Analisis Kalimat Tanya Pada Percakapan Dalam Novel " Pride And Prejudice" Karya Jane Austen

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ABSTRACT-*This research belongs to a study on translation. It deals with a work to search the accuracy of the translating of question words sentences from English into Indonesian. The study was aimed (1) to describe the translating of kinds of question words sentences in" Pride and prejudice novel by Jane Austen" and (2) to suggest some alternative renderings for the inappropriate ones.The method of the research was descriptive in nature. The data were collected from an English novel and its Indonesian translation, using observation-documentation method. The total number of the data was 50 question words sentences. The data analysis was conducted by the use of the method of intra lingual matching.The result of the data analysis showed that among 40 sentences of all kinds of question words sentence that appear from page 4-70(from chapter 1- chapter 16), 40 sentences of question words of them were appropriately translated, and only 10 sentences of question words of them were inappropriately rendered in Indonesian. Finally, it can also be concluded that the question sentence equivalent analysis of the conversation in the Pride and Prejudice Novels are categorized as a translation which has high equivalent degree. Translation will has high equivalent if translator understand not only concern about how to translate from SL to TLbut also must notice about the language aspects.*
Keywords: *analysis, question words sentences, Novel.*

Penelitian ini termasuk dalam penelitian terjemahan. Penelitian ini berkaitan dengan sebuah karya untuk mencari keakuratan menerjemahkan kata-kata pertanyaan dalam kalimat dari bahasa Inggris ke bahasa indonesia. Penelitian ini bertujuan untuk: 1) Mendeskripsikan jenis kalimat pertanyaan yang diterjemahkan dalam "novel Pride and Prejudice karya Jane Austen" dan (2) Bagaimana analisis kesepadanan kalimat tanya yang terdapat dalam percakapan novel" Pride and Prejudice" karya Jane Austen. Metode penelitian ini bersifat deskriptif . Data dikumpulkan dari sebuah novel berbahasa Inggris dan terjemahan bahasa Indonesianya, dengan menggunakan metode dokumentasi observasi. Hasil penelitian menunjukkan ada 50 data yang merupakan kalimat tanya Analisis data dilakukan dengan menggunakan metode pencocokan intra lingual. Hasil analisis data menunjukkan bahwa di antara 40 kalimat dari semua jenis kalimat yang muncul dari Halaman 4-70 (dari bab 1- bab 16), di antaranya diterjemahkan dengan tepat dan berterima, dan hanya 10 kalimat dari kalimat tanya yang tidak berterima dalam terjemahan kedalam bahasa Indonesia.Akhirnya, dapat disimpulkan bahwa analisis kesepadanan kalimat Tanya dalam nover

Pride and prejudice karya Jane austen dikategorikan sebagai terjemahan yang mempunyai tingkat kesepadanan tinggi. Terjemahan akan mempunyai tingkat kesepadanan tinggi jika penerjemah memahami aspek-aspek kebahasaan tidak hanya tertumpu pada pengalihan bahasa saja.

I. PENDAHULUAN

Dewasa ini novel-novel terjemahan semakin marak terutama novel-novel dari barat. novel-novel tersebut mendapat tempat tersendiri di kalangan para pembaca novel. Sehingga tidak mengherankan bila sekarang ini semakin banyak orang yang menekuni profesi sebagai penerjemah. Adanya novel-novel terjemahan tersebut sangat membantu para pembaca, karena untuk membaca langsung dari teks bahasa Inggris akan menimbulkan kesulitan tersendiri dalam mencerna dan memahami.

Problema dalam penerjemahan meliputi bermacam-macam aspek, salah satu di antaranya berkaitan dengan ihwal pencarian padanan. Hal tersebut dinyatakan oleh Catford (1974:21) bahwa *The central problem of translation practice is that of finding TL translation equivalents*. Pendapat Catford di atas merujuk pada kenyataan bahwa masalah pokok dalam kegiatan menerjemah ialah menemukan padanan setepat mungkin sesuai dengan pesan yang terkandung dalam teks bahasa sumber (selanjutnya disebut BSu), dan padanan yang dihasilkan harus memenuhi kaidah bahasa sasaran (selanjutnya disebut BT).

