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## Understanding Figurative language at the Eighth Semester Students of English Language Education Study Program

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### Abstract

The aim of this research is to know the Students' Ability in understanding Figurative language at the eight year students of English language education study program of UNCP. This study focuses on figurative testing specially in metaphor test. Quantitative descriptive method is the research design that the researcher used in this research. The population in this research was the eight year students of English Language Education Study Program, and sample in this research was 30 students. The ability of students is very poor that the mean score was 32.67 which is classified into "low level" score category.

**Keywords:** Reading, Figurative Language, Metaphor.

### A. Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Language is a process of communication between someone who has something and someone who receives the message. English is one kind of foreign language, and becomes international communication tool. People all over the world used English as the

international language. They need English in every activity like trading, education or even in science and technology. By using English, people are able to improve the ability in understanding many kinds of knowledge. English is taught in the school, which has functions as a means of developing students' knowledge and technology. They learn to speak and to understand it in their school. Their language ability will grows as they learn to read and write the sentences.

There are many types of sentences known in Indonesian. One type of sentence that is often used is *majas*. *Majas* itself has a characteristic of the style of language used, one of which is figurative language. Figurative language in Widiarti (2007) is a kind of language that uses figures of speech as a way of saying something other than the literal meaning of the words. The use of figurative language in literary works is intended to obtain aesthetic or beauty effects, so readers will be more interested.

Based on the subjects that have been studied are semantic, pragmatic and interpretation subjects. The researcher tries to match the material that was made into the title of the research, which is figurative language, and basically this material has the same effect in interpreting the language to be conveyed in a word or language. Researcher found that students had problems interpreting the meaning of English song lyrics. When they listen to the song lyrics, they really don't understand the meaning, sometimes students are confused about the meaning of the song, and interpret the words for the song, so the meaning was very different, as we know in English different writings was mean different. This problem is very important to solve, because students get problems, when they do not understand the meaning of the song.

Based on the explanation above, the researcher was interested in conducting research at the student level, with the title "Understanding Figurative Language in Western song at students of the eight years of English language Education study program", researcher tried to use figurative language to determine students' abilities from high, medium, and low level, and also researcher try to use western songs, as a medium to test students' understanding in interpreting western songs.

Based on the background above, the researcher would like to present the research question: How is the students' ability in understanding figurative language in western song at the eight year students of English Language Education Study Program?

The result of the research can be see the level of students' ability to understanding figurative language in western song, and this research can be a reference for the next researchers, who are going to research about figurative language.

In this research, researcher focused on students' ability in understanding figurative language. The researcher focused metaphorical meaning as the kind of figurative language. The researcher focused on knowing the students' ability in understanding high, middle, and low Ability.

## **B. Literature Review**

### **1. *Figurative language***

According (X.J. Kennedy in Widiarto 2018, figurative language is language that uses figures of speech. A figure of speech is a way of saying something other than the literal meaning of the world. Figure of speech may be said occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from the usual denotations of words.

It is believed that figurative language could convey meaning which cannot be expressed exactly any other way. In a short definition figurative language is a different way of saying something other than its ordinary way to make the language sounds more beautiful. The figurative language can be found in many kinds of literature's works like poetry, prose fiction, and also non-fiction.

The figure of speech is flowery words, not in the actual sense of the word, figurative words are used to give a sense of beauty and emphasis on the importance of things to be conveyed, figurative words are often found in poems and songs. In describing meaning, figurative words make people guess in interpreting sentences. In responding to this problem, figurative words are a variety of languages used to express a meaning, contained in every literary work, which is expressed indirectly in a lecture.

Figurative language in Arifah (2016) is part of the semantic. As we know that with semantic we can know the true meaning in a song. Figurative language is language which employs various figures of speech. Figurative language in the song could make the readers understand that lyrics of the song, can describe messages that must be known by learning them deeply in terms of categories. This study attempts to provide a description about figurative in human daily life. this chapter will discuss about the types of figurative language, they are hiperbola, simile, personification, and metaphor.

There are 8 types of figurative language contained in the song as follows:

#### **a. Hyperbola**

Hyperbola in Hamzah (2014) is a type of language style which contains a statement that exaggerates the amount, its size or its nature, with the intention of emphasizing a statement or situations to intensify, enhance the impression and influence.

#### **b. Simile**

Simile in Sumarni 2017 comes from Latin which is simile which means "like" Meanwhile, according to the Big Indonesian Language Dictionary (KBBI), Majas simile is a linkage that compares two things that are essentially different, but are considered to contain similar aspects, expressed explicitly in the words: like, like. Explicit comparisons on the Majas simile can be interpreted as giving meaning to things / things that are compared directly with the words that are the parable.

#### **c. Personification**

Personification In Mutia 2016 is a form that describes abstract objects or inanimate objects as if they have human nature, in these inanimate objects as if they were living and behaving like humans.

#### **d. Allusion**

There is one type of Figurative Language found in the second song lyric. *Only miss the sun when it starts to snow* as shown in the data above is an allusion of a reference to warmth. The use of allusion is a reference to some wellknown place, event, or person

#### **e. Irony**

Line thirty-three shown in the data above is irony. The sentence *You learn to need the things that stop you dreaming* is an irony because no one wanted to learn the things that stop a dream, but we must learn the thing that made the dream come true through an effort and perseverance.

#### **f. Paradox**

*We're born with millions of little lights shining in the dark* is one of an example from paradox, and is illogical because in general, we were born by the medical team, not by the millions of little lights.

### ***g. Metonymy***

Metonymy in Antonius 2017 can be interpreted as the style of language that uses names an item to state something else that has a close relationship. Language style metonymy can be seen in the following lyrics:

'And I don't know any more if you appreciate pain too hard to confine him and when you will go to, tonight, don't forget me'.

### ***h. Metonymy***

This Majas in Isabella is often used in the form of figurative words to complement the language style elements in the work. In contrast to other Majas, the metaphorical assembly has special characteristics not shared by other majas. This is important to know so that we do not misidentify the majas in a literary work. For this purpose, the Knowledge blog presents articles that you are currently reading for readers. Our discussion is detailed into two parts, namely the understanding of the metaphorical form and the example of the metaphorical approach.

The metaphorical phase is an illustration that describes something with direct and precise comparisons on the basis of the same or almost the same nature. In another sense, Majas Metaphor is the use of words or groups of words that are not true meanings, but as paintings based on equality or comparison. This feature is the use of figurative words and there are choices of words that equate something with something else. In equating or comparing something, the metaphorical majas use direct comparison without being followed by comparative words such as, like, like, or like. The metaphorical rank itself falls into the comparison category.

This research the researcher did on figurative language contained in western song, where students are expected to be able to understand the meaning of Metaphor contained in the western song lyric. Based on the definition above, it can be concluded that semantics is the study of real meaning or meaning. The meaning of those things comes from many thoughts and many theories. All theories have the same conclusion that every work absolutely has its meaning. Sometimes semantics use associative meanings in text or manuscripts to make the meaning of sentences in the text or in the lyrics more beautiful.

One language study that discusses the continuity of meaning is a metaphor. Metaphor not only adds strength to a linguistic expression, but also to the equation or comparison of the ideas conveyed.

Moeliono in Hartanto 2018, clarifies the notion of metaphor into two parts, namely in the narrow sense and the broad meaning, in the strict 'sense narrow' metaphor is an implicit form of figurative or advanced language, without using the auxiliary word "as" "like" and "like" (example : baby, golden baby, etc.). metaphor in the "board sense " includes all forms of majas, which are divided into three majas categories, namely comparison meetings, majas of contradictions, and linkages.

## ***2. Function of metaphor***

According to leech in Hartanto 2018 the function of using oral form metaphors, grouped into several types of function, including:

### **1. Information Function**

What is meant by the information function here is the use of speech language metaphorically, whose function is a means to convey information about the thoughts and feelings of the speaker to the opponent he said. The characteristics of the function of

information are the characterization that is implied in the message that is conveyed and the bias containing ideas, beliefs, certainty, anger, worries, anxiety, and courage. Language which means figurative (majas) with elements that containing comparisons.

## 2. Expressive Function

What is meant by an expressive functioning metaphor is the delivery of the use of language speech metaphorically containing an expectation in accordance with the expectations and desires of the speaker to the opponent he said. The characteristics of the function with the implicit meaning indicates the direction, suggestion, or expectation.

## 3. Function of the Directive

What is meant by directive function if the language speech is metaphorically contains elements that can influence attitudes, and independence. Usually the characteristic function of the directive is marked by commands, instructions, threats, or questions.

## 4. Fatik Function

What is meant by fatigue function when the language speech metaphorically contains elements that can inform the message with the aim of keeping the relationship in harmony. Its characteristic include the use of language which means good and bad relationships, the closeness of social relations, the relationship of intimacy, kinship relations between speakers and opponents said.

## C. Methodology

### 1. Research Design

The design of this research is descriptive quantitative. Creswell (2003) stated that descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer *what, when, where, when* and *how* questions, but not *why* questions. To determine cause and effect, experimental research is required. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them

The researcher was conducted a test. It was done in one meeting for the test. The results of this research was determine the significance of students' Ability in understanding figurative language, contained in western song using a metaphorical meaning, to know students' Abilities.

This research was conducted at Cokroaminoto Palopo University, especially for the eight year students of English Language Education Study Program. This research was conducted in April 2019.

### 2. Population and Sample

The population of this research was the eight year Students of English Language Education Study Program, in Academy year 2018/2019. There are 3 classes in the eight Semesters. The total of population was 173 students. This research used cluster sampling as sampling technique. The researcher chose one class in 8B as the sample of the research. The total number of sample was 30 students.

### 3. Technique of Data Collection

Technique of collecting data in this research is observation technique. The step to collect the data as below:

- a. The researcher explained what the students will do.

- b. The researcher distributed the paper in the form of song lyrics to see the ability of students. It is done to know the ability of students in understanding figurative language in western song.
- c. The researcher collected the data and analyzed the data.

#### 4. Instruments

The instrument of this research is test, researcher gave the text in song lyrics, then the researcher gave the test to the students related the text in song lyrics. It is meant to know the students' understanding the meaning in the figurative language contained in western song lyrics.

#### 5. Technique of Data Analysis

After finding the figurative language in the data source, the first step in this research is to analyze the students' ability to understand western song lyrics. Second discuss data from each category.

To analyze the data, the researcher conducted some steps as follow:

1. Scoring the students' answer

$$\text{Scoring} = \frac{\text{Students correct answer}}{\text{Total numbers of items}} \times 100$$

Total numbers of items

Source : Rusdi (In Aisyah, 2013 :27 )

2. To understand the level of the students score, was use the following classification:

**Table 1.** Classification of Students Score

No	Classification	Range
1.	Excellent	96-100
2.	Very good	86-95
3.	Good	76-85
4.	Fairly good	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very poor	0-35

Therefore, students who get score between 86-100 was categorized into high level, then when the range of score between 66-85, was categorized into middle level, and below 0-65, was categorized into low level.

## D. Findings and Discussion

### 1. Findings

In this finding the researcher reported the analysis of the data collected and the application of the technique explained in the previous chapter. The finding is processed to find out, the achievement of the students ability in figurative language in western song. This part presented the result of the reading song lyrics and understood the meaning. The test consisted of 20 item question in figurative test. The table below presents the students' raw score in identifying figurative test through metaphorical meaning, which consist of 20 items.

**a. The Students' Score in the Test**

*The students' score of answering the test*

**Table. 1** The students' score of test

No.	Samples	Score	Classification
1	S1	25	Very poor
2	S2	25	Very poor
3	S3	25	Very poor
4	S4	50	Poor
5	S5	40	Poor
6	S6	45	Poor
7	S7	45	Poor
8	S8	45	Poor
9	S9	30	Very Poor
10	S10	45	Poor
11	S11	45	Poor
12	S12	35	Very Poor
13	S13	35	Very Poor
14	S14	35	Very Poor
15	S15	35	Very Poor
16	S16	35	Very Poor
17	S17	35	Very Poor
18	S18	35	Very Poor
19	S19	35	Very Poor
20	S20	30	Very Poor
21	S21	30	Very Poor
22	S22	25	Very Poor
23	S23	25	Very Poor
24	S24	40	Poor
25	S25	25	Very Poor
26	S26	15	Very Poor
27	S27	25	Very Poor
28	S28	20	Very Poor
29	S29	20	Very Poor
30	S30	20	Very Poor
Total		980	
Mean		32.67	Very Poor

Based on the table 1, the researcher could see that the most students had poor ability in answering the question correctly. Therefore the result of the students answer is poor. Table above shows that the high students number 20 with score 8 (Poor) and 22 (Very Poor). The means score of all students is score 32.67 (Very Poor) this classification is low ability.

The scoring classification and rate of the students, the researcher classification students score based on the table score and classified their score in to table as follow:

**Table 2.** The Rate Percentage of the Students' Ability test Score

No.	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Fairly good	66-75	0	0
5	Fair	56-65	0	0
6	Poor	36-55	8	13.3
7	Very poor	0-35	22	6.7
Total			30	100

Based on table 2, the researcher found that students' ability in reading ability test is in very poor classification. It is proven by the table above is there are 30 students' ability, researcher it is found that none of them got excellent, very good, good, fairly good and fair, there are 8 (13.3%) students classified as poor, and 22 (6.7%) students classified as very poor.

The Students ability in figurative test is low level. It was proven by the means score of students and also classification of students' achievement. Therefore reading ability test is not effective in teaching at the eight year semester.

### ***b. The Mean Score, Standard Deviation of Test***

**Table 3.** The mean score and standard deviation of test.

Type of test	N	Mean	Std. Deviation
Test	30	32.67	9.444

The data shows that the mean score of the students is 32.67. It means that the students ability to understand figurative language in western song still low level. And the standard deviation is 9.444.

## ***2. Discussion***

The ability of students about figurative language is still needed to be improved. When the researcher collecting the data, researcher explained what the students did about the test. The researcher distributed the paper in the form of song lyrics. It has been done to know the ability of students in understanding figurative language in western song especially metaphorical meaning.

When doing the research, the researcher observed the situation in the classroom a little noisy, because the first time they regrouped in a classroom again. The researcher has a little problem in collecting samples because the samples have been busy with various activities, who if to campus only at certain time. They were very enthusiastic about receiving and working on the test, but there was little concern because they were afraid of being wrong and their names would be published.

From the data finding the result of the figurative test shows, that the students test ability is categorized into low level classification in the figurative test through western song lyrics. It is found that not ones got excellent, very good, good, fairly good, and fair. There were 8 (13.3%) students classified as poor, and 22 (6.7%) students classified as very poor, the test consisted of 20 items questions in figurative test and a total sample of 30 students. In general, we could test through western song but it was still difficult to be mastered and understood the meaning of the song by the eight year semester English Language Education study Program especially in class 8B.

From the test, the following are examples of song lyrics that contain true and false metaphor meaning. For example "My head is circus" its means that the brain full of case, where one's thoughts are really chaotic, from 30 samples only 7 students answered correctly. And the next question " You kept me breathing under the water" its means that comparing something with the impossible, if it is related to real life, no human can breathe in water, from 30 samples only 8 students answered correctly. And the last question "You where the light that shone through the darkness" its means that someone who is very meaningful, the meaning someone who is able to provide a source of strength or enthusiasm in his life, from 30 samples only 6 students answered correctly.

According to Kennedy in Widiyanto (2018), figurative language uses figures of speech to be more effective, persuasive, and impactful. Figures of speech such as metaphors, similes, and allusions go beyond the literal meanings of the words to give readers new insights. On the other hand, alliterations, imageries, or onomatopoeias are figurative devices that appeal to the senses of the readers.

As the students, they need to understand the meaning and message from the song in order that they increase their knowledge. Many students read the text song lyrics without knowing or understanding main idea the meaning and the content of the lyrics. It can be said that the students still need many improvement especially for figurative language, and then the lecturer also should find out the appropriate way in teaching figurative language.

## E. Conclusion

The Ability of students in the eight year semester of English language Education study program especially class 8B is still low level. Considering the result of the data analysis and discussion in the previous chapter, the researcher concludes that the eight year student of English Language Education study program, especially class 8B have low ability to understand the meaning of figurative language in western song lyrics. It is proven by the mean score 32.67 of the students obtained through the test. It is 30 which is classified as low.

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## Identifying Code-mixing in the Social Media Conversation (Instagram and Whatsapp)

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### Abstract

This researcher aims to determine the types and dominant types of code-mixing in social media used by sixth-semester students of English Language Education Study Program at Cokroaminoto Palopo University. This research used a qualitative method. The instrument of this research was documentation. The result of this research indicates that (1) there are 64 codes-mixing which is used by sixth semester students. The students used 4 types of code-mixing. Those are 30 codes-mixing in the form of word (46.9%); 28 codes-mixing in the form of phrase insertion (43.8%); 5 codes-mixing in hybrid insertion form (7.8%); and there is only 1 code-mixing in the form of a reduplication/repetition insertion (1.5%). (2) The dominant type of code-mixing used by the students is in the form of word insertion.

