'3s ulun di']	LM= Your head is very beautiful NLM= your action is bad
6	Tau tutuq ramenya ito maraq klikit [tau tutu' ramenya ito mara' klikit]	LM= People are very crowded over there like flies NLM= The situation when the people are very crowded in a place; they look like flies
7	Siq alus muanya maraq parut [si' alus muanya mara' parut]	LM= Her/his face is very smooth like scraper NLM= Her/his face is very bad looking; there are many acnes in her/his face
8	Ingesnya maraq teloq dewa [ing'3snya mara' teloq dewa]	LM= Her beauty is like an egg of ghost NLM= A girl is very beautiful and it makes men afraid to ask her for dating
9	Giginya maraq tambah [giginya mara' tambah]	LM= Her/his teeth is like mattock NLM= His/her tooth is very big; it looks like mattock
10	Naenya maraq rumpak [naenya mara' rumpak]	LM= His foot is like <i>rumpak</i> 'a giant leg' NLM= His/her leg is very big like <i>rumpak</i> 'the leg of giant'
11	Bulunya meleket [bulunya m'3leket]	LM= Her/his hair is burned NLM= The curly hair looks like the plastic which is being burned on fire, become one and difficult to apart.
12	Deq gawe ngaben tai [de' gawe ŋab'3n tai]	LM= There is no use to do something with the human waste NLM= no longer use to try hard
13	Diq melampaq maraq paulan teres [di' m'3lampa' mara' paulan teres]	LM= Your walking is like the run of ants NLM= very slow walking thus taking too long time to arrive at the destination
14	Tanaqnya ngaq sejengkal [tana'nya ŋa' s'3j'3ngkal]	LM= His/her land is just a span NLM= poor
15	Deqnya gitaq calon mentoaqnya ngeliwat [de'nya gita' calon m'3ntoa'nya ŋ'3liwat]	LM= He/she does not see her/his future mother/father-in-law cross NLM= too serious
16	Mauq ikan pogot [mau' ikan pogot]	LM= Get the angry fish NLM= scolded
17	Pupuran diq maraq tembok melampaq [pupuran di' mara' tembok m'3lampa']	LM= Your face powder is like the walking wall NLM= using face powder excessively
18	Membono maraq mpok ngadang nyamuk [m'3mbono mara' '3mpok ŋadaŋ nyamuk]	LM= Abstracting is like an owl block the mosquitoes NLM= A jobless person but won't look for job
19	Basong tetek bentot jamaq [basoŋ t'3t'3k bentot jama']	LM= Like a dog's tail is cutting down NLM= always doing something in hurry
20	Ya genit lemunya tia [ya g'3nit l'3munya tia]	LM= Her/his grease is itch NLM= cannot stay cool
21	Ipinya wah dait mekah [ipinya wah dait m'3kah]	LM= Her/his dream has come to Mecca NLM= sleep well
22	Mbuang basongang jamaq ['3mbuaŋ basongaŋ jama']	LM= Throw out just like the useless dog NLM= person who is chased away by their friends when she/he no longer needed

23	Tindo'an manuk [tindo'an manuk]	LM= Like the chicken's sleep NLM= too early to sleep
24	Ujan doang beq jambah ta isiqnya [ujan doang be' jambah ta isi'nya]	LM= Always rainy thus we become sprout NLM= always rain
25	Ktiaq bae tan anaknya, mbe kek lain aeq mengoron [ktia; bae tan anaknya, '3mbe ke' lain a'3' m'3ngoron]	LM= Of course, she/he is acting like that, where does the water flow? NLM= the behavior of children that follow their parent.
26	Ya njauq pelemban polak [ya 'njau' p'3lemban polak]	LM= He/she brings the broken stick NLM= imitating the parent attitudes (for children)
27	Lelampannya maraq tau menagih [l'3lampannya mara' tau m'3nagih]	LM= His/her walking is like he/she is collecting the debt NLM= walking very fast
28	Tuq biur maraq manuk enang siq inanya [tu' biur mara' manuk enaŋ si' inanya]	LM= It is very noisy is like chicken left by its mother NLM= too noisy and disturb other by that noise
29	Melengo doang ya nganti kepeng geran leq langit [m'3l'3ngo doang ya ŋanti kepen g'3ran le' langit]	LM= Just stay waits for money falling down from the sky NLM= People who do not want to go for working and looking for job but want to be a rich person are a bad dreamer
30	Koatnya pada mensual maraq senduk dait periuk [koatnya pada mensual mara' s'3nduk dait p'3riuk]	LM= They are often fighting like spoon and pan NLM= cannot live in peace; always fighting (for children)
31	Mun ya ling ya, mbedilin dik deqnya truq berubah angennya [mun ya liŋ ya, 'mbedilin di' de'nya teru' berubah aŋennya]	LM= If he/she said like that, even you shot, his/her mind will never change NLM= stubborn

Source of the data: Kakong speakers

3. Types of Sasak Figurative Language

The Sasak figurative languages can be classified into some categories based on the type of figurative language itself such as simile, metaphor, personification, and so on. Below are those classifications:

- The case of similes spread in numbers 2, 4, 6, 7, 8, 9, 10, 13, 18, 27, 28, and 30. They all use the word *maraq* 'like/as' to compare two different things. Most of the use of similes are to criticism someone's habits or behavior.
- The case of metaphors can be seen in numbers 3, 23, 25, 26, and 29. The metaphor is same as simile, in which they compare two unlike things, but it does not use word 'like or as'. Those two things are compared directly. The use of metaphor is usually to criticize someone or insult his or her bad behavior.
- Metonymy is just found in number 11. It is also to compare two things but they closely relate to the things that they are actually meant
- The case of personification can be seen in numbers 19, 22, and 23. Kakong community usually gives animal attributes for the human. It is used for insulting their habit.
- Hyperbole is usually used to give more effect for something to make it more touched. It is found in number 21, 24, and 31.
- The case of the idiom can be seen in numbers 12, 14, 15, 16, 20. It has imaginative meanings. It is usually used for giving advice and criticizes someone.
- Allegory is a story, play, poem, picture or other work in which the characters and events represent particular qualities or ideas, related to morals, religion or politics. The case of simile can be seen in number 1. It is used one of the characters of the Sasak popular play called *Cupak Gerantang*.
- Antithesis is the figurative language that contains the opposite meaning of the reality. It is found in number 5.

4. Functions of Figurative Languages

The classification of those figurative languages can be divided into some categories based on the functions of each figurative language listed; those are the moral value, social life, and advice.

a) Moral Value

The figurative languages contain moral value spread in numbers 31. The completely figurative language mention is used to criticize someone's habit and it contains the moral value related to how to behave in the social life. This is in line with Wardhaugh (2006) who states that linguistic structure and behavior may influence the social structure. In this case, the social structure influences the use of figurative language to criticize someone's habit in an indirect way.

b) Social Life

The numbers of figurative languages related to social life spread in numbers 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 21, 23, 24, and 30. They are all usually used for maintaining the social relation among the community. The language use does not necessarily important as close as possible since it is understood by the interlocutor, it can be used in Kakong community.

c) Advice

The figurative languages that contain the advice usually talked about the wrong behavior and with figurative language, it is represented for giving advice. It spreads in numbers 1, 3, 12, 13, 18, 19, 20, 25, 26, 27, and 29.

By looking at the function of figurative language above, it indicates that language used is orienting to the effect. This is supported by Hasan (1985) who state that one of the language functions is the interactive uses; addressed and involved the interlocutors in understanding and considering the meaning linked to their life in a community. In conclusion, the functions of figurative that commonly used are to maintain social relation since its functions are majority use in social life, to give advice and contain the social value.

E. Conclusion

After looking at the figurative languages commonly used by Kakong Community, the conclusion and implication can be drawn as follow: first, the types of figurative languages commonly used by the Kakong community are similes, metaphors, and idioms. Second, the functions of those figurative languages are to criticize, to insult, and to give comment to something. Third, using figurative language is more preferable for Kakong community when giving advice, suggestion, and criticism because they are considered more polite than direct language. Fourth, Kakong people have the obligation to save their language. Fifth, preserving figurative language as one of the old culture heritages needs to be considered by extending further research. Seven, people of Kakong village should be proud of having figurative language and they are supposed to use them continually. The last, the hidden values in figurative languages need to be understood to get a better relationship in social life.

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Applying Deconstruction Analysis to Develop Vocabulary of the Second Semester Students of English Department at the University of Cokroaminoto Palopo

AUTHORS INFO

Felogau
Universitas Satya Wiyata Mandala
Indonesia
felogau@yahoo.com
+6281241620275

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Abstract

This research aims: (1) to find out whether or not the use of deconstruction analysis effective to develop the students' vocabulary in word formation, word meaning and word usage and (2) to find out the aspect which is mostly affected by using deconstruction analysis. This research employed quasi experimental with a Non-equivalent design. Pre-test was held before treatment and post-test after treatment. The population of this research was the second semester students of English department at the University of Cokroaminoto Palopo, which consist of seven classes. The total number of population was 300 students. This research used purposive sampling; the researcher took two classes as the samples of the research from the entire group. One class was an experimental class and the other was a control class. The sample of each class was 30 students. The data was collected by using vocabulary test to get the students' vocabulary mastery in covering word formation, word meaning, and word usage, which were analyzed by inferential statistic through SPSS version 17 for windows program. The students' result of posttest of experimental group was significantly developed than posttest of control group by the mean score of $76.22 > 37.55$. The difference of both score is statistically significant based on the t-test value at significant level of $\alpha 0.05$ in which the probability value was lower than the significant level of alpha ($0.00 < 0.05$). So, H_1 was accepted and H_0 was rejected. Further, the three aspects (word formation, word meaning, and word usage) had the same average score; the score of F_{count} (1.64) was smaller than F_{table} (2; 87; 0.05) was 3.10 or $1.64 < 3.10$. So, in this case, H_1 was rejected and H_0 was accepted. It can be concluded that the use of deconstruction analysis effective to develop the students' vocabulary mastery in word formation, word meaning, and word usage though the three aspects had the same average score.