Dalam menerjemahkan, seorang penerjemah harus memperhatikan kualitas terjemahannya.Penerjemahan bukan hanya sekedar mengalihkan makna dari Bsu ke BT, namun lebih dalam lagi seorang penerjemah harus memperhatikan juga berbagai aspek yang ada dalam teks seperti, bagaimana kesepadanan maknanya, konteks dan budayanya. Sehingga seorang penerjemah selain menguasai dua bahasa, masih diperlukan pengetahuan lain yang mendukung dalam hal ia menterjemahkan.

Teks novel mengandung konsep bahasa dan muatan budaya yang berbeda, yang memerlukan pengetahuan dan analisis yang tajam. Sebagian besar teks novel adalah percakapan, yang tentunya banyak terdapat jenis-jenis kalimat seperti kalimat perintah, kalimat tanya dan lain – lainnya. Dalam percakapan tidak lepas dari unsur bertanya dan menjawab, di sini peneliti akan memfokuskan pada penerjemahan kalimat tanya pada percakapan dalam novel Pride and prejudice Karya Jane Austen.

Setelah dikaji, kalimat tanya dalam bahasa Inggris terdapat beberapa jenis, tidak hanya *yes no-question atau wh- question*. Dalam *yes no-question* sendiri ada beberapa macam seperti declarative question, tag question, serta kalimat tanya dengan menggunakan modals. Pada bahasa Indonesia juga terdapat berbagai jenis, yang perlu diperhatikan disini adalah ada

beberapa kata tanya dalam bahasa Inggris yang berbeda penggunaannya dengan bahasa Indonesia. Pada penerjemahannya dalam bahasa Indonesia, tidak jarang terdapat perubahan struktur ataupun perubahan makna kalimat. Berikut beberapa contoh kalimat tanya yang diambil dari novel Pride and Prejudice:

1. Have you heard that netherland park is let at last? Artinya, Sudahkah kau mendengar bahwa netherland park akhirnya disewa orang?
2. Do not you want to know who has taken it? Artinya,Tidak kah kau ingin mengetahui siapa gerangan pembelinya?
3. Is that his design in setting here? Artinya,Apa memang tujuanya bermukim disini?
4. Is he married or single? Artinya, Sudah menikah atau masih bujangan?
5. How so? How can it effect them? Artinya, Kenapa begitu? Bagaimana itu bisa mempengaruhi mereka?

Bentuk – bentuk kalimat tanya di atas adalah yes no-question. Pada contoh kalimat 2. Do not you want to know who has taken it?, ada penghilangan makna kata dari do, yang mempuyai makna apakah. dan kalimat ke 3 Is that his design in setting here? Kalimat tanya tersebut diterjemahin apa. Pada kalimat '4. Is he married or single?' yang berbentuk kalimat tanya diterjemahkan kedalam bentuk deklaratif yang berfungsi sebagai kalimat tanya. Kata How so dan pada kalimat nomor 5 tidak dimaknai dengan bagaimana. Pada kalimat nomor satu merupakan yes no-question, namun menggunakan modal auxilary.

7. What're you doing ? Sedang apa ?
8. What're you doing ? Kamu sendiri ngapain ?
9. What's she on about ? Bicara apa dia ?
10. what is his name? Siapa namamu?

Contoh - contoh diatas adalah kalimat tanya *Wh-question* yaitu pertanyaan yang membutuhkan jawaban informatif. Penerjemahan pada kata tanya what tidak selalu dimaknai dengan apa, atau *kata how* tidak mesti dimaknai dengan bagaimana. Dalam bahasa Indonesia sendiri kata tanya 'bagaimana' tidak multifungsi seperti kata tanya how dalam bahasa Inggris yang bisa digunakan untuk menanyakan jarak, jumlah, lama waktu, usia dan lain sebagainya. Sebagai contoh kalimat *how old are you* ? dalam bahasa Indonesia diterjemahkan menjadi 'berapa umur kamu?', kata *how* tidak dimaknai dengan 'bagaimana'.Gaya bahasa merupakan satu dianatara ciri khas pengarang untuk mengungkapkan perassaanya yang akan membedakan antara pengarang yang satu dengan pengarang yang lainya.