**Keywords:** code-mixing, social media.

### A. Introduction

Language is a social interaction tool or tool of human's communication used in society. In every communication within the human community, each one conveys information, in the form of thoughts, ideas, and emotions directly. Language is the most effective means of communication. Usually, human control more than one language, their mother tongue and second language. Most of them, the first is to use their mother tongue to communicate with their families and surrounding communities. However, as long as communicating with others, they have a need to understand their surroundings. Then they usually tend to use more than one language as they communicate. The use of English by Indonesians is often found in the language

used by teenagers, where English is often mixed mainly in sentences or utterances used in status writing and chatting on social media.

Within the code-mixing there are fragments of one language used by a speaker but basically, the speaker uses a particular language. These language fragments can be larger words, phrases, words, or language units. From the above definition can be drawn red thread, that mixed code is the use of two or more languages by speakers in a conversation.

Speakers often use two languages that are directly mastered, spontaneously, and unintentionally by Luminta intang in Rani Frisilia Kalangit (2016:3). This phenomenon can be explained as a mixture of code that can not only be found in verbal communication but can also be found easily in non-verbal communication as in social media. Social media is an online medium, with its users easily participating, sharing, and creating content including blogs, social networks, wikis, forums and virtual world.

The researcher found that English is often used in conversations in social media. Not infrequently the social media users insert the English language in writing. This is what encourages the researcher to know the code-mixing used by social media users, in this case is students. Based on the phenomena happened in students around the campus, the researcher interested in doing this research on the code-mixing used in social media, such as Instagram and WhatsApp. Researcher choose social media because most social media users often use language mixing in their writing status or chatting without knowing what kind of code-mixing they are using

## **B. Literature Review**

### **1. Sociolinguistics**

The study is concerned with the relationship between language and the context in which it is used. In other words, it studies the relationship between language and society. It explains when people speak differently in different social context. It discusses social functions of language and the ways it is used to convey social meaning. Meanwhile, according to Fishman (1972:4) sociolinguistics is the study the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and changes one another within a speech community. Moreover, sociolinguistics is discipline sciences between social and linguistics. Fishman makes a conclusion that sociolinguistics is the study of them who speaks what language to whom and when.

Therefore, sociolinguistics is a study about the relationship between language and society, variations of language to communicate and to explain some information.

### **2. Bilingualism**

The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism) but it also includes the concept of bilingualism (or individual bilingualism). Titone Renzo (1972:93) said *for whom bilingualism is the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.*

### **3. Code-mixing**

The phenomenon of code-mixing happens not only between local language and Indonesian language, but also among local language, Indonesian language and English. The phenomenon of code-mixing does not only occur in daily life situations.

The researcher interprets that code-mixing is the mixing of two or more languages of various linguistics unit in non-formal situation and it occurs when conversant use both languages together to the extent that they change from one language to the other language in a single utterance. In addition, code-mixing occurs in either bilingual or multilingual communities and it happens because the conversation tends to use more one language.

#### **a. Causal Factors of Code-mixing**

There are many factors that influence people to choose using code-mixing. Based on Ervin Tripp as cited by Nadya Anggraeni (2015) explains there are four main factors:

1. Participant in the interaction

The relationship among the speakers is an important factor that influences the mixing, such as their age, sex, occupation, socioeconomic status, origin, ethnicity, and their roles in relation to one another such as employer-employee, husband-wife.

## 2. The setting and the situation

Every people have different language attitude depend on situation the language is used such as family breakfast, a party, a lecture or a date.

## 3. The topic

Sometimes, some people speak using code-mixing when they are talking or discuss about hot topic such as (work, sport, or national events)

## 4. The function of interaction

All of the people need language to get interaction with others. Now, some people speak using code-mixing when they request something, offering information or interpretation, routines such as greeting and apology.

### b. Types of Code-mixing

Suwito (1983:78) proposes that there are five kinds of form of code-mixing, they are:

#### 1. Code-mixing in the form of word insertion

The speakers mix their conversation only in the form of the word. Such as;

) *Kamu benar-benar **beautiful***

) (You are really beautiful)

In this case, the speakers use Indonesian language but put a word of English; it is "beautiful" which has the meaning "*cantik*" in Indonesia.

#### 2. Code-mixing in the form of phrase insertion.

The speakers mix their conversation in the form of phrase, such as;

) ***By the way**, kamu mau pergi kemana?*

) (By the way, where you will go?)

In this case, the speakers use Indonesian but he put the phrase "by the way", it is an English phrase which means "*ngomong-ngomong*" in Indonesian language.

#### 3. Code-mixing in the form of hybrid.

The speakers mix their utterance in a hybrid or mix of word, such as;

) *Pesan ku sudah **di-delete** oleh Andika.*

) (My messages have been deleted by Andika)

The word "*di-delete*" is a hybrid since is consist of two languages which is combined, *di* - is a prefix in Indonesian, and *delete* is English verb.

#### 4. Code-mixing in the form of reduplication/repetition word.

The speakers use code-mixing in the form of reduplication/repetition word, such as;

) ***Orang-orang** in this home are crazy*

) (People in this home are crazy)

In this case, the speaker put the word "*orang-orang*", it is a repetition of Indonesian language, and the meaning is people in English.

#### 5. Code-mixing in the form of utterance or idiom.

The speakers mix from utterance to utterance or from sentences to idiom, such as:

) *Speak your mind di depan teman-temanmu!*

)(Speak your mind in front of your friends!)

“Speak your mind” is English idiom, which means say what you honestly feel.

## 1. Social Media

Michael Cross (2013) - Social media is a term that describes the various technologies used to tie people into collaboration, exchange information, and interact through web-based messaging. Because the internet is always experiencing growth, then the various technologies and features available to users are always changing. This makes social media is more than a specific reference to various uses or designs.

### a. Types of Social Media

#### 1. Instagram

Instagram is a mobile application that allows users to upload content and share their lives with the world through photos and videos. In many respects, Instagram’s photo-sharing platform has been unique from the start. Once a user takes a photo, he or she can choose a filter to customize the image and capture the moment perfectly. The purpose of the filters is to transform an amateur or mediocre mobile photo into an artistic and professional-looking image.

The app is also meant to be used in real-time, so Instagram users can share their experiences and followers can share in those experiences as they happen. Instagram also took social network sharing and made it easier by giving users a convenient way to instantly share a picture on several platforms, all from one app. Users can share photos onto Facebook, Twitter, Tumblr, Flickr and Foursquare.

On the app itself, users can pursue a homepage of their followers’ recent posts, check a newsfeed for follower activity, comment on and like any public pictures, as well as tag followers in both comments and photos. The hashtag trend, in particular, is widely used in captions and comments among Instagrammers. Instagram is also accessible on the web, but only with the viewing, commenting and liking functions to upload photos, users must use Instagram’s mobile app.

#### 2. WhatsApp

WhatsApp Messenger is a proprietary, cross-platform instant messaging subscription service for smartphones and selected feature phones uses the internet for communication. In addition to text messaging, users can send messages, images, video, and audio media as well as their location. WhatsApp Inc. was founded in 2009 by Brian Acton and Jan Koum, both former employees at Yahoo!. The company is based in Mountain View, California and employs 55 people. As of October 2014, WhatsApp is the most globally popular messaging app more than 600 million users.

WhatsApp is a free messenger app for smartphone downloads. WhatsApp uses the internet to send messages, pictures, audio or video. This service is very similar to the text messaging service because Whatsapp uses the internet to send messages. In Whatsapp, in addition to direct message Whatsapp users can also use the group feature to create conversations of specific groups. inWhatsapp group members can exchange thoughts, make comments, and send messages that the message can be seen by all participants.

## C. Methodology

### 1. Research Design

This research is descriptive qualitative research. This method is aimed to know code-mixing that is used by the social media users in Instagram and WhatsApp in their chatting or comment. This research uses sociolinguistics approach.

## 2. *Participants*

Types of code-mixing used by sixth semester students of Cokroaminoto Palopo University in social media

## 3. *Technique of Data Collection*

Technique of collecting data in this research is observation technique. The step to collect the data as below:

- a. The researcher observed what the students wrote on their chatting in social media.
- b. The researcher divided the kind of codemixing used by the students.
- c. The researcher collected the data and analyzed the data.

## 4. *Instruments*

The researcher used two instruments namely observation and interview

## 5. *Technique of Data Analysis*

In this research the researchers analyzed the data by using Miles and Huberman's model analysis include data reduction, data display, and conclusion drawing or verification (Sugiyono, 2016).

## **D. Findings and Discussion**

### 1. *Findings*

#### **a. Whatsapp**

The data shown in the finding indicate that the students used code-mixing when they were chatting on social media. From some code-mixing used by students in social media Whatsapp, the researcher found 29 code-mixing in five types. There are 16 code-mixing in the form of words, 12 code-mixing in the form of phrase insertion, there is no code-mixing in the form of idiom insertion, only 1 code-mixing in the form of hybrid insertion, and there is only 1 code-mixing in the form of a reduplication insertion.

The researcher generally found that the students insert one word in their sentence. In this research, the researcher found there are 12 code-mixing in the form of word insertion. This is because the word insertion is very easy to use. Example of word insertion based on the findings is: "Sedihnya untuk moment kali ini closing program UPI SCI gak sanggup, harus pisah sama kakak tentor dan teman2 nantinya".

The second type of code-mixing used by students is phrase insertion. Phrase insertion is speakers mix their conversation in the form of phrase. In this research, the researcher found 12 code-mixing in the form of phrase insertion. In addition to entering the word, students also include English phrases in their conversation. In this research the type of insertion phrase most widely used by students. Example of phrase insertion based on the findings is: "Dimanaki study together nanti. Mau datang itu yang lain belajar na bilang".

The third type of code-mixing used by students is the insertion of idioms. Speakers mix their speech with idiom form. Based on the findings in this research, the researcher did not find the type of code-mixing idiom insertion on the use in conversation.

The fourth type of code-mixing used by students is the hybrid insertion. Speakers mix their conversations in hybrids or word mixes. In this case, the students used Bahasa Indonesia but incorporates hybrid or mixed English words. In this research, researcher found only 1 code-mixing in the form of hybrid insertion used by the students. Example of hybrid insertion based on the findings is: "Har tolong capture kan ka dulu yang ku kirimkan materi tadi malam". These words use the English word as the main word.

The last code-mixing type used by the students is the insertion of reduplication. Speakers repeat words in their conversation. In this case, the students used English in their conversation and repeat it twice or more. Based on the findings, the researcher did not find the type of code-mixing in form of insertion of reduplication.

## b. Instagram

The data shown in the finding indicates that the students used code-mixing when they were chatting or caption photo on social media. From some code-mixing used by students in social media Instagram, researcher found 35 code-mixing in five types. There are 14 code-mixing in the form of words, 16 code-mixing in the form of phrase insertion, there is no code-mixing in the form of idiom insertion, there are 4 code-mixing in the form of hybrid insertion, and there is only 1 code-mixing in the form of a reduplication insertion.

The first type of code-mixing used by students is the word insertion. Word insertion is where the speaker inserts the word English or Indonesian in one sentence. In this research, the researcher found there are 14 code-mixing in the form of word insertion. This is because the word insertion is very easy to use. Example of word insertion based on the findings is: "Selain kamu, hidupku juga butuh coffee sebagai inspirasi terbesarku".

The second type of code-mixing used by students is phrase insertion. Phrase insertion is speakers mix their conversation in the form of phrase. In this research, the researcher found 16 code-mixing in the form of phrase insertion. In addition to entering the word, students also include English phrases in their conversation. In this research type of insertion phrase most widely used by students. Examples of phrase insertion based on the findings are: "Yang tengah is come from Masamba masuk lorong and both of my side is come from Walenrang, tepatnya kareta masuk lorong."

The third type of code-mixing used by students is the insertion of idioms. Speakers mix their speech with idiom form. Based on the findings, In this research, the researcher did not found the type of code-mixing idiom insertion on the use in conversation.

The fourth type of code-mixing used by students is the hybrid insertion. Speakers mix their conversations in hybrids or word mixes. In this case, the students used Indonesian but incorporates hybrid or mixed English words. In this research, the researcher found 4 code-mixing in the form of hybrid insertion used by the students. Example of hybrid insertion based on the findings is: "Fashionnya orang ke kampus, efek hujan, rok basah semua maafkanka' pak". That word use the English word as the main word.

The last code-mixing type used by the students is the insertion of reduplication. Speakers repeated words in their conversation. In this case, the students used English in their conversation and repeated it twice or more. Based on the findings, the researcher found only 1 type of code-mixing idiom insertion on the use in conversation. Example of reduplication insertion based on the findings is: "kalo selfie looknya berisi Swipe swipe ehh".

## 1. Dominant types of code-mixing used in social media conversation

**Table 1.** Dominant of type code-mixing

Types of Code-mixing					Total
Word Insertion	Phrase Insertion	Idiom Insertion	Hybrid Insertion	Reduplication Insertion	
30	28	0	5	1	64
(46.9%)	(43.8%)	(0%)	(7.8%)	(1.5%)	(100%)
<b>Dominant Types = Word insertion 46.9%</b>					

In finding process of the dominant type of code-mixing, researcher used the formula that has been drawn in chapter 3. Based on table 1 above, researcher found that there are 64 code-mixing used by students in two social media. There are 30 code-mixing in the form of word (46.9%); 28 code-mixing in the form of phrase insertion (43.8%); 5 code-mixing in hybrid insertion form (7.8%); there is no code-mixing in idiom insertion, and there is only 1 code-mixing in the form of a reduplication insertion (1.5%) so that the dominant type of code-mixing used by the students is the type of code-mixing in the form of phrase insertion.

Based on table 1, it can be seen that the dominant code-mixing type is the mixing of code in the form of word insertion. There are 30 code-mixing in the form of word insertion (46.9%) used. Code-mixing in the form of dominant word insertion is used because it is easy to use in chatting in social media. It just inserts one words or forms in English in a conversation, so it can be said that it is used unconsciously.

From the findings the researcher concluded that:

1. The types of code-mixing use in social media made by English Language Education Study Program of sixth semester at Cokroaminoto Palopo University are word insertion, phrase insertion, hybrid insertion, and reduplication/repetition insertion.
2. Most frequently appearing types of code-mixing is word insertion.
3. Another finding is the researcher also found the dominant type used by students in WhatsApp is word insertion. While in Instagram, the researcher found phrase insertion type.

## E. Conclusion

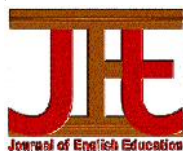
Based on the findings and the data analysis in the previous chapter, the researcher puts the following conclusions:

Based on the findings and the data analysis in the previous chapter, the researcher puts the following conclusions:

1. There are 64 code-mixing which is used by sixth semester students of Cokroaminoto Palopo University. The students use four types of code-mixing. Those are 30 code-mixing in the form of word (46.9%); 28 code-mixing in the form of phrase insertion (43.8%); 5 code-mixing in hybrid insertion form (7.8%); and there is only 1 code-mixing in the form of a reduplication insertion (1.5%), so that the dominant code-mixing type used by the speakers is the mixing of code in the form of phrase insertion. In this research, researcher did not find the used of code-mixing type of idiom insertion by students
2. The dominant code-mixing used by the students of Palopo Cokroaminoto University in social media (WhatsApp and Instagram) is in the form of word insertion which is consist of 30 code-mixing with percentage 46.9%.
3. Word insertion type of code-mixing is the most type which is used in WhatsApp. Phrase insertion becomes a dominant code-mixing in Instagram.

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## A Content Analysis of “Joyful” English Textbook for Primary Grade II

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### Abstract

It is widely known that textbook holds an important role as one of learning sources in education. Textbooks used in schools must be compatible with 2013 curriculum, the newest curriculum applied in Indonesia. But it is found that some teachers complained how the content of textbooks doesn't fit the objectives specified in 2013 curriculum. Therefore, research regarding analysis of textbook content feasibility is crucial to be conducted to decide whether a particular textbook feasible to be used for academic purposes. In this research, the researchers chose “Joyful” English textbook for Primary Grade II as the research object. The analysis was based on *BSNP* textbook content feasibility rubric which includes the compatibility of materials with *KI* and *KD*, the accuracy of materials and supporting materials. The aim of this research is to know how “Joyful” English textbook for Primary Grade II fulfill the textbook content feasibility specified in 2013 curriculum. Qualitative approach was applied in this research. The

method used was content analysis method. In collecting the data, the technique used by the researchers was documentation. The data was analyzed using document checklist and percentage formula. The results showed that “Joyful” English textbook for Primary Grade II fulfills the textbook content feasibility by 79,17% so it was concluded that “Joyful” English textbook for Primary Grade II is feasible to be used at schools. However, because it isn’t 100% feasible, the researchers encouraged English teachers who want to use “Joyful” English textbook for Primary Grade II to cover the weaknesses by finding another learning source relevant to the learning objectives specified in 2013 curriculum.