Keywords: deconstruction analysis, developing vocabulary, word formation, word usage, word meaning

A. Introduction

Badan Standar Nasional Pendidikan (BSNP, 2006:2) recommends that the four language skills for Senior School (SMA/MA), namely reading, listening, speaking and writing be taught integratedly, and the purpose to train the students to get thoughts or ideas, which can help them in developing themselves. These four language skills are developed from four language components; structure, vocabulary, spelling and pronunciation. In this research, the researcher's attention focuses on vocabulary.

Vocabulary is an essential component of all language use (Long and Richard, 1987:305). Then, it would be impossible to learn a language without it. That is why the mastery of vocabulary can smoothen the way to success in mastering the language skills.

Furthermore, Richard and Renandya (2002:255) states vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Students or others cannot convey their ideas in written and spoken form without having sufficient mastery of vocabulary. So, it is not wrong if we say, there are only two things that we need to learn when we study a foreign language, namely words and how to put them together to be good sentences.

There are many strategies that teacher has applied to develop students' vocabulary, but in fact the number of the students' vocabulary mastery is still very low, and based on my preliminary observation, particularly for students at the University of Cokroaminoto Palopo that many students were still lack of vocabulary, if the teacher asked them to do an exercise, they were difficult to do it. Vocabulary is not a simple matter, because learning thousand of words by heart make the students bored if the direction of acquiring and having sufficient vocabulary cannot make them interested, That is why English teachers have to use the material of vocabulary instructions to make the students successful in learning vocabulary.

In this research, the researcher concentrated to deconstruction analysis as strategy in teaching vocabulary. When we read, we often come upon unfamiliar words. How do we figure out the meaning? Looking the word up in the dictionary is one way, but this may not always be convenient or possible (as in a test), therefore deconstruction analysis is needed on vocabulary development in order the students can deduce the formation of word, the meaning of word and the usage of word. Deconstruction analysis refers to break observations down into component pieces because many English words can be traced back into the root and the process of construe the word back to the root that is called deconstruction analysis.

Deconstruction analysis as vocabulary strategy will be profitable to help students develop their vocabulary mastery, because this strategy provides opportunity for students to have many vocabularies. Saussure (2012) says deconstruction: traced words over time looking for the changes in sounds and meanings.

B. Literature Review

1. Vocabulary

Good (1959:642) defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.

Those explanation about vocabulary, shows that it is very important for learners to master vocabulary. It is very useful to be able to master the skill in language learning such as writing, speaking etc. Related to vocabulary definitions, Webster (1990: 1370) defines vocabulary:

- 1) A list or collection of words and phrase usually alphabetically arrange and explain to defined lexicon.
- 2) A sum or stock of words employed by a language group, individually or word in field of knowledge.

In addition, Hornby (1974: 78) defines vocabulary as:

- 1) Total number of words (either rules for combination them) make up the language.
- 2) Range of words known to or used by person in a trade, profession, etc.
- 3) Book containing a list of words used in a book etc. usually with definition or translation.

Furthermore, in Oxford Learner's Pocket Dictionary, New Edition in UNNES (1995) states vocabulary is the total number of word in a language, words known to a person; last of words with their meanings, especially at the back of for teaching a foreign language.

Then, Harmer (1991:59) divides vocabulary in two groups, namely:

- 1) Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.

- 2) Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

In respect to the definition of vocabulary, the researcher concludes that vocabulary is one of the language components that have an important role in mastering English, it would be impossible for someone to speak a language without it.

2. Deconstruction Analysis

The definition of deconstruction can be found from Baty (2009) says that deconstruction is breaking observations down into component pieces. This is the classical definition of analysis. Breaking down research data into its component parts is a standard technique for analysis. One example of deconstruction is turning an interview transcript into a series of separate comments or answers to questions.

The aim of deconstruction is to decouple each component so as to allow inspection of each in its own right. In other disciplines this process is used as a device for critical thinking, by passing the potentially misleading image conveyed by the whole. The deconstruction made easier a lot of the subsequent analysis work. It was a minor, but significant, step in the overall process.

Johnson (1981) clarifies "Deconstruction is not synonymous with "destruction", however. It is in fact much closer to the original meaning of the word 'analysis' itself, which etymologically means "to undo" -- a virtual synonym for "to de-construct." If anything is destroyed in a deconstructive reading, it is not the text, but the claim to unequivocal domination of one mode of signifying over another.

World English Dictionary (1973) deconstruction: a technique of literary analysis that regards meaning as resulting from the differences between words rather than their reference to the things they stand for. Different meanings are discovered by taking apart the structure of the language used and exposing the assumption that words have a fixed reference point beyond themselves.

Then the researcher concludes that deconstruction analysis is the strategy that provides opportunity for students to know the word in some parts, in order they can find out the core of the word.

Vocabulary Strategy: Deconstruction Analysis

Cahsee on Target (2006), many English words can be traced back. Often you can guess the meaning of an unfamiliar word if you know the meaning of its parts: roots, prefixes, and suffixes. A word root is a part of a word. It contains the core meaning of the word.

Example: *The root "scrib-" or "script" means "to write."*

The root "anthrop-" means "human."

A prefix is placed at the beginning of a word to change its meaning; it cannot stand alone.

Example: *The prefix "pre-" means "before."*

Note: A prefix is an affix (something that is attached) that comes before a word.

The prefix "bio-" means "life."

A suffix is a word part that is placed at the end of a word to change its meaning; it cannot stand alone.