Selain hal-hal di atas, beberapa contoh kalimat berikut ada yang mengalami perubahan makna serta perubahan struktur. Yang perlu diperhatikan dalam penerjemahan kalimat tanya adalah kalimat tanya retoris. Kalimat ini berbentuk kalimat tanya tetapi pada dasarnya bukanlah suatu pertanyaan, disini pembicara mempunyai tujuan lain. Kalimat tanya mengandung daya ilokusi tertentu sehingga tidak semua kalimat tanya merupakan sebuah kalimat tanya yang menanyakan informasi, tetapi bisa jadi kalimat tersebut

mempunyai tujuan atau daya ilokusi lain seperti untuk menyatakan suatu kemarahan, sindiran, saran, indikasi keraguan, perintah dan lain sebagainya. Kalimat tanya retoris terjadi dikarenakan adanya ketidaksesuaian bentuk gramatikal dengan daya ilokusi yang ada dalam kalimat tersebut. Selain hal-hal di atas, beberapa contoh kalimat berikut ada yangmengalami perubahan makna serta perubahan struktur. Yang perlu diperhatikan dalam penerjemahan kalimat tanya adalah kalimat tanya retoris. Kalimat ini berbentuk kalimat tanya tetapi pada dasarnya bukanlah suatu pertanyaan, disini pembicara mempunyai tujuan lain. Kalimat tanya mengandung daya ilokusi tertentu sehingga tidak semua kalimat tanya merupakan sebuah kalimat tanya yang menanyakan informasi, tetapi bisa jadi kalimat tersebut mempunyai tujuan atau daya ilokusi lain seperti untuk menyatakan suatu kemarahan, sindiran, saran, indikasi keraguan, perintah dan lain sebagainya. Kalimat tanya retoris terjadi dikarenakan adanya ketidaksesuaian bentuk gramatikal dengan daya ilokusi yang ada dalam kalimat tersebut. Oleh Larson (1984:234) kalimat retoris ini dikatakan sebagai fungsi kedua dari kalimat tanya.

1. Is that his design in setting here? Apa memang tujuanya bermukim disini?

Pada contoh nomor satu, terjadi pergeseran makna, pada kata d*esign* dan *setiing* yang berarti tujuan dan bermukim sehingga maknanya menjadi berubah.

Berdasarkan uraian dalam latar belakang di atas maka rumusan makalah penelitian ini adalah sebagai berikut:

1. Apa sajakah jenis kalimat tanya yang terdapat dalam percakapan novel" *Pride and Prejudice" karya Jane Austen*
2. Bagaimana fungsi pragmatis kalimat tanya yang terdapat dalam percakapan novel" *Pride and Prejudice" karya Jane Austen.*
3. Bagaimana analisis kesepadanan kalimat tanya yang terdapat dalam percakapan novel" *Pride and Prejudice" karya Jane Austen.*

2. Tinjauan Pustaka

Pada bab ini dibahas sekilas novel Pride and Prejudice dan pengarangnya, pengertian penerjemahan, proses penerjemahan, tipe-tipe penerjemahan, pola dan bentuk-bentuk kalimat tanya, percakapan.

a.   Sekilas tentang novel Pride and Prejudice

Pride and prejudice adalah salah satu novel Inggris yang paling populer sejak terbit pertama kali pada tahun 18 13 hingga saat ini.

Novel ini mengisahkan Darcy, anak muda keturunan bangsawan kaya raya dan memikat banyak perempuan cantik itu, semula ia memandang Elisabeth, yang berasal dari keluarga sederhana, sebagai gadis yang tak menarik lambat laun ia terpesona dan jatuh cinta. Hanya saja Elisabeth tidak menyukai gaya bicara dan kengkuhan Darcy. Elisabeth terlanjur menaruh prasangka dan kebencian pada Darcy sehingga diapun menarik ulur cintanya. Di tambah dengan tindakan Darcy yang sengaja memisahkan sahabatnya dari kakak tersayang, Elisabeth semakin meyakinkan

dirinya bahwa, lelaki yang menyebalkan itu memang tak layak untuk dicintai.