**Keywords:** English, textbook, content, feasibility, primary, 2013 curriculum

## A. Introduction

Nowadays, it is a common knowledge for teachers and students that textbook is one of the important teaching media that supports the achievement of the learning objectives. As stated in Oxford Learner’s Dictionaries, textbook is a book that teaches a particular subject and that is used especially in schools and colleges. Oftentimes, teachers depend on textbook to deliver any material in their classes. A textbook used by the teachers should be relevant to the curriculum, which is 2013 curriculum, the newest curriculum in Indonesia for it to be suitable to be used. Yet, there are still many complaints about the incompatibility of the content contained in the textbook with the learning objectives set by the 2013 curriculum. Sometimes, the material contained in textbook is not relevant to the syllabus determined. Also, as stated by Harmer (2004), there are some teachers who have a very poor opinion of textbooks. They say textbooks are often inappropriate for the class in front of them. However, teachers still use them as they are already bought by the students and meant to be used in the class. Therefore, the researchers decided that feasibility analysis of the content in textbooks is crucial to support the occurrence of good learning activities based on 2013 curriculum.

There had been some relevant studies related to this issue. One of them was conducted by Yokie Prasetya Dharma & Thomas Joni Verawanto Aristo (2018). The research used qualitative approach by interviewing the teachers to find their reasons in using textbooks. The researchers also used document check list instrument to find the relevance of the textbook to the 2013 curriculum. It was found that the English textbook used wasn’t completely relevant to the 2013 curriculum.

Another related research had been done by Rani Arba’ati (2015). The research used qualitative approach and document analysis as the method to collect the data. It was found that not all of the themes and materials in every chapter are appropriate with the basic competence of 2013 curriculum. Of 13 themes of each chapters, 92,3% of the themes are appropriate with the basic competence of 2013 curriculum and 69,2% of the materials relevant to the basic competence of 2013 curriculum.

Based on the previous relevant studies above, since no research has been done to “Joyful” English textbook, the textbook that the researchers chose to be analyzed was “Joyful” English textbook for Primary Grade II. Another reason was because the textbook is used in SD Amir Hamzah Medan while other primary schools in Medan use other books. The English teachers in the school stated that they use 2013 curriculum based books but the researchers found some parts of the textbook don’t meet the criteria stated by *BSNP (Badan Standar Nasional Pendidikan)* about the feasibility standard of a textbook specified in 2013 curriculum so it was decided that content analysis towards the content of “Joyful” English textbook for Primary Grade II is crucial to be conducted. According to *BSNP*, there are 4 aspects should be fulfilled to conclude that a textbook is suitable to be used. They are content feasibility, language feasibility, presentation feasibility and graphic feasibility. In this case, the researchers limited the scope to analyze the content feasibility of the textbook as it is the aspect that always be complained by English teachers. Therefore, the research question formulated as “How does the content in “Joyful” English textbook fulfill the textbook content feasibility requirements specified in 2013

curriculum?” The objective is to find the way “Joyful” English textbook fulfill the textbook content feasibility requirements specified in 2013 curriculum.

## B. Literature Review

### 1. Textbook

It is widely known that textbook is an important source of learning activity. According to Awalludin (2017), in general, textbooks are teaching materials written by an author or author team based on the curriculum applied. Savides (2016) stated that there are 5 characteristics of a good textbook. They are:

- a. Free Space  
This is important for young students. When they look at the book for the first time, they browse first before read. If the pages contain too many texts, it will reduce their motivation in reading or learning the textbook. Good textbook wouldn't put too many texts in the pages. Instead, it put several texts and pictures to make it more interesting for young learners.
- b. Visuals  
Good textbooks should have outstanding visuals for it to be interesting to be used and read. Some students with dyslexia who lack in reading might find it easier to understand books with good visuals.
- c. Age-appropriate material  
Good textbook doesn't contain inappropriate material for the target readers. It is impossible for primary students to understand syntax. And it is inappropriate for adults to have a textbook that teaches alphabet. Textbook should appropriate for the age and level of the readers.
- d. Well-balanced textbook design  
Too much columns, too tiny or too big spaces might hurt the eyes of the students and it will reduce their motivation in learning. It is important for textbook to have a well-balanced design that makes readers easier in reading it.
- e. Textbook storyline  
Textbook should be chronological and step by step. It should start from the easiest until the hardest one based on the syllabus and curriculum applied.

### 2. Curriculum 2013

Curriculum 2013 was started to be implemented by the governor since June 2013. As stated by Nurkhamidah (2017), curriculum 2013 is a set of learning activities plan which is used as a guide for teachers that includes the teaching content & teaching methods to facilitate the learning activities applied by the government in order to reach the national education goal. Every school in Indonesia is obligated to use this newest curriculum.

### 3. Content Feasibility Based on 2013 Curriculum

Textbook should be suitable to be used for both teachers and students. As this research focused on analyzing the content feasibility of the textbook, the researchers adopted the rubric created by *Badan Standar Nasional Pendidikan (BSNP)*. The rubric included 3 main aspects to be evaluated related to the content feasibility of a textbook. They are the compatibility of materials with *KI (Kompetensi Inti)* and *KD (Kompetensi Dasar)*, the accuracy of materials and supporting materials. According to Madjid (2018), those aspects could be divided into:

1. The compatibility of materials with *KI* and *KD*, divided into:
  - a. Material Completeness  
A textbook should include texts commonly used in English language such as interpersonal, transactional and functional texts. It also should include 4 language skills in English which are listening, speaking, reading and writing.
  - b. Material in-depth

Textbook should leave a positive message to students, whether it is a social attitude message or spiritual attitude message. It also should be able to make students understand how a text is formed and they can produce spoken/written texts related to the context.

2. The accuracy of materials, divided into:
  - a. Social function  
Textbook should make students able to achieve their social function in real life. Some texts those can make students to achieve social function are narrative text, descriptive text, recount text, etc.
  - b. Generic Structure  
Textbook should have a good generic structure in its each word and sentence therefore students wouldn't be misled because of errors contained in the book.
  - c. Language features  
Textbook should contain good and polite words without any context of inappropriate words such as words pornography and words those insult *SARA (Suku, Agama, Ras dan Antargolongan)* because students would mostly follow the words they read.
3. Supporting materials, divided into:
  - a. Relevance  
Each part of the textbook such as the texts, pictures, or tables should be relevant to the topic discussed. It also has to be up-to-date with real life condition.
  - b. Development of Life Skills  
Textbook must be able to encourage students to find and develop their own skills in real life such as the ability to recognize their potential, the ability to decide and solve problems in a wiser way and the ability to decide their future.
  - c. Diversity Insight  
Textbook should develop students' diversity insight so they can understand that everyone is different and it is something to be accepted and appreciated. By that, they may also develop love in diversity.

## C. Methodology

### 1. Research Design

This research used qualitative research design. According to Bricki & Green (2007), qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Patton (2015) stated that qualitative research inquires, documents, and interprets the meaning-making process. And according to Hennink, et al. (2011), qualitative research is an approach that allows you to examine people's experiences in detail, by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories of biographies. In this research, the researchers used content analysis method, also called as document analysis. The research was conducted in Medan, North Sumatra, Indonesia. The focus in this research was to find how "Joyful" English textbook for Primary Grade II fulfill textbook content feasibility specified in the 2013 curriculum.

### 2. Respondents, Population and Sample

The respondents in the research were the researchers themselves. In qualitative research, it is the researchers themselves that answer the research questions based on personal views or previous studies. In order to answer the research questions, the researchers adopted *BSNP* instruments about textbook feasibility content characteristics. The object of the research was the "Joyful" English textbook itself. The researchers used simple random sampling technique to decide the sample. The researchers did some steps as follows.

1. Define the population. The population was 6 units of the textbook.
2. Decide the sample size. It is decided that 3 units would be taken as the sample.

3. Assign numbers to the units. The researchers assigned a number from 1 until 6 for each unit of the textbook.
4. Find the random numbers. To find random numbers, the researchers used Random Number Generator application published by UX Apps. The result showed that number 3, 1, and 2 were chosen.
5. Select the sample. The random numbers chosen were 3 (unit 3), 1 (unit 1) and 2 (unit 2). Therefore, it was decided that unit 1, unit 2, and unit 3 were the sample of the research.

### 3. *Technique of Data Collection*

The most common data collection techniques used in qualitative research are interview, focus group discussions, observation and document analysis. In this research, the researchers used document analysis data collection technique because document analysis is based on existing sources like articles, government reports or books. Because the researchers used textbook as the source of data, the data collection would be document analysis taken from 3 units as the sample of total 6 units of the textbook.

### 4. *Instruments*

In this qualitative research, the researchers were the instrument. Besides the researchers, another instrument was a rubric created by *BSNP* to analyze the content feasibility of a textbook. The rubric used Likert scale to fit the research. Likert scale is designed to know how strong someone agree or disagree towards something. The data for the research was the content of "Joyful" English textbook for Primary Grade II which was used in *SD Amir Hamzah* Medan. In this case, the researchers only use 3 units of the textbook as the sample to be the data.

### 5. *Technique of Data Analysis*

The data in the research would be analyzed by using document checklist through the textbook content feasibility rubric created by *BSNP* that included:

1. The compatibility of materials with *KI* and *KD*  
The compatibility of materials with *KI* and *KD* is divided into material completeness and in-depth.
2. The accuracy of materials  
The accuracy of materials is divided into the social functions, element and structure of meaning, and linguistic feature.
3. Supporting materials  
Supporting materials should involve the relevance, development of life skills, and development of diversity insight.

The procedures done by the researchers in analyzing the data were:

- ) Used the rubric created by *BSNP* and adjusted it into Likert scale to make the data easier to be analyzed. The rubric used was only the textbook content feasibility rubric. The researchers only took 3 units of the textbook as the sample.
- ) Analyzed the data. The data analysis result was presented numerically in tables and descriptively in paragraphs. The researchers focused on the points included in the textbook content feasibility rubric created by *BSNP* and evaluated it by giving scores as 1(poor), 2(enough), 3(good), and 4(very good). The reason of each scores explained descriptively in the form of paragraphs.
- ) Interpreted the data gained. The interpretation need to be done in order to answer the research question about the feasibility content of "Joyful" English textbook for primary grade II in 2013 curriculum. The researchers present the interpretation in quantitative output by using the formula suggested by Sudjiono (2005) which can be seen as follow.

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

Note:

P : percentage

S : score  
N : total score

The formula was used to make it easier to find the percentage of content feasibility in the textbook.

#### D. Findings and Discussion

After the researchers analyzed the data, the findings could be seen as follows.

##### 1. Unit 1 (Getting to Know Others)

**Table 1. Content Feasibility in Unit 1 “Getting to Know Others”**

Aspect	Items	Score			
		1	2	3	4
The compatibility of materials with <i>KI</i> and <i>KD</i>	Completeness		✓		
	In-depth				✓
The accuracy of materials	Social functions				✓
	Generic Structure			✓	
	Linguistic feature				✓
Supporting materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight			✓	
<b>Total</b>			1	2	5

##### A. Compatibility of Materials with *KI* and *KD*.

###### a. Completeness

In this unit, the alphabet of people’s names and introduction are mostly taught. Therefore, the topic is about alphabet. The unit is complete with interpersonal and transactional texts as could be seen on page 1, 4, 7, 8, 9, and 11. But there wasn’t a single functional text because the conversation and texts are just mainly about asking how to spell names and introducing each other. Besides, not as what 2013 curriculum book usually is, there is no core competency and basic competency stated at the beginning of the unit so it is confusing what goal should be reached in the unit. However, 4 language skills such as listening, speaking, reading and writing are completely included inside unit 1. Therefore, the researchers gave score 2 for the completeness.

###### b. In-depth

An introduction structure is provided on page 10, which lets students know what should be said first and last during introduction. It also leaves a message that we should know our friends. There is also a guide to pronounce each alphabet. Therefore, the researchers gave score 4 for the in-depth.

##### B. The Accuracy of Materials

###### a. Social functions

Descriptive text is included to help students achieve their social function. It was provided with a guide so students won’t find it hard to follow since they can follow the guide and example provided. Therefore, the researchers gave score 4 for the accuracy of materials.

###### b. Generic Structure

The unit uses simple present tense and the structures of the text are mostly correct as it follows the formula and rules of simple present tense. However, there is a sentence as could be seen on page 7 stated that “I go to school at Teladan Elementary School” which the researchers found to be ineffective. It should be “I go to Teladan Elementary School” or “I go to study at Teladan Elementary School” because the word “I go to school at Teladan Elementary

School” might produce misunderstanding that the subject went to school while he was already in a school. The sentence is repeatedly stated in the unit as could be seen on page 7, 8, 9, 10, and 11. Therefore, the researchers gave score 3 for the generic structure.

c. Linguistic Feature

The researchers didn't find any inappropriate words that is impolite of insult any religion or race. The texts are normative and suitable for children. Therefore, the researchers gave score 4 for the linguistic feature.

C. Supporting Materials

a. Relevance

Each part of the unit including the text, pictures, exercise and songs are considered relevant to the topic which is about alphabet and introduction. Therefore, the researchers gave score 4 for the relevance.

b. Development of Life Skills

As many parts of the unit encourage students to speak, it develops students' ability to talk in confidence to their friends. Therefore, the researchers gave score 4 for the development of life skills.

c. Diversity Insight.

While asking each other to introduce themselves, students may gain an understanding that they are different from their friends. However, this might not enough to let students accept and appreciate difference since there is no dialogue or text that shows how friends accept their differences. Therefore, the researchers gave score 3 for the diversity insight.

Based on the findings above, it could be concluded that most of unit 1 aspects fit the content feasibility of 2013 curriculum book. It could be seen that 5 items from the total 8 items scored 4 (very good) while other 3 items haven't met the requirements of 2013 curriculum textbook's content feasibility.

## 2. Unit 2 (Playing with Friends)

**Table 2. Content Feasibility in Unit 2 "Playing with Friends"**

Aspect	Items	Score			
		1	2	3	4
The compatibility of materials with <i>KI</i> and <i>KD</i>	Completeness	✓			
	In-depth	✓			
The accuracy of materials	Social functions			✓	
	Generic Structure				✓
	Linguistic feature				✓
Supporting materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight	✓			
<b>Total</b>		3		1	4

A. Compatibility of Materials with *KI* and *KD*

a. Completeness

At the beginning of the unit, there was no core competency and basic competency stated as should be included in 2013 curriculum book. Because the unit mainly focuses on vocabulary and grammar, there is only functional text included without interpersonal and transactional texts those should also be included as the requirement of a 2013 curriculum textbook. Therefore, the researchers gave score 1 for the completeness.

- b. In-depth  
Instead of letting students know the difference between “there is” and “there are” by definition, this unit let them know by example as could be seen on page 24 which the researchers found as ineffective. It would be better if it provided the definition, the formula, and then example. Therefore, the researchers gave score 1 for the in-depth.
- B. The Accuracy of Materials
- a. Social functions  
The social function found in the unit is only to gain information about amount of something as could be seen on page 22. Therefore, the researchers gave score 3 for the social functions.
- b. Generic Structure  
Simple Present Tense is used in the unit. The researchers didn’t find any grammatical error in the texts included in the unit. Therefore, the researchers gave score 4 for the generic structure.
- c. Linguistic Feature  
The researchers didn’t find any inappropriate words those are impolite of insult any religion or race. The texts are normative and suitable for children. Therefore, the researchers gave score 4 for the linguistic feature.
- C. Supporting Materials
- a. Relevance  
It is stated at the beginning of the unit that unit 2 is going to talk about games, toys for games, numbers 11-40 and the use of “there is” and “there are”. Each part of the unit completely relevant towards the topic issued. Therefore, the researchers gave score 4 for the relevance.
- b. Development of Life Skills  
The unit encourages students to define plural and singular and this is useful for their real life as they will be faced with many numeric-related situations such as when they buy something or when they want to count their savings. So this unit could develop their counting skill. Therefore, the researchers gave score 4 for the development of life skills.
- c. Diversity Insight.  
As the unit focuses on the vocabulary of games, toys and numbers, it doesn’t develop the understanding that each person is different and doesn’t encourage students to accept and appreciate diversity. Therefore, the researchers gave score 1 for the diversity insight.

Based on the findings above, it could be concluded that only half of unit 2 aspects fit the content feasibility of 2013 curriculum book. It could be seen that 4 items from the total 8 items scored 4 (very good) while another 4 items haven’t met the requirements of 2013 curriculum textbook’s content feasibility.