Example: *The suffix "-fy" or "-ify" means "to make or cause to become."*

The suffix "-ology" means "the study of."

Roots combine with prefixes and suffixes to form new words. Often, you can take apart (or deconstruct) an unknown word by examining each individual part.

Example: *The Latin root -tract- means "to pull." You can combine it with the prefix de, which means "away" to get the word "detract." "Detract" means "to pull away."*

*Now let's combine the root -tract- with the prefix re-, which means "again" or "back."
The word "retract," means "to pull back."*

Dealing with the example above, the researcher states that there are many words in English can be divided into some parts to show us prefix, suffix and of course the core of the word itself.

C. Methodology

In this research, the researcher applied quasi experimental design with a Non-equivalent model. The researcher divided the research object into two groups; they were the experimental group who had treatment with deconstruction analysis and the control group without treatment. Both groups were given pre-test and post-test. The pre-test was given to find out the prior knowledge of the students, while post-test was given to find out the effectiveness of applying deconstruction analysis to develop the students' vocabulary.

The population was the second semester students of English Department at University of Cokroaminoto Palopo. The numbers of population were 300 students with seven classes. The

researcher took two classes with no random as the samples of the research. The sample of each class was 30 students. The students' vocabulary mastery was measured by conducting vocabulary test in covering word formation, word meaning, and word usage. All data were analyzed by using SPSS program version 17.00. The researcher also calculated the t-test value (at the significant level of α 0.05) to see the difference between pretest and posttest in the groups. ANOVA was used to know which of the three aspects was mostly affected through deconstruction analysis.

D. Findings and Discussion

The description of the data collected through the vocabulary tests showed that the students' ability develops significantly. It was supported by the result of the students' pre-test and post-test of experimental group. The data showed that the use of deconstruction analysis was more effective in developing vocabulary than conventional way (Lecturing method). It was supported by the mean score of post-test in experimental group (76.22) which is categorized as good and the control group (37.55) which is categorized as very poor.

Table 1. The Mean Score and Standard Deviation of the Students' Post-test

Groups	Mean Score	Standard Deviation
Experimental	76.22	4.174
Control	37.55	4.789

The data indicated that the two strategies were significant difference to the students' result in developing vocabulary, and the use of deconstruction analysis influenced the students' achievement, it showed that deconstruction analysis gave better effect than conventional way.

Based on the T-test, both pretest of the experimental and the control group, the researcher found that the p-value (probability value) was higher than α ($7.45 > 0.05$). The t-test value of experimental and control group in pretest was remarked not significant.

Table 2. The Independent T-test Value of Students' Mastery in Control and Experimental Group

Variables	Probability Value	A	Remarks
Pre-test of control and experimental group	7.45	0.05	Not Significant
Post-test of control and experimental group	0.00	0.05	Significantly different

Meanwhile, the p-value of posttest from both groups were lower than α ($0.00 < 0.05$). The t-test value of both groups in post-test was remarked significant difference. It indicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. Comparing both groups, it was proved that the use of deconstruction analysis in developing vocabulary is more effective than conventional way. Baty (2009) said that deconstruction is breaking observations down into component pieces; it is the way that provides opportunity for students to know the parts of the component, because many English words can be traced back. In other words, deconstruction analysis gave chance for students to know the word in some parts in order they can find out the core of the word. It means that deconstruction analysis gave many contributions to the students to develop their vocabulary.

Another fact showed that the use of deconstruction analysis gave better effect to experimental group and had many contributions in developing vocabulary; it was proved by students' score on each aspect in developing vocabulary. All students' score for each aspect was improved. The students score improved after conducting treatment.

Table 3. The Mean Score and Standard Deviation of Students' Post-test on Word Formation

Groups	Mean Score	Standard Deviation
Experimental	78.00	7.14
Control	37.33	5.83

Table 4. The Mean Score and Standard Deviation of Students' Post-test on Word Meaning

Groups	Mean Score	Standard Deviation
Experimental	75.33	5.07
Control	36.00	9.32

Table 5. The Mean Score and Standard Deviation of Students' Post-test on Word Usage

Groups	Mean Score	Standard Deviation
Experimental	75.33	7.30
Control	39.33	8.68

Beside that, to determine which one of aspect (word formation, word meaning or word usage) is mostly affected by using deconstruction analysis, the researcher used one way ANOVA and it showed that the three aspects have the same average score, where F_{count} (1.64) was smaller than F_{table} (2; 87; 0.05) was 3.10 or $1.64 < 3.10$ and the score of *P-value (Sig.)* was greater than Alpha or $0.200 > 0.05$. It showed that H_1 was rejected and H_0 was accepted. So, the three aspects (word formation, word meaning, and word usage) have the same average score in experimental group. According to Saussure (2012), he said that deconstruction: traced words over time looking for the changes in sounds and meanings, it means that when we study the word by using deconstruction analysis, automatically we will be recognized by the formation, meaning, and usage of word in one step. So, it was natural when the students got the same average score in experimental group, because they learnt the word by using deconstruction analysis, the strategy that provides opportunity for students not only to know the formation but also meaning and usage of word.