### 3. Unit 3 (I Enjoy Art Class)

**Table 3. Content Feasibility in Unit 3 “I Enjoy Art Class”**

Aspect	Items	Score			
		1	2	3	4
The compatibility of materials with <i>KI</i> and <i>KD</i>	Completeness		✓		
	In-depth				✓
The accuracy of materials	Social functions				✓
	Generic Structure				✓
	Linguistic feature				✓
Supporting materials	Relevance				✓
	Development of life skills			✓	
	Development of diversity insight	✓			

<b>Total</b>	1	1	1	5
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- A. Compatibility of Materials with *KI* and *KD*
- a. Completeness  
At the beginning of the unit, there was no core competency and basic competency stated as should be included in 2013 curriculum book. The researchers also didn't find any interpersonal text which should at least added in 2013 curriculum book. However, transactional and functional texts were found inside. Therefore, the researchers gave score 2 for the completeness.
  - b. In-depth  
The researchers found clues and guides were provided to let students easier to understand and construct sentences as could be seen on page 36, 38 and 39. Formulas were also provided on page 32. Therefore, the researchers gave score 4 for the completeness.
- B. The Accuracy of Materials
- a. Social functions  
Social function about asking what other people is currently doing is useful for students to gain information and identify activities or things in their real life. Therefore, the researchers gave score 4 for the social functions.
  - b. Generic Structure  
The researchers didn't find any grammatical error as the texts are written correctly following the rules of Simple Present Tense. Therefore, the researchers gave score 4 for the generic structure.
  - c. Linguistic Feature  
The researchers didn't find any inappropriate words those are impolite of insult any religion or race. The texts are normative and suitable for children. Therefore, the researchers gave score 4 for the linguistic feature.
- C. Supporting Materials
- a. Relevance  
It is stated at the beginning of the unit that unit 3 is going to talk about equipment for art classes, kinds of art, the use of "this", "that", "these", "those" and the way to ask what someone is doing. Each part of the unit including the texts, pictures, activities, exercise and puzzle completely relevant towards the topic issued. Therefore, the researchers gave score 4 for the relevance.
  - b. Development of life skills  
Unit 3 encourages students to identify what other people is doing that it could develop students' awareness towards their surroundings. Therefore, the researchers gave score 3 for the development of life skills.
  - c. Diversity Insight  
This unit encourages students to know what others are doing but it doesn't develop students' diversity insights as it doesn't encourage students that each person is different and that they have to accept and appreciate the diversity among them. Therefore, the researchers gave score 1 for the diversity insight.

Based on the findings above, it could be concluded that most of unit 3 aspects fit the content feasibility of 2013 curriculum book. It could be seen that 5 items from the total 8 items scored 4 (very good) while other 3 items haven't met the requirements of 2013 curriculum textbook's content feasibility.

In order to know the content feasibility from the book altogether, the researchers combined all of the scores from the sample into a table that could be seen as follows.

Table 4. Content Feasibility in Unit 1-3

Aspect	Items	Score			
		1	2	3	4
The compatibility of materials with <i>KI</i> and <i>KD</i>	Completeness	1	2		
	In-depth	1			2
The accuracy of materials	Social functions			1	2
	Generic Structure			1	2
	Linguistic feature				3
Supporting materials	Relevance				3
	Development of life skills			1	2
	Development of diversity insight	2		1	
<b>Total frequency</b>		4	2	4	14
<b>Total score (total of score*frequency)</b>		(4+4+12+56) = 76			

From the textbook content feasibility table above, it could be seen that from the 3 units as the sample of “Joyful” English textbook, there are 8 items evaluated with total 24 items of 3 units altogether and analyzed by the researchers and it was found that only 14 items have a very good textbook content feasibility according to BSNP based on 2013 curriculum with the total score of 56. 4 items were considered poor, 2 items considered enough and 4 items considered good. Item that was scored the lowest was material completeness because all the units in the book don’t include core competency and basic competency as what 2013 curriculum should at least have. Item that scored the highest was linguistic feature and relevance because it was found that almost all texts are correct in grammatical structure and relevant to the topic issued in each chapters. Combining all scores together, it was found that the total score of the textbook was 76 out of 96. To find out the percentage of “Joyful” English textbook content feasibility, the researchers applied the formula as follow.

$$P = \frac{76}{96} \times 100\%$$

$$P = 79,17\%$$

The researchers categorized textbook feasibility content as follows.

0%-20%: Very not feasible

21%-60%: Not feasible

61%-80%: Feasible

81%-100%: Very feasible

Based on that, it could be concluded that “Joyful” English textbook is feasible to be used by teachers and students. This answer the research question that was formulated as “How does the content in “Joyful” English textbook fulfill the content feasibility requirements specified in 2013 curriculum?”. The result showed that “Joyful” English textbook for Primary Grade II fulfills the textbook content feasibility requirements specified in 2013 curriculum by 79,17%. However, there are some items those still don’t meet the requirement of textbook content feasibility which are the completeness and diversity insight therefore the textbook isn’t fully feasible, but it is still alright to be used.

## E. Conclusion

Based on the findings above, “Joyful” English textbook for Primary Grade II fulfills the textbook content feasibility requirements specified in 2013 curriculum with the percentage of 79,17% which is considered as feasible. However, there are still some items those don’t meet the requirements of textbook content feasibility such as material completeness and diversity insight.

Therefore, to cover the weaknesses, it is suggested for English teachers to find another trusted and dependable teaching source relevant to the topic specified for Primary Grade II students.

For the publishers, it is hoped that this research can be a new point of view and encourage all publishers to analyze the textbook content feasibility specified in 2013 curriculum before distributing it to the schools. It is hoped that the textbook publishers can publish feasible textbooks only and distribute them to schools to be used.

For another researcher, it is hoped that this research can become a reference for those who are interested in the same research field. As this research might appear to still be imperfect, it is suggested to other researchers to do further research regarding the same research field by improving the methods, approaches or procedures for a better result.

Lastly, because there is no guarantee that textbooks used in schools by teachers are 100% feasible, it is suggested to always pay attention to the characteristics of feasible textbooks before we buy and use it.

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## Learning Effectiveness of Blended Learning in Higher Education Context

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### Abstract

The notion of applying ICT to support traditional learning approach (face-to-face learning) is obviously not new today. This study aimed to obtain the significant difference between the mid test and final test scores of students' English listening and reading skills. Mid test score represents face-to-face learning approach applied from first meeting whereas final test score represents blended learning approach employed after the mid test. The method used in this study was quantitative and qualitative. A random selection of samples was carried out involving 133 first year undergraduates in Jakarta pursuing English as a compulsory course. Data collection technique used mid and final tests of two English skills: listening and reading. This study revealed that there was a significant difference between the mid-test and the post-test scores. After that, most of the students perceived that the blended learning was considered practical and efficient in their learning process that influenced their English skill abilities.

**Keywords:** traditional learning approach, blended learning, listening, reading

### A. Introduction

Over the past decades, face-to-face learning has become the standard in most pedagogical institutions or corporates. In this classroom setting, students have an opportunity to have in-person interactions with their peers and instructor at a predetermined time. It is not amazing, therefore, if some students prefer face-to-face learning because they are already familiar with that traditional learning approach.

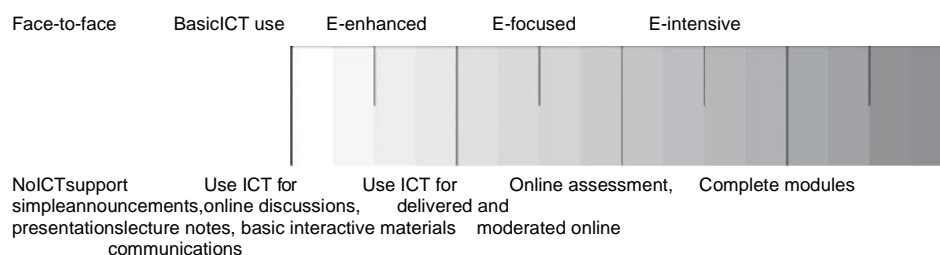
On the other hand, currently we cannot deny the fact that technological advances have considerably influenced teaching and learning process, particularly English language as a foreign language, in a higher education context. More universities right now transform by applying and making more use of information and communication technologies (ICT) in delivering course content. This web-based learning is regarded a potential benefit in order to

keep up with the rapid change of education environment. Hence, students' online learning experience and related processes are popular research topics. Besides, it is essential to determine whether the use of blended learning approach produce a positive impact on learners' academic performance. Dowling et al. (2003) examined whether a hybrid, flexible teaching method, in comparison to traditional face-to-face lectures, improved learning outcomes. Their results suggested a positive change in student grades when a combination of the traditional approach and extensive use of multi-media resources was used. Therefore, in this study, the researcher was interested in finding out whether there was a significant difference between two learning approaches and students' performance, in the forms of mid-test and final test scores of listening and reading skills. This study specifically aimed to answer the question, "Is there a significant difference between the mid-test score and final test score?". In this matter, learning effectiveness was defined as learning outcome of learners (Mashaw, 2012). Moreover, effectiveness often referred to success (Alsabawy et al., 2011).

## B. Literature Review

### 1. Blended Learning Concept

Blended learning is generally defined as the integration of face-to-face learning and online or e-learning (Bonk & Graham, 2006, Bliucet et al., 2007, Sharma & Barrett 2007). In order to recognize the degree of blending that appears within these two approaches, Jones et al. (2009) provides a classification based on the level of online resources used. Jones et al. (2009) continuum of blended learning in Figure 1, which begins with no ICT use, then proceeds to the most basic level of information and communication technology used to support face-to-face teaching, to intensive use, whereby the whole module is delivered online with minimal or no face-to-face interaction (Jones, 2006). As a matter of fact, teaching and learning cannot be solely relied on technology but also face-to-face classroom interaction. Thus, blended learning approach is adopted due to its benefits in enhancing the quality of teaching and learning, particularly in higher learning institutions.



**Figure 1. Enhanced Continuum of Blended Learning**  
(Source: Adapted from Jones et al. (2009, p. 15))

In 2002, Driscoll identified four concepts of blended learning namely (1) combining or mixing web-based technology modes, such as class virtual live, collaborative learning, video streaming, audio and text, (2) combining pedagogical approaches, such as cognitivism, constructivism, behaviorism, to produce optimal learning with or without use of technology, (3) combining all forms of learning technology such as video tapes, CDROMs, web based training, film led by instructor's face to face meeting, (4) mix actual learning technology for creating a harmonious effect of learning and work. The compositions of blended learning that are often used are the 50/50 pattern meaning the time allocation for 50% face-to-face meeting and 50% online learning, 75/25 pattern meaning 75% face-to-face meeting and 25% online learning, and some have implemented 25/75 meaning 25% face-to-face learning and 75% using online learning. The use of the pattern depends on the analysis of competencies needed, course objectives, learner characteristics, learner characteristics and abilities and available resources. However, the main consideration in designing the composition of learning is the provision of suitable learning resources for various learner characteristics so that learning becomes interesting, effective and efficient.

Of course, traditional learning and e-learning environments have both advantages and disadvantages. In a traditional learning environment the learning environment can be controlled. In addition, instructor is able to use various learning methods or components according to learner's needs. Learners are embedded in a rich social context; they interact with

each other and get immediate feedback from other learners or instructors (Acton et al. 2005; Hill et al. 2013). Traditional learning environments often connect with high costs in corporate education. Often employees have to travel to participate in training and stay away from work.

The implementation of blended learning contributes to some factors, such as improving pedagogy, upgrading accessibility and flexibility, as well as increasing cost-effectiveness (Graham, 2006), enhancing social communications, students' self-confidence and abilities, enhancing the quality of the learning environment and developing critical thinking while promoting integration of technology as an effective tool to convey information to students (Farahiza Zaihan Azizan, 2010). Izudin Syarif (2013) mentioned that there is a significant improvement in the motivation and performance of students following blended learning. Norasyikin (2014) also pointed out that the element of physical and virtual meetings between lecturers and students have great bearing in the learning of a second language.

### **C. Methodology**

#### *1. Research Design*

Creswell (2014) believes that researchers must question themselves about the knowledge claims and theoretical perspectives that they are bringing to any research, they must reflect upon the strategies they intend to use within their study which will in turn inform their methods, and have questioned how they will collect and analyze information. This must be done in order that researchers are cognizant of any bias that they might bring to any research investigation, how it will affect the choice of approach that they utilize and the tools with which they choose to collect their data (Vogt et al., 2012).

Broadly speaking, there are three distinct approaches to connecting research. They are quantitative, qualitative and mixed methods. Creswell (2014) considers research designs to be different types of inquiry within these different approaches which Denzin and Lincoln (2011, cited in Creswell, 2014, p. 12) called "strategies of inquiry". Furthermore, Creswell (2014) regards the development of modern technology as providing a multitude of opportunities for innovative research design and advanced procedures in social science.

This research used mixed methods. This study was conducted to find out the empirical evidence of the effectiveness of using blended learning model on students' listening and reading skills. The data was from the mid-term and final test scores. In addition, qualitative method was used to describe students' perceptions toward blended learning impact to their learning process. Therefore, questionnaires were distributed to the students as the participants of the study. As mentioned by Creswell, qualitative research places emphasis upon exploring and understanding "... the meaning individuals or groups ascribe to a social or human problem" (p. 4).

This study was conducted to prove whether there was cause and effect between two variables. Those two variables were independent variable (mostly presented by X) that is blended learning and dependent variable (mostly presented by Y) that consists of listening and reading skills.

#### *2. Sample*

A random selection of samples was carried out involving 133 first year undergraduates in Jakarta pursuing English as a compulsory course. The research being reported in this paper involved a case study conducted over two consecutive semesters commencing from Semester 2/2017 through to Semester 1/2018. Before the mid test, the classes employed traditional face-to-face learning and after the mid test they received blended learning. Therefore, mid-test score represents face-to-face learning approach applied from first meeting whereas final test score represents blended learning approach employed after the mid-test.

#### *3. Technique of Data Collection*

Data collection technique used mid-test and final test. A mid-test provides a measure on some attribute or character that assess for participants in an experiment before they receive treatment, while final test is conducted after the treatment. After the treatment, final test was distributed. The function of this final test was to find out whether any improvement in listening and reading abilities. Upon completion, the mid and final test scores were then analyzed using

the Statistical Package for the Social Sciences (SPSS). Mean scores were used to determine the learning effectiveness of blended learning approach.

#### 4. Instruments

Listening and reading tests were the instruments in this study. The test instrument was divided into two: mid-term and final tests. Each test contained multiple-choice questions. International certified learning center provided the tests consisting of 200 multiple-choice questions that were divided into 100 questions for listening section and 100 for reading section for 120 minutes. Listening section score range was 5-495 and reading section range was 5-495. So, the total range of the score is 10-990. The score is determined based on the number of questions answered correctly that is converted to the scale of determining the score. Therefore, the students' performance in this study referred to learners' score of each skill.

#### 5. Technique of Data Analysis

In order to find which statistical hypothesis was accepted, the writer used t-test. The statistical hypothesis states as below:

1. Null Hypothesis ( $H_0$ )= It means there is no significant difference between the mid-term test score and final test score.
2. Alternative Hypothesis ( $H_a$ ) = It means there is a significant difference between the mid-term test score and final test score.

### D. Findings and Discussion

#### 1. Students' Score Result

Table 1 is the output for paired sample statistics. Paired sample statistic is descriptive statistic for the data processed in this study. The table gives information that the number of samples is 133, the mean value of each data, standard deviation, and the standard error mean. In order to understand students' learning performance after mid-term test, it is found that students, who received the intervention of blended learning, got the higher average score in listening skill (mean = 336.47) and reading skill (mean = 266.13).

**Table 1. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score Listening UTS	155.08	133	34.471	2.989
	Score Listening UAS	336.47	133	101.391	8.792
Pair 2	Score Reading UTS	152.44	133	39.594	3.433
	Score Reading UAS	266.13	133	110.686	9.598
Pair 3	Score Total UTS	307.52	133	69.809	6.053
	Score Total UAS	602.59	133	204.409	17.725

After that, table 2 is the result table of the paired sample t-test. The information in this table becomes the basis for making a decision whether there is a significant difference between the UTS score and the UAS score, both for listening scores, reading scores, and total scores. The result shows that sig. (2 tailed) are all <0.05, meaning that all the different tests performed indicates that there is a significant difference between the scores in the mid test and scores in the final test.