E. Conclusion

Based on the findings discussed in the previous chapter, some conclusion could be drawn as follows:

The use of deconstruction analysis developed the students' ability in word formation better than in conventional way (Lecturing method), it was showed by the students' result in posttest. Mean score of experimental group was higher than control group ($78.00 > 37.33$). So, it was significant difference.

The use of deconstruction analysis developed the students' understanding of word meaning, it was proved by the mean score of students' post-test. The mean score of experimental group 75.33 which were categorized as good and control group 36.00 which were categorized as very poor. So, deconstruction analysis gave contribution in teaching vocabulary to develop the students' understanding of word meaning in experimental group.

The use of deconstruction analysis in teaching vocabulary to develop the students' ability in word usage gave better effect than in conventional way (Lecturing method). Mean score of students' post-test on word usage in experimental group was higher than control group ($75.33 > 39.33$).

The result of T-test showed significant difference between the students' score in experimental and control group, the researcher found that the p-value (probability value) was higher than α ($7.45 > 0.05$) and the degree of freedom 58. The T-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-value of posttest from both groups were lower than α ($0.00 < 0.05$) and the degree of freedom was 58. The T-test value of both groups in posttest was remarked significant difference. It indicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected.

Based on the result of the data analysis and conclusion above the researcher suggests that teacher should give the exact strategy in teaching vocabulary in aspects: word formation, word meaning, and word usage. The students should be given materials by using "Deconstruction Analysis in Developing Vocabulary". The achievement of student taught by using "Deconstruction Analysis in Developing Vocabulary" is rising significantly. The researcher expects the teachers, especially at University of Cokroaminoto Palopo to apply this strategy in developing vocabulary in aspects: word formation, word meaning, and word usage. Due to its limitation, the present research was just held five times for treatments, so it was not maximized.

Therefore, it is suggested that there should be a further research with more exercises on skill to be developed.

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The Influence of Mastering Target-Language Culture on the Students' Language Skills

AUTHORS INFO

Nurun Hidayati
Universitas Sebelas Maret
Surakarta, Indonesia
nurun.hidayati@gmail.com
+6285337418573

Endang Fauziati
Universitas Sebelas Maret
Surakarta, Indonesia
efauziati@gmail.com
+6281548644197

Sri Samiati Tarjana
Universitas Sebelas Maret
Surakarta, Indonesia
+62816676084

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Abstract

Mastering language in English as a Foreign Language (EFL) context requires many aspects related to the language itself. This paper aimed to explore one of the aspects which influenced the students' language skills which were the target-language culture. The current paper utilized qualitative research in the form of case study. Besides, the participants were the fourth-semester students of English department in Universitas Mataram. The method of collecting the data employed interview and observation. To validate the data, the triangulations of the data source and data collection method were utilized. At the end, to analyze the data, the interactive model was employed. The result revealed that 1). The students get the influences on their reading and speaking skills by learning target-language culture in Cross Culture Understanding (CCU) class, 2). The influence in reading can be seen when the students' gaining new vocabulary from the texts they read and produced it when they spoke, and 3). In speaking, the students' accent still affected greatly by the interference of their native accent and culture. The paper also suggests that employing the mixed method (quantitative and qualitative methods) might be useful and more preferable to see the influence on the students' language skills as the effect of attending the CCU class and learning the target-language culture.

Keywords: target-language culture, language skills, cross-cultural understanding

A. Introduction

Mastering language skills cannot be separated from mastering the context of the language since someone who is only mastering the language without mastering the context and philosophy of the language is “a fluent fool” (Choudhury (2013). The context is created from the habits in the culture where the language exists. It is widely known that there are many branches of language such as sociolinguistics, discourse analysis, pragmatics, and many others. The mentioned branches have its own focus on how to dig the linguistics fields deeply; some fields might be related to the social contexts, while some others might be related to the personal contexts. The whole branches lead to one purpose which is facilitating the smooth and the clear communication since language is what the members of a particular society speak (Wardhaugh, 2006:1). Therefore, one of the ways to master the language in practical context is mastering its culture about how and when to use language contextually.

Language and culture is a unit that needs to be mastered in one set of knowledge. Brown (2000:177) states that “A language is a part of culture, and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”. The unity between culture and language is an important point to be considered since the lose one of the two remains incomplete. In addition, Jiang (2000:328) mentions three metaphors about the inseparability of language and culture based on a philosophical view, a communicative view, and a pragmatic view. In philosophical view, language and culture are seen as a living organism, language is seen flesh while culture is seen blood. In a communicative view, language is seen as swimming skill while culture is seen as the water. In pragmatic view, language is seen as the vehicle while culture is seen as the traffic light. In short, the three mentioned metaphors about the relation between language and culture proves how inseparability they are. Therefore, this paper is aimed to explore the influence of mastering the target-language culture on the students’ language skills (reading and speaking) in an EFL context, especially in cross-cultural understanding class.

B. Literature Review

Under this part, there are some sub topics provided, among others; the definition of target-language culture, the elements of target-language culture in EFL context, and the influence of target-language culture on the language skills.

1. *The Definition of Target-Language Culture*

The term “target-language culture” is closely similar to the term “target culture”. It is constructed from the words; target, language, and culture. Target is the goal, language is known globally as a means of communication. Besides, the definition of culture based on UNESCO (2013:10) is

“that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs. Each culture is the sum of assumptions and practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices. However, cultures are themselves multiple, so that to insiders, every group reveals itself not as homogeneous but rather a nested series of progressively smaller groups whose members are all too aware of distinctions between themselves. Cultures themselves are seldom the focus of attention in the discussion of intercultural competences, for cultures have no existence apart from the people who construct and animate them. Thus, members of cultural groups more adequately serve as the focus of attention.”

The definition of each term, target, language and culture are complex; therefore, to make it simple, below are the definition of target-language culture drawn from some experts, among others; Stewart (1982) cited in Alptekin (1992) defines the target-language culture as an essential feature of every stage of foreign language learning, and asserts that teaching the formal aspects of the foreign language while referring to the native culture of the learner is virtually useless. The insertion of target-language culture in language class will be very beneficial for students’ understanding since target culture brings essential feature of the target language.

In addition, Cakir (2006:155) states that “target-language culture is an analytic look into the native culture.” It is considered important since language is learned and used with its context. Learning foreign language means learning the cultural, distinctive meanings and functions

which students must assimilate if they are to control the language as native speakers control it (Cakir, 2006:156).

Moreover, Hesar et al. (2012) state that target-language culture is the cultural elements of the targeted language that language classroom must both implicitly and explicitly address. Teachers' role should facilitate students in language classrooms to concern to target-language culture since target-language culture entails the language they learn.

Furthermore, Choudhury (2013:20) states that target language culture is the deeper look into the native values. Native values refer to the native speakers' way of life. Language use must be in harmony with the culturally appropriate behavior in order to create successful communication.

In 2015, Mahmoud states that target-language culture is the culture entails in language learning which reflects and transfers deeply embedded knowledge from one generation to the next through language. Learning language means learning the target-culture because culture is delivered by language. It causes the significant possibilities of target-culture to entails in language learning.

In conclusion, target-language culture is an analytic look into the essential elements of the foreign cultures which entail the foreign language learning.

2. *The Elements of Target-Language Culture in EFL Context*

There are four elements of target-language culture according to Adaskou, et al. (1990), those are; capital C culture or aesthetic sense, small C or sociological sense, semantic sense, and the last pragmatic or sociolinguistic sense.

a. Capital C culture or aesthetic sense

According to Adaskou, et al. (1990), the aesthetic sense or capital C culture refers to the media, the cinema, music, and literature of foreign culture that teachers bring to the foreign classroom in the process of teaching the foreign language. The kinds of capital C culture are derived into the classroom to be used as a teaching material. It may not only appear in the textbook but also in the everyday process of teaching the foreign language.

Besides, Gao (2006) states that "in capital C culture, taking into account in drama playing, language is used both verbal and non-verbal language to entertain or to deliver the message of the drama scene by using foreign culture. The scenes in the drama not only represent the foreign culture but also lead students to know the expression of the foreign artist when using language. It is such kind of authentic material which is covered by the art.

In addition, Alptekin (1993) argues that the culture in EFL textbook usually represents the writer views, values, beliefs, attitudes, and feelings of their own English-speaking society consciously or unconsciously. If the writers of the textbook used in a given classroom coming from the native country of the language learned, the textbooks may totally represent views, values, beliefs, attitudes, and feelings of the native writer and vice versa. The media, the cinema, music, and literature in the textbook may represent the foreign culture. In summary, both in the textbook and in the process of everyday teaching, the capital C cultures take the role in the process of language teaching.

b. Small c Culture or Sociological Sense

Small c culture or sociological sense refers to the form and nature of family within all the interactions such as the sense of interpersonal relations among family members, material conditions, work and leisure, customs and institutions (Adaskou, et al.: 1990). In addition, Gao (2006) states that in small c culture, the languages used for every member of the family are different to older and to younger. The uniqueness of the language between older and younger may be the focus of this section because this area is too huge. Teachers need to eliminate some important points by considering the lesson plan or the appropriate topic before choosing this kind of culture in the teaching process.

Not all small c cultures relate to the topic in EFL context, some can be taken while some others are not. Take into consideration, the culture between local and foreign language are different in the family relationship. The closeness between children and parents are different between in Indonesia and in the foreign country. This section can be a unique topic to be learned in small c culture.

c. The Semantic Sense

Adaskou, et al. (1990) states that semantic sense refers to the different meaning that we give to such kind of things in our community such as; foods, clothes, and institutions. In addition, Gao (2006) states that in the semantic sense, the language use is modified in order to maintain harmony and avoid the bad effect of the language used. When an Indonesian goes to England,

they may find bread as the main food. It clearly contrasts the main menu in Indonesia where she/he consumes rice as the main food. Although Indonesian has eaten other menus but before eating rice, it is considered as snacking, not eating. It also happens when an England comes to Indonesia, they will find rice as the main menu. This illustrates how different semantic sense takes part in people mind.

d. The Pragmatic or Sociolinguistic Sense

Adaskou, et al.(1990) defines pragmatic or sociolinguistic sense involves the background knowledge, social skills, and paralinguistic skills in order to be used as the way of making successful communication. The conditions in Indonesia and in the foreign country are different. It makes the background knowledge, social skills, and paralinguistic skills of native and local people different. The understanding of each differentiation can be reduced by inserting target-language culture in teaching process of foreign language.