**Table 2. Paired Samples Statistics**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Score Listening UTS - Score Listening UAS	-181.391	77.061	6.682	-194.609	-168.173	-27.146	132	.000
Pair 2	Score Reading UTS - Score Reading UAS	-113.684	81.415	7.060	-127.649	-99.720	-16.104	132	.000
Pair 3	Score Total UTS - Score Total UAS	-295.075	148.197	12.850	-320.494	-269.656	-22.962	132	.000

From the results above, it is obvious that the blended learning implementation contributes to improve the pedagogy, especially learners' abilities in English listening and reading skills. The combination conventional face-to-face learning with e-learning reveals the effectiveness of integrated learning in increasing the achievement of students' listening and reading skill. The results of this study supports previous studies that prove the effectiveness of blended learning in higher education setting.

## 2. Students' Perceptions

For most of the students, they agreed to blended learning model applied in English course that semester. Ninety percent of the students concurred with the idea of blended learning applied by the university because of practicality. They did not have to go to campus and study for hours. Instead, they could do online learning and have interactive learning with their lecturers anywhere they preferred. After that, they could submit any assignments using the website and created paperless campus. Most of the students also felt proud to their campus because of being update with current technology in teaching learning process. Below are some students' comments toward blended learning model.

*"Blended learning is simple and does not make student feel the hard time. In this blended learning maybe the first time I try is very confusing but after we know the system and the process, it is make easier and does not take a long time and we can take the short semester in our home and we do not need to go to campus. Blended learning in this semester proves that our campus is a campus who can use technology in the positive way and make their student use the smart phone not just for using the social media but we can run short semester without going to campus."*(Student 53)

*"I agree with the blended learning applied in this short semester because it is more efficient and can save the time. In addition, students do not need to come to campus to attend lectures so it can be done anywhere. It can be more flexible to collect assignments in one week."* (Student 72)

*"I totally agree applied blended learning in this present semester because in digital era like this technology is increasingly used each day by all of us as the individuals who are surrounded by technological developments. We must be able to use it very well. From the beginning, at the time of the industrial revolution 1.0 to this day 4.0, technological development is significant as it aims to facilitate us in our everyday work. In this blended learning program, we make a good use of technology. By applying application of blended learning, it allows the student to enjoy and be efficient in participating in this program."* (Student 112)

*"I agree with the blended learning applied in this short semester. With blended learning, we are more flexible to choose the time and place to access the learning itself. Blended learning also makes it easier for the students to interact with lecturers efficiently. And make it easier for students to carry out other activities after the blended learning process without attending directly to campus."* (Student 128)

*"I agree with the blended learning applied in present semester. Now there is blended learning for this semester that very helps me finish my courses more efficiently and no waste of my time. Maybe sometimes the blended learning can make me less to understand the meaning of materials on this course and the connection has some interruptions during video conferences. However, I think that is not a big problem because that can be solved and improved in the future. Besides, it makes me more independent to solve the problems in English and study about English."* (Student 131)

Below are comments from students who disagreed with the blended learning. They disagreed because the campus did not socialize maximally so that it created confusion for the students. In assignments, they did not have much time to complete them since in blended learning they were given a week to complete them. After that, the sound quality and internet connection during video conference gave them problems in the learning process.

*"I disagree because socialization to the students does not maximize at the very beginning of blended learning implementation and then we can neglect learning education for example when*

*we get assignment we can shirk from it. If in classroom there is still a reminder to complete our assignment but it does not exist in blended learning. After that, sometimes the connection is poor, we do not have much time to complete our assignment, and students can also neglect any assignments given by the lecturers.”(Student 60)*

*“Actually I disagree with this new ways of learning. The reason why I did not agree with blended learning is the problem that I will face, the sound problem. It is often interrupted and noisy when the learning process is blended learning. The way to overcome the sound problem is to turn off the voice during the blended learning process and turn on the voice when you want to answer the question or when asked by the lecturer. The second problem is the internet connection because blended learning is carried out online and requires a stable internet connection.”(Student 11)*

*“I do not prefer blended learning because there are some disadvantages in the blended learning system in the many advantages of the blended learning system. One of which is to make students may have a little problem in terms of interaction due to lack of socialization with students or lecturers directly. Because it is very dependent on the internet, then once the internet connection is slow or even disconnected, making learning disrupted even a few students who neglect their assignments. The student's confusion through online learning is one of the student's negligence facts about the blended learning. Students do not know clearly about the material that must be taught and practiced directly.” (Student 25)*

The students were also asked about their problems during the process of blended learning and the way to handle it. Most of them stated that their problems were with sound quality and internet connection during the video conference. They overcame it by assure to locate the best internet signal during the session. After that, time duration to finish their assignments was only a week. Therefore, they had to manage their time well to enable them to complete the tasks in time.

*“The obstacle I faced was video conference because it was an opportunity to get points when the lecturer gave a few short questions but sometimes it was blocked by my internet connection which was sometimes unstable which resulted in me being unable to answer the questions given by the lecturer, thus for video conferencing then I have to prepare a good internet connection in order to be able to answer a number of questions given by the lecturer and I have to focus on paying attention because video conferencing is very rarely done.”(Student 33)*

*“The problem I faced in the blended learning process is that there are too many tasks in every session that required I to do it because if I do not do the tasks, then I will be declared absent. From the problem I faced above the way I solve it is by prioritizing what I will do first, but prioritizing it is not enough, I also must to reduce my rest time or my sleep because I must to do English assignments.” (Student 42)*

*“The problem I will face is a sound problem that is often interrupted and noisy during the blended learning process. The way to deal with sound problems is to turn off the sound during the mixed learning process and turn on the sound when you want to answer a question or when asked by a lecturer. The challenge that I will face is clear about internet connection because blended learning is done online and requires a stable and unbroken internet connection the way to overcome internet connection problems is to ensure that the internet connection in that place is stable and good and requires Wifi so that the network will well.” (Student 76)*

*“The problem that is obtained in undergoing blended learning is first when carrying out video conference sometimes because the signal is less supportive so the video likes to be intermittent and the sound is also less able to be heard properly, and when there is a question or when absent by the lecturer I want to answer well but sometimes my voice cannot be heard by the lecturer because of a bad signal. The second task for each week is very much from assignments in the forum and assignment, all tasks must be done every week and sometimes I am a little confused and difficult to do the task because there are some tasks that I do not understand how to do it. But the solution that I can take to solve the problem above is for video conference. I will try to find a good place to get a better signal, and to do the task I try to understand the whole task well and manage the time*

to do all the tasks. So, all tasks can be completed and collected before the specified deadline.” (Student 81)

### E. Conclusion

Nowadays, due to the persaviness of the Internet teaching and learning processes must be transforming in order to develop students’ self-directed learning anytime and anywhere. This study aimed to measure the effectiveness of blended learning environment that is laid out on the basis of features for face-to-face and online environments. The study was applied to 133 students who attended English course in their first year. Blended learning has been designed in the form of online material sharing, forum and exam. Following the training, a scale had been applied to the students on the effectiveness of blended learning environment.

From this study, it is found that there is a significant difference between mid test score and final test score. There is a significant difference between mid test listening scores and final test listening scores because sig 2 tailed 0,000 <0.05. In addition, there is a significant difference between mid test reading scores and final test reading scores because sig 2 tailed 0,000 <0.05. There is a significant difference between the total mid test score with the total final test score because sig 2 tailed 0,000 <0.05. Thus, alternative hypothesis is accepted in this study.

Blended learning gives a significant impact toward the students’ learning performance. In this study, the students’ listening and reading scores increased in their final test compared to their mid test. It happens because of blended learning applied in teaching learning process after the mid test. Therefore, blended learning is suggested to further improve students’ learning performance, particularly in listening and reading skills.

Most of the students regarded that blended learning gave them several benefits. In terms of practicality, they could learn English from any places. They did not have to attend the class for hours in the campus. After that, they could submit their assignments via online. Pride toward themselves and university were other benefits of using technology in the teaching learning process. However, we cannot deny that there are obstacles during the process. It related to the sound quality and internet connection during the video conference. After that, limited time duration in completing students’ assignments became another issue in the blended learning. Though there were some problems in the learning process, the students could learn to manage it. These actually become the challenges faced by the univesity to improve the quality of blended learning.

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## Implementing of Guessing Meaning From Context Procedure for Vocabulary Learning in Junior High School in Yogyakarta

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### Abstract

Vocabulary learning often implies that there is no other way of learning than to memorize the words. This research showed that guessing meaning from context procedure can accommodate students in learning new vocabulary items. Since students were not equipped with a dictionary all of the time, it was essential to seek for an alternative in learning vocabulary. One of the alternative techniques in vocabulary learning was guessing meaning from context. The purpose of the study was to investigate the implementation of the guessing the meaning from the context in junior high schools in Yogyakarta. An experimental study was used in this research. The research participants of this study were 30 students from different classes from a junior high school in Yogyakarta, Indonesia. The researchers conducted a pre-test at the beginning and a post-test at the end of the research. The technique of data collection used were questionnaire and pre-test and post-test. The result of the pre-test and post-test showed that there was an increase of students' vocabulary mastery. The questionnaire was used to confirm the result of pre-test and post-test comparison. The result of the questionnaire showed that guessing meaning from context procedure was helpful for the students to understand word meaning.

**Keywords:** vocabulary learning, guessing meaning from context procedure, pre-test, post-test.

### A. Introduction

Vocabulary learning is essential in language learning. In order for English learners to acquire the language, they need to acquire the language vocabulary. Vocabulary, according to Zimmerman (1997) is “central to language and of critical importance to the typical language learner” (as cited in Coady and Huckin, 1997, p. 5). A foreign language learner will obviously find no or much less difficulty understanding the language using in daily life once he or she has acquired a sufficient range of vocabulary.

According to Zimmerman, vocabulary learning has been severely undervalued (as cited in Coady and Huckin, 1997). This condition is no exception in Indonesian schools. In general, the English education in junior high schools in Indonesia is divided into the four basic skills, which are listening, speaking, reading, and writing. Teachers often facilitate vocabulary learning, but the time allocation is limited. Vocabulary learning is done while the students are concentrated on the language skills such as reading or writing. They learn vocabulary indirectly without explicit teaching. This might lead to the assumption that learning vocabulary is not important for the students.

The situation in schools in Indonesia is challenging. The teachers often only give the materials to the students without considering the students’ difficulties. The students’ needs are sometimes neglected by the teacher’s approach, and as a result they cannot develop well. One example is when students must follow what the teacher gives as instructions, while they do not have much opportunity to explore through creative activities.

What the researchers have seen from the students of junior high school in Yogyakarta were different. The students from these classes were very active and smarter than the other class. The students like learning English by ‘correlating with the surrounding situation’. It meant that the learning topic which was focused on that day will be related with the situation from the youngsters’ life. That is why the teacher always makes different ways of learning in every meeting. Furthermore, the learning process will help the students to be more interested in class. In the vocabulary learning, the teacher asked the students to memorize the word by translating the reading passage from their book, book collection in school, or selected articles. This method was done once in a week. What the researchers saw was the students had difficulty when they forgot and there was no dictionary to be opened.

While it sometimes can seem impossible to help students at any level of education learn vocabulary in vocabulary class, the idea of integrating vocabulary learning with some of the four skills of language may sound like an almost perfect plan. Inserting vocabulary learning into a particular language skill subject will allow teachers to cover the subjects of learning. Reading has been one language skill subject in which vocabulary is usually learned in the class in order to get the information from the selected reading passages. To understand these learning passages, undoubtedly, students must have acquire a certain range of vocabulary. Nation (1990) argues that to be able to understand a simplified book, one should be ready to understand 300-400 words. He adds that most simplified books are written to take the readers to a higher level of vocabulary mastery, for example a vocabulary of 2000 words. The study was built from the question of “To what extent does guessing meaning from context procedure improve students’ vocabulary mastery?”.

## **B. Literature Review**

### *1. Teaching Vocabulary of Guessing Meaning from Context: Theoretical Perspectives*

Vocabulary work can be directed toward useful words and can give learners practice in useful skills. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning. Dissatisfaction with one approach to vocabulary should not result in ignoring all the other ways of helping learners enrich their vocabulary. It is important that when a teacher chooses or rejects a way to deal with vocabulary. The approach refers to the strategies for leaning vocabulary, namely guessing meaning from context. According to Nation (1990) for a teacher faced with learners with a small vocabulary, this approach is very effective.

### *2. Vocabulary Learning*

Vocabulary learning strategies are strategies applied by the students on using techniques ongoing process to master vocabulary. O'Malley and Chamot (1990) and Oxford (1990) had similar goals to define vocabulary learning strategies. The goals are to assist students to manage and to understand vocabularies during the learning process.

Nation (2001) stated that there was one expert who have similar goals in categorizing the vocabulary. Nation (2001:218) classified three categories of vocabulary learning strategies, namely planning, source, and process. The first category is to plan for knowing how often the students focus on selecting words, aspects of word knowledge, and strategies as planning repetition. The second category is a source functioned to know the words from their context. Reference sources (mostly dictionary), and oral sources. The third category belongs to a process to memorize words, to write new words or unknown words.

Some of students are using dictionaries as the main source that is more reliable source to look up the part of speech, phonetic transcriptions and meanings of words in context, such as identifying part of speech, phonetic transcription, uncountable/countable nouns, etc. Laufer (1990) believed that "a word in a sentence could look familiar to language learners; however; they may find the meaning in the given sentence makes no sense." In addition, guessing meanings of unknown words is rarely accurate. Besides, the students will ask teachers, friends, and native speakers to find the meaning of the words. For example, a student who raises questions to a lecturer to find synonyms from unknown words, then paraphrases a writer's sentence and translates Indonesian words into English. It includes asking questions, cooperating with other, and empathizing with others.

Nation (2001:238) grouped concepts and associations with finding the meaning of words. These concepts of finding their meanings are to identify the words form, the word meanings, and the word usages to express something. To associate the word meaning means to identify the similar English words which can be defined in the first language.

Nation (2001:281) defined concepts of word usages are to use words in a sentence by analyzing their sentences according to some the grammatical patterns (subject, noun, verb, object, adverb, and complement); and to constrain the words by analyzing formal words and informal words.

### *3. The Guessing Meaning from Context Procedure*

Nation (1990) claimed that guessing meaning from context as one of "the most important vocabulary learning strategies" (p. 130). Despite this, not many second language learners employ the technique as a means of acquiring new vocabulary items they encounter in daily life, especially in reading passages or newspaper articles. Instead of using guessing meaning from context procedure to obtain the meaning of novel words, they learn the new words they encounter by learning them in isolation. In other words, they take the words they wish to learn out of their context. As mentioned before, the researchers would like to reiterate that learning foreign language words by taking them out of context does help students acquire new words as one can learn a lot of new words in a short time by using this particular technique. Nation (1990) even argued that as many as 30 foreign words can be learned in a single hour by a student. He continues his argument by stating that some learners can even manage to acquire as many as one hundred novel words in just sixty minutes when the words being learned are associated with their equivalences in the students' mother tongue (p.126).

Guessing meaning from context procedure is one of the most important vocabulary learning techniques. It teaches the students "to be able to make a well-informed guess at the meaning of an unknown word in context" (Nation, 1990, p.130). This is what makes guessing meaning from context procedure an important vocabulary learning technique to acquire. However, this is not to claim that this technique is "the most effective, or even a relatively effective, way of teaching that vocabulary" (Stenberg, as cited in McKeown & Curtis, 1987, p. 89). Needless to say, the word "teaching" in the previous quote can be replaced by the word "learning", depending on how the reader views the sentence- as a learner or a teacher. In fact, as Stenberg (1987) pointed out that "most vocabulary is learned from context" (as cited in McKeown and Curtis, 1987, p. 90). He emphasized that in life, one will be exposed to countless numbers of words seen in newspapers, books, magazines, internet articles, blogs, and even video games. This particular vocabulary learning technique becomes more important for an individual who plans on taking

the national examination and applying for the next level. It is sometimes seemingly impossible for someone to look up in a dictionary every time needed to find the exact meaning of an unknown word in a given text. Guessing meaning from context enables individuals to make an informed guess about the intended meaning of the new word. Therefore, the researcher believes it is important for any language teacher to teach guessing meaning from context to his students bearing in mind how important this technique will be for the students, not only during their formal study period, but also throughout their lifetime.

The vocabulary growth occurring in elementary students is substantial and significant and has received attention from a number of researchers. By analyzing the average of vocabulary size and yearly growth vary considerably. However, all studies show that children continue to acquire new words beyond the initial language acquisition years and those children's vocabularies grow by thousands of words each year during the elementary school years. Moreover, vocabulary size is strongly correlated with children's overall school achievement (Wells, 1986). Considering that vocabulary plays an important role in both communication effectiveness and academic success, it is important to understand how students achieve their vocabulary growth.

Stenberg (1987) and Stenberg and Powell (1983) delineated some factors that affect the learning of new words from incidental encounters in verbal contexts. Learning from context is influenced by the number of occurrences of the unknown word, the concreteness of the word, the helpfulness of the surrounding context, and the importance of the unknown word for understanding the surrounding context. It is also influenced by individual differences in the abilities to separate relevant information from irrelevant information; to combine selected information to form a cohesive, plausible whole; and to relate new information to previous knowledge. Thus, both the specific contexts of words and individual abilities are thought to contribute to the incidental learning of new words.