In conclusion, the elements of target-language culture to be taught in EFL classroom are capital C culture, small c culture, semantic sense, and the pragmatic or sociolinguistics sense. Each kind has its own characteristics. Meanwhile, (Cakir, 2006:159) mentions the kind of target-language culture that students often learn in EFL context “may be drawn to geographical factors and their influence on daily living, major historical periods, how the society is organized, production, transport, buying and selling, aspects of city and country life, the history of art, music, dance and film and so on”.

3. *The Influence of Target-Language Culture on the Language Skills*

The influence of mastering target-language culture on students' language skills can be drawn from the emergence of mastering target culture in the practical use of language. Since the material and resources of the receptive skills (listening and reading) usually written and arranged by the foreign writer, thus the productive skills (speaking and writing) also need to agree with the foreign form accepted widely. This is in line with Alptekin, (2005) who states that language and culture cannot be separated; language could only be fully understood if it is connected to its culture. The full understanding of language is not only focusing on the language itself but the others components including its culture.

Furthermore, Hesar, et al. (2012) also supports that “in language learning, culture is significantly important. It is an item that cannot be disregarded because culture acts as if the flesh and language as the skeleton of a society”. This statement supports directly that language and culture are inseparable. They also use a metaphorical statement in which culture is the flesh and language as the skeleton. Both language and culture have their own role in supporting their roles one another.

In addition, learning culture in language class will add students' knowledge and open to new things which are different from theirs and lead them to be more tolerance (Abdollahi-Guilani, et al.:2012, Papa: 2015). When students are exposed to foreign culture, they do not only think about the target-language culture but they may also think about their own culture. This will add students' awareness of both foreign culture and their own culture.

There are some previous studies might be related to this present research, among others; Mekheimer (2011)who investigate the impact of the target culture foreign language teaching in Saudi Arabia by using semi-structured interview and the Communicative English Proficiency Assessment (CEPA) test. The result revealed that the students who were exposed to target-culture get the high score in CEPA test. Moreover, they revealed high-performance level, as well as a rigid grammatical competence, showed in their good reading and writing skills. Furthermore, target-culture can affect foreign language learning because when students learn the foreign language, they also learn the foreign culture. This related study can be considered closely related to the current study except the idea to make legitimacy towards the involvement.

The next relevant study might be the work of Deneme, et al. (2011) who investigated teaching a foreign language and foreign culture to young learners in Turkey. The study aimed at finding out 1. How do the students learn about foreign cultures in and out of classrooms? 2. Do the course books which primary schools use include adequate cultural elements? The result of the study revealed that: 1) Family, computer, and television take the important part in engaging children knowledge of foreign culture in and out of the classroom. 2) The course books include cultural element mostly about the children song and festivals. In conclusion, this previous study is linked to this current study as the supportive evident that culture can be taught for students since they are young through family, television, and computer.

The next relevant study conducted by Afrin (2013) in Bangladesh aiming to scrutinize how to connect culture and language in order to create a good combination between them. By using

questionnaire, the result shows that 56% strongly agreed to include the target language's culture in their teaching and learning process while 23% agreed and 21% strongly disagreed. It is clearly related to this current study since the purpose of this current study is to investigate the same question in different fields. On the other hand, the method of data collection and data analysis are different ones another.

The next relevant study conducted by Herawati (2014) in Indonesia aiming to show the evidence that teaching sociolinguistics can contribute to teaching students not only the language itself but also the culture of the language they learn. By utilizing experimental research, the result of achievement indicates that the achievement of both classes is almost the same. On the other hand, in the appropriate use of language; the sociolinguistics class indicates the higher score. Additionally, 79% students say that they know more about foreign cultural and can apply the language use materials suitable to the condition of the foreign culture after learning sociolinguistics. The similarity of this previous research with the current research is the purpose of the research but using the different method.

After revealing the theories and the relevant studies above, below is the research methodology utilized in this research.

C. Methodology

There are some elements in this section, those are: research design, setting and participant, technique of data collection, instruments, triangulation, and technique of data analysis.

1. Research Design

Since the phenomenon under the study was the influence of mastering target-language culture on students' language skills, this study employed the qualitative study to scrutinize the case. The qualitative method in the form of the case study is utilized in this present study. It is a study of an issue explored by one or more cases by using a bounded system (Creswell: 2007).

2. Setting and Participant

The participants of this study were fourth-semester students majoring English education in Universitas Mataram, Lombok Island, who take the Cross-Cultural Understanding subject. Class A was chosen based on the gap seen between the students' skill in speaking which is less fluent and their good ability in analysing the target-language culture in the textbook. The judgment was based on the preliminary observation which showed the interesting fact between the ability in mastering the target-culture and the ability in mastering the language skill.

3. Technique of Data Collection

There are some techniques used in this research; among others; interview, observation, field note, and recording. The events in teaching and learning process were observed and the field note was used to jot down the important information related to the research. Besides, the interview and recording were used to confirm what happened in the observation result gained.

4. Instrument

The researcher is the main instrument of this research. However, there were some others instrument that also used in this research to collect the data, among others; interview manual, field note, observation sheets.

5. Triangulation

To validate the data, the data source and the data collection techniques were used as the triangulation. The triangulations of data source were the students and the lecturer; meanwhile, the triangulations of data collection techniques were observation, note taking, and interview.