In order to help language teachers easily transfer this vocabulary learning technique to the students, some experts have formulated their own steps of how one can guess a word's meaning from the context in which the word is embedded. The guessing meaning from context procedure comprises only five steps. In guessing meaning from context procedure occurs at a later stage after students have gained sufficient information needed to guess the meaning of an unknown word. Table 2.1 displays the steps of guessing from context procedure.

**Table 2.1. Guessing Meaning from Context Procedure**

Step 1	Determine the part of speech of the unknown word.
Step 2	Pay attention to the sentence in which the unknown word is embedded and see if there are other words modifying the word or going with it.
Step 3	Observe the relationship of the sentence with other sentences or paragraphs as it can help determine the meaning of the unknown. Punctuations and conjunctions may also serve as a clue.
Step 4	Guess the meaning of the unknown word using the information gained from steps 1-3.
Step 5	Check whether the guessing is correct by: <ol style="list-style-type: none"> <li>a. Seeing the parts of speech that are guessed and the unknown word. If they are of the same part of speech, the meaning is probably correct.</li> <li>b. Substituting the unknown word with your guess. The guessing is probably correct if the sentence makes sense</li> <li>c. Breaking the unknown word into its prefix, root, and suffix.</li> </ol>

Namely the result of the guessing meaning from context procedure for vocabulary learning in two classes of 8 graders of one of junior high school in Yogyakarta, the researchers used guessing meaning from context procedure. According to Nation (1990:161), there were five steps of guessing meaning from context. The students learnt part of speech in the second meeting to understand deeper about this material. By deciding the part of speech of the unknown word is the first step (Nation, 1990). The students needed more times to get brief

explanation about part of speech. The following meetings the researchers gave explanation about the next steps. Seeing the modifying of word and observing the relationship of the sentence then guess the meaning of the unknown word are the steps of guessing meaning from context (Nation, 1990). In short, the theory of Nation (1990) was used to answer the second research problem.

### **C. Methodology**

#### *1. Research Design*

This research was an experimental research. According to Ary, Jacobs & Sorensen (2010, p.301) "an experimental research design is the general plan for carrying out a study with an active independent variable. It determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable". Considering that there should be two different variables, the researcher used one group Pretest-posttest experimental design. There were three steps which involved: (1) administering a pretest measuring the dependent variables; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, before the measurement the dependent variable.

The research was conducted in Special Region of Yogyakarta, Indonesia involving an English teacher and thirty students of public junior high school, exactly at eight-grade. Interview, questionnaire and pre-test and post-test were the data of the research.

#### *2. Respondent*

The research respondent of this research included an English teacher and thirty students of grade eight at a public Junior High School in Yogyakarta, Indonesia. The researcher conducted the research at the beginning of the school year. The English teacher gave permission to the researchers to have thirty students to be research participants. At the first meeting, the researchers had interview with the teacher for gathering information about the students' need and English learning process in the class. In this case, the researchers focused on the strategy of the students in finding the meaning of the difficult word in the context.

#### *3. Technique of Data Collection*

The data were taken from one group pretest-posttest design of experimental research. The researchers used semi structured interview with the teacher in order to find out about the students' needs and the condition of the students when learning English from the teacher's point of view. Then pretest and posttest consisted of 15 questions which were same. This test conducted in order to provide useful information related with the theory of guessing and meaning from context procedure. By getting the score then the researchers gave posttest. The pretest score compared to the posttest. The purpose was to see whether guessing and meaning from context procedure helped them improve their vocabulary learning process.

#### *4. Instruments*

The researchers had three types of instruments for this study to gather the data required for the study. The first instrument was interview. The researchers had face to face interview to the English teacher. The interview was conducted at the beginning of the research.

The second instrument was in the form of a test. There were two tests, which consisted of the pretest and posttest. The test was in a form of essay. The students were asked to identify the part of speech of the sentence then find the meaning. The pretest was conducted at the first meeting, and the students had the posttest in the last meeting in order to know the ability and knowledge after the learning process. The third instrument was questionnaire. There were five closed-ended questions and four open-ended questions. The questionnaire was distributed to the group of the research subjects subsequent to the implementation of guessing meaning from context procedure as vocabulary learning technique in the classroom.

#### *5. Technique of Data Analysis*

The researchers had to compare the mean of the pretest results to the mean of the posttest result using the dependent t-test. The result of the t-test, known as  $t$ , would then determine the researcher's decision to either retain or reject the null hypothesis. According to Ary et al. (1990), the null hypothesis is "a statement that there is no actual relationship between the variables and that any observed relationship is only a function of chance" (p.162). A null hypothesis must always be stated in a negative sentence and can either be retained or rejected by a researcher depending on the result of the statistical test done previously. In order for the researchers to retain or reject the null hypotheses, the t-test result must either exceed or be less than the  $t$ -value required for significance at a certain level.

Here are the null and alternative hypotheses in this research:

) Null Hypothesis ( $H_0$ )

There is no significant difference between the mean of the pre-test scores and the mean of the post-test scores.

) Alternative Hypothesis ( $H_1$ )

The mean of the post-test scores is significantly higher than the mean of the post-test scores.

The level of significance one chooses may vary, but the most used level of significance  $\alpha$  was 0.05 as was the level of significance set by the researchers before the experiment.

#### D. Findings and Discussion

Below was the descriptive of the pretest and posttest result

##### 1. Pretest and posttest result

By conducting experimental research with a one group pretest posttest design, the researchers had the treatment of implementing the procedure of guessing meaning from context in eight graders of a junior high school in Yogyakarta for six days. The researchers took 8 graders as the field of the research.

**Table 1: The Students' Pretest and Posttest Scores**

Participant Number	Pretest Score	Posttest Score	Difference	Squared Difference
1.	2.6	6	3.4	11.56
2.	2	5	3	9
3.	4	3	-1	1
4.	3.3	6	2.7	7.29
5.	5.3	5	-0.3	0.09
6.	2.6	5	2.4	5.76
7.	3.3	4	0.7	0.49
8.	4.6	2	-2.6	6.76
9.	2	5	3	9
10.	2	5	3	9
11.	4	5	1	1
12.	5.3	2	-3.3	10.89
13.	4	6	2	4
14.	4	8	4	16
15.	4.6	4	-0.6	0.36
16.	2.6	5	2.4	5.76
17.	2	4	2	4
18.	2.6	4	1.4	1.96
19.	0	4	4	16
20.	4	1	-3	9

21.	1.3	4	2.7	7.29
22.	2	4	2	4
23.	4	0	-4	16
24.	2	0	-2	4
25.	2.6	5	2.4	5.76
26.	2	2	0	0
27.	6	7	1	1
28.	4.6	2	-2.6	6.76
29.	4	5	1	1
30.	4.6	4	-0.6	0.36
			$\sum D = 24.1$	$\sum D^2 = 175.09$

**Table 2: Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	3.2633	30	1.37226	.25054
Posttest	4.0667	30	1.89251	.34552

For the pretest data, the score of mean was 3.2633, the total data was 30, with standard deviation was 1.37226 and the standard error was 0.25054. While for the posttest data, the score of mean was 4.0667, total data was 30, with standard deviation was 1.89251 and standard error mean was 0.34552.

**Table 3: Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	30	.018	.924

From the output, it was obtained the correlation value of 0.018 with significance was 0.924. This statistic meant that there was a very weak connection between the pre-test to post-test for values close to 0 (zero).

**Table 4 Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>1</b>	pretest - posttest	-.80333	2.31732	.42308	-1.66864	.06197	-1.899	29	<b>.068</b>

Paired sample t test was used to determine whether there was a difference between the pre-test to post-test after the training was held. The tests used SPSS with significance level of 0.05. The following were the steps of the testing.

1. Formulate a hypothesis

Ho: There is no difference in average value between pretest to posttest, after the application of guessing meaning from context for vocabulary learning.

Ha: There is a difference in average value between pretest to posttest, after the application of guessing meaning from context for vocabulary learning.

2. Determining t and significance

From the output, it was obtained t value was -1.899 and significance was 0.068.

3. Determine t table.

T table can be seen in the statistics table on the 0.05:  $2 = 0.025$  (test 2 sides) with degrees of freedom (df)  $n-1$  or  $30-1 = 29$ . The results obtained for t table of 2.045.

4. The test criteria:

- If  $-t < -t_{table}$ , then Ho is accepted.
- If  $-t < -t_{table}$  or  $t > t_{table}$ , then Ho is rejected

Based on the significance:

- If the significance of  $> 0.05$ , then Ho is accepted.
- If significance  $< 0.05$ , then Ho is rejected.

5. Conclusion

Because the value of t table  $-2.045 < -1.899 < 2.045$  and significant value  $> 0.05$  ( $0.068 > 0.05$ ), then Ho was accepted. Thus, it can be concluded that there was no difference in average value between pretest to posttest, after the application of the technique for guessing meaning from context for vocabulary learning.

## 2. Result of Questionnaire

The table below displayed the research subjects' responses to the first part of the questionnaire. The researchers analyzed the tendency of their responses to each of all five items in this part of the questionnaire.

**Table 5: The students responses toward the First Part of the Questionnaire**

No	Statement	The Degree of Agreement							
		SA	%	A	%	D	%	SD	%
1.	I tend to consult the dictionary upon discovering a new English vocabulary item.	5	16.6	23	76.6	2	6.6	0	0
2.	I am now able to use the guessing meaning from context procedure after learning it for three weeks.	4	13.3	18	60	8	26.6	0	0
3.	I am able to use the guessing meaning from context procedure without having to follow the exact steps which were previously taught.	2	6.6	20	66.6	8	26.6	0	0
4.	The guessing meaning from context procedure helps me to find out the meanings of the words I have never encountered before.	4	13.3	22	73.3	4	13.3	0	0
5.	I can remember the words whose meanings I found out using the guessing meaning from context procedure in a relatively long period of time.	1	3.3	21	70	8	26.6	0	0

The students' responses to the first statement of the questionnaire showed 16.6% of them strongly agreed, 76.6% of them agreed, while the other 6.6% disagreed that they tended to consult the dictionary to find out what an unknown word meant. According to Nation (1990), the learners may use a dictionary for checking whether the word is correct or not. Based on the result of questionnaires, the students showed a reliance on the use of dictionary. That was the reason why the researchers thought that it was important to conduct the research and see whether or not this procedure would help them find out the meaning of new words on their own effort. Moreover, the researchers hoped that the students would be able to rely less on the use of the dictionary in the long run.

The statements number two and three of the questionnaires were correlated. Both of them had a purpose to know whether the students were able to use this procedure after having treatment for three weeks, and the students' ability toward using this procedure without following the steps. There were 13.3% that meant 4 students who strongly agreed, and 60% meant 18 students of 30 students agreed with the statement number two. The rest of them, 26.6% equaled 8 students who disagreed with the statement. According to Nation (1990, p. 165), the skilled guesser went down or moved up to the appropriate level of understanding after having practices. From the questionnaire result of the statement number two, there were only 18 students who agreed that three weeks of practice using guessing meaning procedure had been enough for them to use it.

The students' responses to the next statement were as follows: 6.6%, which was 2 students who strongly agreed, 66.6% that was 20 students who agreed, and the rest was 26.6% or 8 students who disagreed. The level of agreement of the statement was as high as 66.6%. According to Nation (1990), if the learners already have a reasonable idea of what a word means, they will be able to choose the most suitable meaning. The statement number three was originally designed to help the researchers find out the percentage of the students' capability of using the guessing meaning from context procedure without following the exact steps. Based on the data result, there were two students who strongly agreed to guess the meaning from context without following the steps.

### 1. Discussion

The result above showed that guessing meaning from context procedure had significant effect on student's learning vocabulary. The students' responses to the next statement were as follows: 6.6% or 2 students who strongly agreed, 66.6% or 20 students who agreed, and the rest was 26.6% or 8 students who disagreed. The level of agreement of the statement was as high as 66.6%. According to Nation (1990), if the learners already have a reasonable idea of what a word means, they will be able to choose the most suitable meaning. The statement number three was originally designed to help the researcher find out the percentage of the students' capability of using the guessing meaning from context procedure without following the exact steps. Based on the data result, there were two students who strongly agreed to guess the meaning from context without following the steps. It was because those students were smart. Whereas 20 students agreed that they were able to guess the meaning from context without following the steps. Based on the daily score from the teacher, those 20 students were included the clever students in the class. Yet the responses of the students toward the second statement of the closed-ended questionnaire confirmed the student's post-test score. It has been proved by the t-test which is not significantly higher from the pre-test. It was because some of the students had completely understood how guessing meaning from context procedure used.

According to Nation (1990, p.130), guessing meaning from context teaches the students to be able to make a well-informed guess at the meaning of unknown word in context. The objective of the fourth questionnaires' statement was to find out whether or not the guessing meaning from context procedure helped the students figure out the meanings of the words they had just met with. There were 4 students (13.3%) who strongly agreed and 22 students (73.3%) who agreed that this procedure helped them. The rest of them, 4 students (13.3%) disagreed with the procedure for helping them to figure out the meaning of the words, which was encountered before. The agreement level of this questionnaire was 86.6% and contains of strongly agreed and agreed students. Almost half of the amount of the students in class 8A agreed that this procedure helped them in learning vocabulary.

The last statement of the first part of the questionnaire, intended to discover if the guessing meaning from context procedure helped the students retain the words whose meaning they had figured out using the procedure in a relatively long period of time. Only 1 student (3.3%) strongly agreed, another 21 students (70%) agreed with the statement, while the other 8 students (26.6%) disagreed. The agreement level of the questionnaire was 73.3%.

After elaborating from the close-ended part of the questionnaire, the researchers moved to the findings from the open-ended question. There were five questions in this part of this questionnaire. The questions were designed to elicit responses from the students with regards to their experience practicing guessing meaning from context procedure for three weeks, such as the advantages and drawbacks of the procedure, their difficulties while using this procedure, the

most difficult steps of the procedure, and the clue that helped the most in figuring out a word's meaning using the guessing meaning from context procedure.

The researchers started from the first question in the questionnaire that was about the advantages of the guessing meaning from context procedure experienced by the participants. There should be 30 participants to fill out the questionnaire. Unfortunately, only 27 participants could fill all of the questionnaire, because three participants were asked by the teacher to have another activity.

The next, open-ended question was designed by the researchers in an attempt to discover the drawbacks of guessing meaning from context procedure from the point of view of the participants who had already admitted that the procedure for three weeks. A large number of participants admitted that the procedure was not practical and was complicated.

Many as eleven participants conceded that the guessing meaning from context procedure was not practical. According to Nation (1990, p.160), the lack of this technical is a systematic procedure. Another seven participants conceded that this procedure was difficult, while the other said that this procedure was inefficient, takes time, many steps to follow and must understand part of speech. It was because this procedure was new to the research subjects and has five steps on it. Moreover, the limitation of the time excursion also influenced the participants during the implementation process of this procedure.

For the next question in the open-ended section of the questionnaire, the researchers attempted to elicit the participants' opinions on the difficulties they experienced for the three weeks. According to Nation (1990), the guessing meaning from context is a systematic procedure, so it rises difficulties for the learners. The participants wrote the difficulties in the questionnaire. There were seven out of twenty-seven participants who said that it was difficult to use this procedure because there were five steps. Another twelve participants said it was difficult to identify the part of speech. The rest said that it was the researchers' incomprehensible explanation on the procedure, which increased the difficulty in learning the procedure.

## E. Conclusion

This research was conducted to study the implementation of guessing meaning from context procedure. There were three types of data gathering techniques, namely interview, a set of tests consisting of a pretest and posttest, and the questionnaire which was filled out by the research subjects at the end a three-week implementation of the guessing meaning from context procedure.

The research showed that the null hypothesis was rejected. Most students were able to improve their vocabulary after the experiment. Therefore, this research showed that guessing meaning from context procedure has significant positive effect on students' vocabulary. The students found a new technique in learning vocabulary that reduced the use of dictionary and made them use their ability to guess the words more appropriately.

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## Using Vocabulary Journals to Improve Vocabulary Learning Among Primary School Pupils in Malaysia

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### Abstract

This action research was to investigate the effects of vocabulary journals on Malaysian primary school pupils' vocabulary learning. English language learners (ELLs) are often unable to retain the new vocabulary learnt. This could be attributed to the fact that the traditional method of vocabulary learning does not appeal to them in terms of engagement and interest. Therefore vocabulary journals were conceived as an interesting and engaging method to improve pupils' vocabulary learning. The action research design was used which integrated both qualitative and quantitative data (i.e., pupils' work, semi-structured interview, pre-vocabulary test, and post-vocabulary test). The results show that vocabulary journals helped the participants to learn vocabulary more effectively. It is an effective scaffolding tool for vocabulary learning among the primary school pupils, though the journals could be further improved. Further suggestions were to improve on the questions in interview and to use reflective journals to increase the validity of the research.