6. Technique of Data Analysis

In analyzing the data, the current research employed the interactive model from Miles and Huberman (1984). It consists of data reduction, data display, and drawing conclusion or verifying conclusion. Data reduction is the stage when the data gathered is selected and classified useful and non-useful one. The useful data were selected to answer the research question while the non-useful one was ignored. The following stage is data display, in this stage, the selected data were displayed in the finding and discussion section. The last stage is drawing the conclusion or verifying conclusion, in this stage, the gathered data displayed in the finding and discussion led into the conclusion.

D. Findings and Discussion

This part presents the findings and discussion based on the data gathered from some data collection techniques.

1. Findings

Based on the interview, students mention some influences they got on their language skills by studying target-language culture, especially in reading and speaking. When the students asked about what influences they get in reading, below are some representative interview transcripts of the students:

“advantages about vocabulary....” (student 1)

“...how to find like main ideas, supporting ideas,....”(student 2)

“in reading, I can improve and expand my vocabulary....” (student 4)

“I got a lot of new words”. (student 5)

The repeated answers that students mention about the influence they get in reading by learning target-language culture is the new vocabulary. It is generally known that the text refers to the various vocabulary used, then it is not surprising when the students mention about the vocabulary. Besides, when the students asked about what influences they got in speaking, below are some representative interview transcripts of the students:

“about pronunciation....” (student 1)

“I know several idiomatic expressions and then find how to use it in daily conversation.” (student 2)

“because we had a lot of presentation, and then we have to speak a lot and then obviously my English better.” (student 3)

“...and in speaking, I can speak fluently”. (student 4)

“it built myself, mm, self-esteem, confidence”. (student 5).

The answer of the students refers to the pronunciation, expression, and become better in speaking. This is due to the context they got on how to use language in certain context in CCU class they attend. Furthermore, the lecturer also confirms that the students get the influence on their speaking and reading skills by learning the target-language culture. Below are the interview transcripts:

“sure, they will have, you know, the culture and the language cannot be separated. We do know, the culture of the target culture is very hard to identify the ideas in written”. (the lecturer)

“as I explained you, it is very hard, you know, when something you read is the result of somebody's writing, somebody's writing is very much influenced by how he thinks, in this case, the culture”. (the lecturer)

“ok, mm, ok in speaking, in order to make communication successful, we don't only focus on the language use, but, mm, like, mm, nonverbal; how we look, at their eyes, the distance between the speaker, how to make post, etc.” (the lecturer)

Based on the confirmation from the lecturer, the students get the influence from the target-language culture; however, the native culture of the students also influences them when they perform the speaking skills especially seen in their pronunciation and in the nonverbal language.

On the other hand, different from the result of the interview, the result of observation shows that the students are enough diligent to read in the classroom, they are enough active in the discussion but they have limited vocabulary and has great influence of their native culture. When they call their lecturer, the students still addressing him by using: “*sir*” “*excuse me sir*”, *can I answer, sir*” etc. Besides, the accents are still enough far from the native English. Their accent seems to be tied by their native language. The influence of the student's native culture cannot be erased since they born and grow far from English-speaking countries.

2. Discussion

The study has shown that in reading, the students get the new vocabulary and in speaking, it trains them to be fluent and experts. In addition, talking about the influence of mastering target-language culture, it requires us to look back into the important roles of target-language culture. In reading, Alptekin (1993) gives an example of the conflict where the target-language dialect is unmatched with the native culture. If the writers of the books or journals which students read are foreign authors, the students will be confused because of the different background

knowledge between the writers and the readers. The target-language culture is very hard to identify in writing. This is happening in CCU class where students need to clarify their reading text to understand the meaning. It leads them to be bored to read and choose alternatives solution, watching movies or listening songs.

Moreover, in speaking, as the lecturer said that in order to make communication successful, students need to focus not only on the language use but also nonverbal one. How they look when speaking, how they interrupt by raising hand first to get the permission, to whom their eyes looking at, the distance between the speakers and how to make pose are such ways of speaking that need to be concerned too. Besides, in speaking, the students insist on having good influences by practicing to speak using English in every class. However, the great influences of their local culture in speaking cannot be erased. They still interrupt without raising their hand, they still unfocused and see people around when speaking to other people, they still call their lecturer "sir" without mentioning his name.

By looking at these two skills, it can be concluded that mastering culture does not mean mastering language skills. Although students know the cultural context, in theory, it may difficult to apply in practice because there is still great influence embedded from their own culture. In short, students get influences on their language skills especially in reading and speaking although they still bring their own culture with those two skills.

E. Conclusion

Based on the discussion, some points can be drawn, namely; 1) The target-language culture that students learn in CCU class can influence the students' skills especially in reading and speaking. 2) The influence in reading can be drawn when students' gaining new vocabulary from the texts they read and produce it when they speak, and 3) In speaking, students' accent still bring great influence from their native accent and culture. On the other hand, it is also suggested that measuring the influence of target-language culture on students' language skills by using mixed method (quantitative and qualitative methods) might be more preferable since quantitatively, the score result can show the clear distinction between the low and the high achievement followed by the description by utilizing qualitative ways.

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