**Keywords:** action research, English language learners, vocabulary journals, vocabulary learning

## A. Introduction

Reading educators and classroom teachers agree that vocabulary acquisition is crucial for success in language learning, in particular to reading (Yopp, Yopp & Bishop, 2009). Results of several studies have confirmed the important role of vocabulary especially in reading comprehension. For one, Ouellette (2006) found that depth of vocabulary knowledge is an accurate predictor of skill in reading comprehension. A wide knowledge of vocabulary tended to result in correspondingly high levels of reading comprehension. In a similar vein, Hiebert and Kamil (2005) professed that vocabulary plays an important role in reading comprehension and in students' overall academic success. From the statements of these studies, the researchers concluded that good vocabulary skills can grant language learners a notable advantage in certain language skills over their peers.

However, it appears that many language teachers agreed upon the idea that vocabulary is not as important in learning a foreign language as certain aspects such as grammar. Folse (2004) noticed that the role of vocabulary in foreign language curricula has been mostly restricted to a secondary role. Watts' study (as cited in Graves, 2006) found that teachers viewed vocabulary instruction as a method of assisting reading comprehension and not in terms of the more general goal of building students' vocabulary in ways that would be beneficial both in and out of school. With teachers having these views toward vocabulary instruction, it is easy to see why they do not set aside enough time specifically for vocabulary instruction to meet their pupils' needs.

There is a gap between the vocabulary knowledge of native English learners and English language learners, and its impact carries over into other language skills. Graves et al. (2013) acknowledged that the gap is quite wide, and August and Shanahan (2006) stated that the vocabulary gap is the reason that English language learners rarely approach the same level of proficiency in reading comprehension as that achieved by their English-proficient peers. This means that if teachers were to address the problem of poor reading comprehension among English language learners, they would have to start with building a solid foundation in their pupils' vocabulary. As such, it is vital for teachers to find ways to support the vocabulary development of pupils, especially those who start school with small stores of words.

However, the challenge of teaching vocabulary to ELLs is a difficult one to surmount, namely because of the sheer complexity of word knowledge (Yopp et al., 2009). Words in the English language convey multiple meanings which vary according to the context in which they are used. A single word can possess as many as three or four meanings in different contexts. Yopp et al. (2009) highlighted the fact that a pupil who knows only one meaning of a word will face difficulties in comprehending the same word in a different context. This is because the pupil needs to build understanding of the word in the new context and also combine the two meanings into the same word. Often, the pupil becomes confused between the various meanings and fails to make the right contextual connection.

## B. Background of Study

In the researchers' past teaching experiences, they had observed that the level of vocabulary of the pupils they taught was very low, especially the pupils from rural areas. Compared to their more urban counterparts, the rural pupils did not know even the most basic vocabulary such as "pencil-case" and "blackboard". The pupils' low level of vocabulary proved to be a major stumbling block during reading and writing lessons. They were unable to read the simplest of texts and lost interest in the lesson very quickly. The researchers had to constantly provide support in explaining the words normally through miming and gestures. However, the pupils were still unable to understand the content of the text and could not complete the activities they had planned for them. The researchers struggled through the majority of their reading and writing lessons.

In teaching reading to the class, the researchers noticed that most of pupils did not know the vocabulary in the text. This was shown by the pupils' lack of response when the researchers asked them questions about the text. The vocabulary concerned was of the beginner's level, such as "shield" and "sword." The researchers tried the method of pre-teaching the vocabulary before reading the text. This method proved to be inefficient as some of the pupils still asked them about the same vocabulary during individual work. This meant that not all of the pupils were able to grasp the new vocabulary taught. The pupils were also clearly bored with the

traditional method of vocabulary instruction which involved presenting the word and its meaning. As the researchers expected, when they asked their pupils about the vocabulary the next day, most of them had forgotten about it and needed prompts. Therefore, the researchers decided that they needed to find an interesting way to help their pupils learn vocabulary more effectively.

### C. Problem of The Study

One of the problems the researchers observed in their pupils that aroused the concern was the pupils' poor recall of vocabulary. The pupils were largely unable to remember the vocabulary they had learnt from one day to the next. For example, if the teacher taught them four new words one day, they would forget three of the words the next day. There were pupils who recognized the written or oral form of the word, but could not produce the word meaning without guidance from the teacher.

Other educators have noticed similar problems about word recall in second language learners. Takac (2008) claimed that when new information is obtained, if conscious effort is not taken on the part of the learner to retain it, most of the new input will be forgotten immediately. One of the reasons given for this phenomenon is the non-linear, incremental nature of vocabulary acquisition. Knowledge of a lexical item encompasses multiple dimensions, which are phonological, orthographic, morphological, syntactic, and semantic. As such, it is generally accepted that fully learning a word is a highly complex task (Graves, 2006). Additionally, another factor that affects vocabulary recall is the complexity of word knowledge. In a study on the effects of word complexity on second language (L2) vocabulary learning, Rosa and Eskenazi (2011) showed that L2 students found it easier to learn words with two or fewer word senses than those with three or more word senses. As could be seen from the investigations of various researchers, word learning is a difficult process and English language learners find it a potential stumbling block to their language learning. One of the factors that makes word learning hard is that a word may have different meanings in other contexts. Hence, teachers need to help their pupils to be able to grasp the meaning of the word accurately by aiding them to comprehend the word in several contexts.

This research aims to achieve the following objectives: (a) to investigate the effects of using vocabulary journals on pupils' vocabulary learning and (b) to investigate the effects of vocabulary journals on pupils' participation in learning vocabulary.

The research questions formed are as follows: (a) What are the effects of using vocabulary journals in facilitating the pupils to learn vocabulary? and (b) How does using vocabulary journals affect the pupils' participation in learning vocabulary?

### D. Literature Review

#### 1. *English Language Learners (ELLs)*

A large proportion of students learning English in Malaysia are ELLs. The term ELL refers to students who come from homes where English is not their native language and who require further instruction in English to improve their proficiency (August & Shanahan, 2006). Data from international assessments have shown that many students in Malaysia fit the characteristics of ELLs. In the 2009 exercise of the PISA assessment, 44% of Malaysian students had a below minimum proficiency level in reading, compared to the OECD average of 19% (Ministry Of Education, 2013).

Most students in Malaysia are exposed to English as a second language only when they come to school. Students, especially those in semi-urban and rural areas, think of English as a foreign language as it is not their native language and do not use them in their daily lives (Yamat, Fisher & Rich, 2014). Pupils who have both of these characteristics fall under the classification of ELLs.

#### 2. *Vocabulary Journal*

Fisher and Frey (2008) highlighted the following sequence in the use of vocabulary journals: (1) introduce, (2) define, (3) discuss, and (4) apply. The sequence allows ELLs to work with their vocabulary. The format of the vocabulary journal can be determined by the teacher to suit the particular context and needs of the content area. For example, a journal in an English as a second language classroom may have sections divided according to word classes. Vocabulary

journals are typically used to record vocabulary, student-friendly definitions and visual representations for each term (Larson, Dixon & Townsend, 2013). Teachers can include features such as a word index or examples of usage in different contexts.

The inclusion of student-friendly definitions in vocabulary journals makes the task of word learning more effective. Graves (2006) emphasized that definitions are a staple in all effective vocabulary instruction. However, traditional dictionary definitions are often too complex for ELLs to decode and thus, are not very helpful to many students. By contrast, student-friendly definitions are phrased using everyday language and provide examples of how the word is used (Yopp et al., 2009). By incorporating student-friendly definitions, vocabulary journals make the task of word learning less daunting and more approachable.

Vocabulary journals also have visual representations of vocabulary, which are included in the form of drawings made by pupils. Experts have found visual representations to demystify the retention process and improve the students' comprehension. For example, Graves et al. (2013) recommended using pictures to raise interest and improve retention of vocabulary in pupils' memories. Phillips (2005) referred to drawings as a graphic language, and that children use drawings to record understandings and reconstruct ideas. As children find it easier to express meaning and form concrete understanding by making mental images and drawing them, this feature of vocabulary journals makes it useful as an effective vocabulary instruction strategy for primary-age learners.

Furthermore, vocabulary journals help to provide a more authentic experience for ELLs in the area of building word knowledge. A learning experience is authentic when it involves contexts and concepts that are relevant to the learner (Authentic Learning, 2013). Vocabulary journals build on previous concepts familiar to the learner and lets pupils to make changes to existing information, effectively making it an archive of vocabulary. Larson et al. (2013) emphasized that pupils can revisit the journal to add new information about previous words, such as new nuances and contexts. Pupils can refer to, make additions, and revise the content of the journal as they progress through stages of word learning, making it a personal experience unique to every individual. As the pupil adds to the pages and sections, the vocabulary journal authentically grows in proportion to the pupil's word knowledge.

The format of the vocabulary journal that the researchers used included student-friendly definitions, visual representations, and writing sentences; each template had spaces for four words. Additionally, the researchers included the feature of window flaps to make the journal more interactive.

### 3. *Underpinning Theories*

#### a. Zone of Proximal Development

The zone of proximal development (ZPD) is defined as the area between the child's current developmental level as determined by independent problem solving and the level of development that the child could achieve through adult guidance or in collaboration with more capable peers (Vygotsky, 1978). For example, a learner is unable to achieve tasks beyond his current knowledge on his own. However, when working together with a teacher or person of higher knowledge, the learner would be able to achieve those tasks. Woolfolk (2010) described the ZPD as dynamic and changing, influenced by the interactions between the teacher and learner. The learner's role is to construct understanding by making connections between prior knowledge and new knowledge obtained by current experiences. The teacher's role is more significant as it is he/she who guides the learner to achieve deeper understanding.

One of the common applications of the ZPD is in the concept of instructional scaffolding. Instructional scaffolding refers to the technique of changing the level of support given to learners when solving a problem or a task. The scaffold is given so that learners will be able to concentrate on building understanding and completing the task (Woolfolk, 2010). Research has already proven that instructional scaffolding has a significant positive impact on the acquisition of literacy among young learners, helping them to become more skillful, independent and competent (Burch, 2007). Initially, the teacher or more skilled person might do most of the work, but as the learner grows more competent, the scaffolding is withdrawn. The most important function of the scaffolding is to keep the learners in the ZPD (Schunk, 2008). When too much scaffolding is given, it will cause over-dependence in learners and put a stop to

the process of independent mastery. The idea is that instructional scaffolding acts as a purely supportive structure, with the learner in charge of his or her own learning process.

#### b. Explicit Instruction

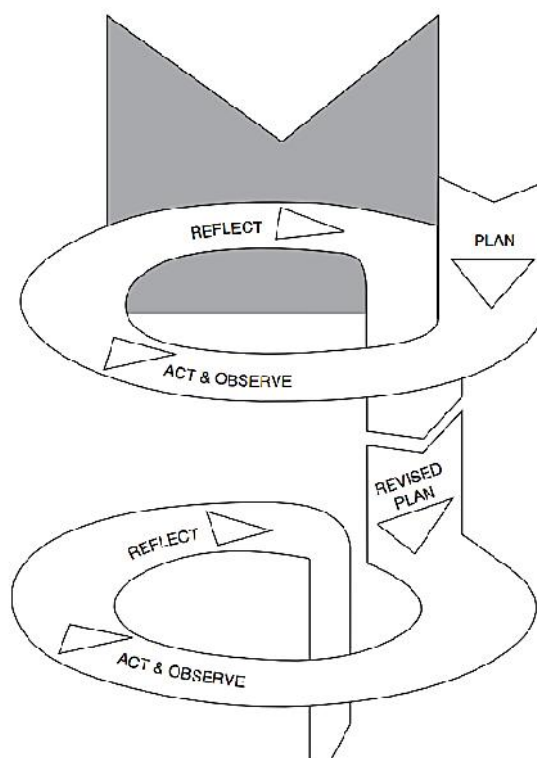
Archer and Hughes (2011) explained explicit instruction as an unambiguous and direct approach to teaching. The instructor provides a specific outline of learning goals for the student, teaches the lesson content through clear and direct explanations (Jenkins, 2012), and supports student practice until the learning goals are achieved. Elements of explicit instruction include focusing instruction on critical content and helping students to organize knowledge (Archer & Hughes, 2011). Teachers can teach important skills, concepts, and vocabulary to meet the instructional needs of their students. Additionally, teachers can help students organize knowledge in ways that help them to better understand connections between concepts.

It is important to teach vocabulary explicitly to English language learners in order to supplement their vocabulary learning. Experts tell us that many students who need to develop their vocabulary do not read widely enough to do so. For example, Hanson and Padua (2011) stated that students who read less learn far fewer words than those who are active readers. Graves et al. (2013) emphasized that instruction incorporating explicit teaching is more powerful than traditional instruction. The research has spoken—explicit instruction undeniably has positive implications for language learning. Students who do not spend time reading independently need explicit vocabulary instruction to improve their vocabulary.

### E. Methodology

#### 1. Research Design

In this action research, the researchers applied Kemmis and McTaggart's (2008) action research model which involves four stages in a spiral cycle: (1) planning, (2) acting, (3) observing, and (4) reflecting (see Figure 1).



**Figure 1.** Kemmis and McTaggart's action research model. Obtained from N. K. Denzin & Y. S. Lincoln, *Strategies of qualitative inquiry*, 3<sup>rd</sup> edition (2008).

In this model, the researchers began by devising a plan of action based on the premise that improvement or change was desired (Cohen, Manion & Morrison, 2011). It was that the researchers were seeking to improve on their existing practice, or to find a way to solve the problem. The plan of action was carried out and its effects monitored by the researchers. As new data started coming in from the implementation, the researchers reflected on and

evaluated the effect of the action plan. The general plan was then revised in light of the new information obtained and the second cycle was carried out accordingly; and so the spiral continued.

The idea behind the action research model is that the researchers were encouraged to investigate what was happening in their classrooms in an organized and systematic way. Kemmis and Mc Taggart (2008) described their spiral model as a deliberate process through which people aim to transform their practices through a spiral of cycles of critical and self-critical action and reflection. A lot of critical reflection and evaluation is needed to refine a plan or strategy before it becomes really efficient and effective; hence the spirals shape of the model that implies a repeating cycle. The spirals cycle was helpful for the researchers to guide them through the repeating steps of the model and incorporate improvements from previous plans to form better ones.

## 2. *Research Participants*

The participants of this research were from Sekolah Kebangsaan Montfort in the town of BatuPahat in the state of Johor in Malaysia. They were from a class of Year Five pupils. There were 27 pupils in the class, all of which were males as it is an all-boys school. The class was ranked second overall in the year, meaning that their English proficiency ranged from low to moderate, with one or two outliers of exceptional aptitude.

All of the participants spoke Malay language as their native tongue. The researchers chose to focus on this particular group as the researchers were most interested in the pupils' opinions about the vocabulary journal and how it would affect their vocabulary learning and their participation in the learning of it.

## 3. *Technique of Data Collection*

For this research, the researchers used two qualitative data sources and one quantitative data source. The qualitative data sources are semi-structured interview and pupils' work. The quantitative data source is teacher-made pre-vocabulary test and post-vocabulary test. The idea behind this is that the blending of both qualitative and quantitative methods would provide a more thorough understanding of the research problem than a single type of method by itself.

## 4. *Instruments*

### a. *Data Collection Methods*

#### 1) *Pre-Vocabulary Test and Post-Vocabulary Test*

The instrument of pre-vocabulary test and post-vocabulary test was a quantitative data source. Teacher-made tests are used to measure the impact of the proposed strategy on participants' performance (Mills, 2007). The test the researchers created consisted of 15 questions. The researchers administered the pre-vocabulary test in the first week of the research before the action, and the post-vocabulary test in the fourth week after the action. In order to see if the vocabulary journals had any significant impact on the participants' vocabulary development, the same test was used for both times. The results of both tests were then tabulated and analyzed to compare the scores of participants before and after the implementation of the action.

#### 2) *Pupils' Work*

When pupils create a document as a product of learning, these documents fall under the categorization of pupils' work (Curtis, Dempsey & Shambough, 2010). Pupils' work is commonly used as a data source in action research as they are a rich source of qualitative data. Goh (2012) endorsed pupils' work as strong evidence in action research, useful for demonstrating the developments in pupils' understanding. The wonderful aspect about pupils' work is that pupils will inevitably create them as a natural by-product of learning, and therefore this data source requires only that the teacher keep samples of it for analysis.

In the research, pupils' work consisted of the vocabulary journals the pupils had created. The researcher/teacher created the books by folding 5 pieces of A4 paper in halves and then stapling them together. The template of the vocabulary journal was created using Microsoft Word. The format of the template included window flaps, pupil-friendly definitions, example of sentences, and visual representations. The researcher/teacher distributed these templates the day before the lesson that she planned to use the journals. Pupils cut out the templates and then

pasted them into the makeshift books in readiness for the next day's lesson. A total of six participants' vocabulary journals were used in the data analysis.

### 3) Semi-Structured Interview

One-on-one interviews are a common qualitative data source used in action research (Creswell, 2012). The advantage of interview is that they allow participants to give detailed information in a specific area, which is helpful for the researcher to answer a specific question in their research. However, researchers need to phrase questions correctly so that they can get the information they really need (Mills, 2007). It is recommended to use an interview guide to prevent veering off-topic and also to record the interview to accurately capture participants' responses.

The researchers used the interview method because they wanted to obtain information about the perceptions of the participants towards the effects of vocabulary journals on their learning and participation. The researcher/teacher carried out individual interview in a semi-structured format with three of the participants. Before carrying out the interview, they obtained consent from the participants. The interview followed a formal style and an interview guide was used, though sometimes the researcher/teacher asked a few additional questions when appropriate. In order to put the interviewees at ease, the interview was carried out in an informal setting which was the classroom. In addition, the researcher/teacher used smartphone to record the interview for the purpose of transcription and decoding.

#### b. Data Collection Procedures

A number of actions were taken while implementing vocabulary journals among the participants. The researcher/teacher implemented the plan of action over a period of three weeks. In the first week, the researcher/teacher conducted the pre-vocabulary test and introduced the pupils to the vocabulary journal. The researcher/teacher explained about the purpose of the vocabulary journal and informed the class that they would be using the journal during the reading lesson. The vocabulary journal was used in the pre-reading stage of reading lessons to pre-teach vocabulary that would appear in the reading text. The researcher/teacher conducted a total of three reading lessons using vocabulary journal as part of the pre-reading stage. A total of 15 words were taught (i.e., five for each week) in action phase. All of the words were action words under the verbs word class.

Before starting the action of the vocabulary journal, the researcher/teacher had to make sure that the pupils knew what they were about to do. To her knowledge, the pupils had not been exposed to journal writing in any form before this. Therefore, the researcher/teacher took care to introduce the journal using simple explanations. She drew the format of the journal on the whiteboard as part of the explanation. The researcher/teacher also gave clear instructions to the pupils on how to cut and paste the templates correctly, and prepared spare templates in case of mistakes. As part of the introduction, she prepared a sample of the vocabulary journal and showed it to the pupils.

The time allocation for filling in the vocabulary journals was approximately 15 minutes after pre-teaching the vocabulary for a reading lesson. At first, the researcher/teacher guided her pupils through a detailed step-by-step process to complete a few entries in the journal. After the first time, pupils quickly grasped the format of the journal and were able to complete it without any instructions. Still, she made sure to circulate an example of a completed journal (with different vocabulary) for pupils who were slower on the uptake.

As pupils were filling in the journal, the researcher/teacher walked around the classroom and facilitated the process. For each entry, the pupils had to fill in five words, each with a pupil-friendly definition, a simple line drawing and one sentence. The researcher/teacher usually discussed the definitions with her pupils and wrote them on the whiteboard for their reference. Pupils were always encouraged to draw representations of the word based on their own mental images. When pupils asked the researcher/teacher questions about how to write sentences or make drawings, she provided some suggestions to facilitate their thinking process.

The researcher/teacher also observed other pupils who were quieter, but nevertheless needed some form of scaffolding. She approached them and asked them leading questions so that they would be able to connect the word meaning to their prior learning. To fulfill her role as facilitator, the researcher/teacher made sure never to provide the pupils with direct answers.

She usually allowed 15 minutes for pupils to complete the journal before collecting them and proceeding with the rest of the lesson.

In the next lesson, the researcher/teacher returned the journals to her pupils. She instructed her pupils to exchange journals with partners sitting near them and check the journals for any blank spaces. If they found blank spaces in the journals, pupils would mark them with an "X". The journals were then be returned to their owners, who were given 10 minutes to fill in the blank spaces. During this time, other pupils could re-read, make corrections, revise, or add to previous entries if they wished.

### 5. *Technique of Data Analysis*

The data obtained through research is organized into two types which are quantitative and qualitative data. For quantitative data, the information is presented through method of descriptive statistics. Descriptive statistics does not make any inferences and predictions, but is concerned only with the description and presentation of numerical data (Cohen, Manion & Morrison, 2011). Data is presented as mode, mean, median, and standard deviation.

Qualitative data is presented in narrative, descriptive, and non-written forms. Sources of qualitative data include field notes, maps, journals, surveys, and et cetera. Analysis of such data involves going through a large quantity of language and images recorded in the data sources with a fine-tooth comb to locate information of interest. Creswell (2012) viewed the analysis of quantitative data as a process that requires the researcher to understand how to make sense of text and images in order to form answers to the research questions. The researchers did so by organizing the data according to themes, summarizing the findings, and interpreting the data.

## F. Findings and Discussion

### 1. *Findings*

#### a. Pre-Vocabulary Test and Post-Vocabulary Test

The mode of the pre-vocabulary test is 53, the mean is 42.17 and the median is 43.5 (see Table 1). In the post-vocabulary test, the mode had increased to the figures of 73 and 100, the latter of which is the maximum value. From this, the researchers concluded that more participants had achieved a maximum score on the post-vocabulary test compared to the pre-vocabulary test. The median score increased from 43.5 to 76.5 and the mean score increased from 42.17 to 77.67, which indicate that on average participants scored better in the post-vocabulary test.

**Table 1** *The mode, mean, median, and standard deviation*

Test	Mode	Mean	Median	Standard Deviation
Pre-vocabulary test	53	42.17	43.5	10.74
Post-vocabulary test	73, 100	77.67	76.5	22.21

The standard deviation tells us the shape of the distribution in the data set, and how close the individual data values are from the mean value. A large standard deviation would imply that the scores of participants tend to stray far from the mean score. The value of the standard deviation increased from 10.74 to 22.21, which implies that the distribution of scores between participants has become wider in the post-vocabulary test. From this, the researchers concluded that some participants were able to benefit more from the vocabulary journal compared to other participants.

#### b. Pupils' Work

The participants' journal entries showed that pupils had a good understanding about the meaning of the words. This could be seen through the illustrations they made to help them remember the meanings of the words. For example, for the word "punch" participants drew a picture of a fist hitting the face of a person (see Figure 2). It was obvious from their drawings that the participants understood the meaning of the word quite well. In another instance, for the word "knock" participants drew the picture of a hand knocking on the door (see Figure 3). The drawings among the participants were different according to their own styles, but all of them showed a common factor of comprehension.



Figure 2. Drawings by (from left to right) P1, P2, and P3 for the word “punch”.

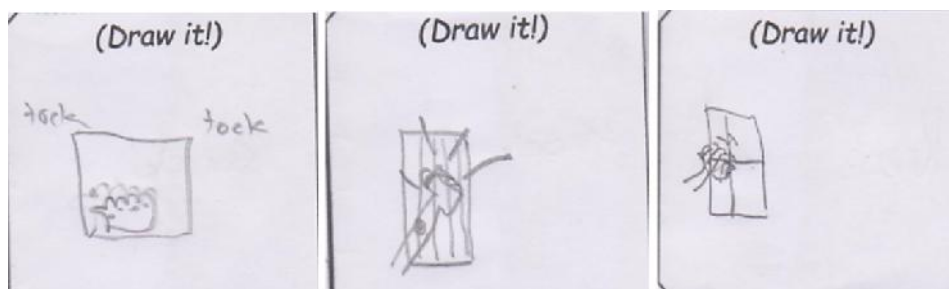


Figure 3. Drawings by (from left to right) P4, P5, and P6 for the word “knock”.

The pupils’ entries in the journal showed that they enjoyed drawing simple illustrations of words they had learnt (see Figures 2 and 3). They did not copy the pictures from a source, but were able to draw images from their own imagination. This was evidenced by the variety in drawing styles and high level of personalisation to the drawings.

The participants’ journal entries showed that they were able to grasp the context of the vocabulary and use it to some extent in their writing. This could be observed through the sentences that they wrote. For example, P5 wrote the sentence “*I yawn [yawn] before sheep [sleep]*” and P4 the sentence “*I [was] very tired. I yawn [yawned].*” for the word “yawn” (see Figure 4). The pupils had understood that yawning was a symptom of being tired and wanting to sleep.

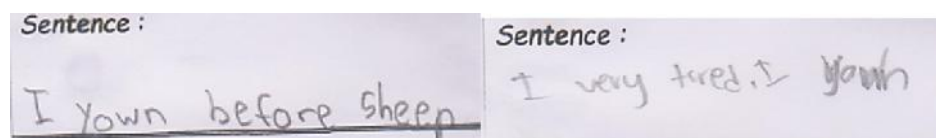


Figure 4. Example sentences by P5 and P4 for the word “yawn”.

However, P1 and P3 were not able to display any knowledge of being able to use the vocabulary they had learnt in the correct context. P3 did not write anything into the space provided for writing sentences, while P1 merely copied down the vocabulary again.

#### c. Semi-Structured Interview

All the responses from the interviewees were recorded and transcribed in order to facilitate the process of coding the information. The perceptions of the pupils about the effects of the vocabulary journals toward their learning and motivation were interpreted through the content analysis of their responses. For the coding of the data, the researchers classified the participants’ responses according to two themes which would help them to answer the research questions they had set.

##### 1) Effects on Vocabulary Learning

All of the participants agreed that the vocabulary journals helped to improve their vocabulary learning (see Table 2). For example, in answer to the question “Did the vocabulary journal help you to learn vocabulary?”, all three participants answered with a firm “Yes.” This showed that the participants felt strongly that the journals had a positive impact on their vocabulary learning.

**Table 2** Participants' responses to interview question 1

Question	Did the vocabulary journal help you to learn vocabulary?
P1	Yes.
P2	Yes.
P3	Yes.

The participants were able to provide some reasons for how the vocabulary journal had helped them (see Table 3). P1 said this: "*Melukis, member maksud dan membuat ayat. (Drawing, giving the meaning, and making sentences.)*" Participant 2 said this: "*Boleh melukis, boleh membuat ayat, dan boleh membuat maksud. (I was able to draw, make sentences, and make definitions.)*" P3 said this: "*Bagi saya melukis, member maksud, membina ayat. (It let me draw, give meanings, and make sentences.)*" The three reasons given were that they could draw, write definitions, and form sentences, and all of them gave the same reasons. Interestingly, the first reason given by the participants was that they could draw illustrations of the vocabulary. The other reasons given were that they could give the meanings of the words and write sentences.

**Table 3** Participants' responses to interview question 2

Question	How did the vocabulary journal help you to learn vocabulary? State 3 ways that it helped.
P1	By drawing, giving definitions, and forming sentences.
P2	I can draw, form sentences, and make definitions.
P3	It let me draw, give definitions, and form sentences.

## 2) Participation

The participants all agreed that the experience of using vocabulary journals made them participate more in learning vocabulary (see Table 4). When asked about the features of the journal that he felt made him interested, P1 said this: "*Boleh melukis, membuat ayat, dan menampal. (I can draw, form sentences, and paste it.)*" Participant 2 answered as such: "*Sebab ia boleh melukis dan ia boleh member maksud. (Because I can draw and write the meaning.)*" P3 said this: "*Sebab ia boleh bagi maksud. (Because I can use it to write down the meaning.)*" Amongst the reasons stated, the elements of drawing and writing the definition were most frequently given by the participants. Other reasons given were that the pupils could paste the templates and to write the meaning of the word (see Table 5).

**Table 4** Participants' responses to interview question 3

Question	After using the journal, are you more interested in using vocabulary?
P1	Yes.
P2	Yes.
P3	Yes.

**Table 5** Participants' responses to interview question 4

Question	Please give me a reason why (the journals helped you to learn vocabulary).
P1	I can draw, form sentences, and paste it.
P2	Because I can draw and write down the meaning
P3	Because I can use it to write down the definitions

The participants listed some common features that they liked most about the journal (see Table 6). P1 stated this: "*Membuatayat, melukis, dan menampal. (I can make sentences, draw, and paste.)*" P2 said such: "*Ia ada warna, ia boleh ditampal, dan boleh membuat ayat. (It's colourful, can be pasted, and I can make sentences.)*" P3 said this: "*Melukis, member maksud dan menulis ayat. (Drawing, giving definitions, and writing sentences.)*" From their responses, the most popular features of the vocabulary journal were found to be that participants were able to write sentences and draw simple illustrations of vocabulary.

**Table 6. Participants' responses to interview question 4**

Question	Please tell me three things that you like about the journal.
P1	I can make form sentences, draw, and paste it.
P2	It's colourful, can be pasted, and I can make sentences.
P3	Drawing, giving definitions, and writing sentences

## 2. Discussion

### a. Research Question 1: What are the effects of using vocabulary journals in facilitating the pupils to learn vocabulary?

Overall, the vocabulary journals had a positive impact on the pupils' vocabulary learning. The researchers believed the journals helped the pupils to learn vocabulary more effectively. The positive impact of the vocabulary journals was shown through the pre-vocabulary test and post-vocabulary test. All of the participants' scores saw an increase in the post-vocabulary test, proving that the journals were definitely of assistance, however slight, in their vocabulary learning. The results are supported by the statements of P1, P2 and P3 who affirmed that the vocabulary journals helped them to learn vocabulary in their interviews.

The characteristics of the vocabulary journals such as having segments to draw simple illustrations, record student-friendly definitions, and write sentences were found to promote the learning of vocabulary among the participants. This was corroborated by P1 who stated that drawing, giving word meanings, and writing sentences were helpful in learning vocabulary. The findings of the study are supported by Graves et al. (2013) who argued that instruction with both definitional and contextual information is more effective than instruction with only one type of information.

Drawing simple illustrations seemed to be especially helpful for vocabulary learning. This could be observed from the interviews where drawing simple illustrations was the first, immediate response given by all participants asked to list helpful aspects of the journal. The total agreement of the participants concerning the usefulness of illustrations tallies with Gangwer's (2009) claim that most pupils are visual learners, and thus would benefit from visual learning.

The vocabulary journals were found to promote a deeper understanding of the context in which the vocabulary should be used as evidenced by analysis of the pupils' work. Pupils consistently used the words in the correct contexts when writing sentences for the vocabulary they had learnt. This could be related to the fact that they could refer to their personal drawings for understanding. The claim was verified by Phillips (2005) who asserted that children use drawings to record understanding and reconstruct ideas.

However, the effect of the vocabulary journals seemed to vary according to the pupils. The standard deviations of the pre-vocabulary test and post-vocabulary test saw a marked increase from 10.74 to 22.21. This meant that the range between the scores of the participants in the post-vocabulary test had widened. From this, it would appear that the vocabulary journals had a better effect on some of the participants' vocabulary learning compared to others. Another perspective would be that a number of the participants did not find the journals as helpful to their vocabulary learning.

### b. Research Question 2: How does using vocabulary journal affect the pupils' participation in learning vocabulary?

The vocabulary journal was found to increase the pupils' participation in learning vocabulary. From their interview responses, all the participants stated that they liked the experience and found it enjoyable. The authentic experience of being able to add new information and personalize the journal seemed to have successfully attracted the participants to learn vocabulary. The findings are supported by Hiebert and Kamil (2005), who stated that seeing vocabulary in the rich contexts provided by authentic texts rather than in isolation was one of the characteristics of instruction that produced robust vocabulary learning.

### G. Conclusion

After using the vocabulary journals for a few weeks, all the pupils found that they were able to learn new vocabulary better. This was evidenced by the improvement in their test scores and fairly consistent use of the words in accurate contexts. However, the effect of the vocabulary journals does not appear to be uniformly good for all pupils. In addition, the pupils also became more enthusiastic about the learning vocabulary compared to before the action when they participated more in the lessons. To conclude, vocabulary journals could help the pupils to learn vocabulary better and increase their participation in learning vocabulary.

### H. Suggestions for Future Research

This research was conducted using only one type of word which was verbs. For further studies, researchers could investigate the effects of using vocabulary journals to teach other word classes such as adjectives, nouns, and adverbs. This would make the findings of the research more complete in terms of verifying the effects of the vocabulary journals toward learning vocabulary from various word classes.

Additionally, researchers could use other data collection methods to increase the validity and reliability of the findings. For an instance, questionnaires could be used to gain more definitive opinions from the pupils about how the vocabulary journals helped them to learn vocabulary. The questions used in the interview were also incomplete as participants were not asked to share their opinions concerning several important aspects of the effects of the journals, such as how writing student-friendly definitions helped to increase understanding. Further research in this area could include such questions, so that a better picture of the vocabulary journals' effects could be obtained.

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