Namun pertemuan kedua mereka telah membuka mata Elisabeth, dan iapun mulai melihat sisi lain dari Darcy, perubahan sikap . menguak kebaikan terpendam Darcy. Maka Muli saat itu benih cinta mulai tumbuh dihati Elisabeth, namun disaat bersamaan Rasa bimbangpun mulai menyergap.Sanggupkah dia mengenyahkan prasangkanya terhadap diri laki-laki itu? Dan akankah cinta itu mekar dan beroleh sambutan dari laki-laki yang pernah dipermalukannya itu? Tetapi Ending cerita dalam novel ini adalah Happy ending yaitu Elisabeth akhirnya menikah dengan tuan Darcy dan Mereka Tinggal di Pemberley.

Sebuah Karya sastra yang memikat, sebuah kisah cinta yang mendebarkan, dengan tokoh-tokoh yang memesona dan terkadang menggelikan. Pride and Prejudice adalah salah satu novel terpopuer dari 9 buku novel terpopuler sepanjang masa yang wajib kita baca.

Jane Austen lahir pada 16 Desember 1975. Awalnya ia menulis puisi, cerita pendek, dan drama yang hanya diperuntukan untuk dirinya sendiri dan keluarganya, lalu ia mulai mencoba menulis novel roman yang dibalut dengan fakta tentang situasi sosial di zamanya. (*Jane austen. Novel terjemahan Pride and Prejudice diterjemahkan oleh susilowati dan sri wahyuni.Penerbit SHIRA Media. Sleman Yokyakarta. 2014*).

b. Pengertian penerjemahan

Nida dan Taber (1982:12) mendefinisikan penerjemahan sebagai berikut:
" *translating consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*".

Penerjemahan merupakan kegiatan menghasilkan penyampai kembali pesan dari bahasa sumber dalam bahasa target dengan padanan yang sedekat-dekatnya dan sewajar-wajarnya sepadan dengan pesan dalam bahasa sumber, pertama-tama dalam hal makna dan kedua adalah gaya. Moentaha (2006:14) yang menyatakan bahwa penerjemahan adalah proses penggantian teks dalam bahasa sumber (BS) dengan teks dalam bahasa target (BT) tanpa mengubah tingkat isi teks.

Menurut Nababan (1999:19-20) bahwa penerjemahan tidak hanya mengalihkan pesan saja tetapi juga bentuk bahasanya, baik penerjemah karya sastra atau penerjemah karya ilmiah perlu mempertimbangkan tidak hanya isi berita tetapi juga bentuk bahasa dalam terjemahan karena pada hakekatnya setiap bidang ilmu mempunyai gaya bahasa dalam mengungkap pesan.

Gagasan para ahli di atas dapat dirangkum dengan pendapat Hatim dan Mason yang memandang terjemahan sebagai.....*an act of communication which attemps to relay,across cultural and linguistik boundaries, another act ofcommunication(which may have been intended for different readersya*. Berdasarkan teori tersebut diatas dapat disimpulkan

bahwa penerjemahan merupakan suatu proses transformasi pesan atau kegiatan mengalihkan pesan secar tertulis dari bahasa sumber ke bahasa target. Penerjemahan juga harus mengutamakan kesepadanan makna pesan yang disampaikan bahasa sumber ke bahasa target.

c. Proses terjemahan

Langkah-langkah yang harus ditempuh penerjemah untuk menghasilkan terjemahan yang dapat mencapai tujuannya secara maksimal adalah sebagai berikut: Langkah pertama adalah mencoba memahami makna yang terkandung dalam naskah sumber. Jadi penerjemah harus menganalisis pesan yang terkandung dalam teks yang akan diterjemahkannya. Ini berarti bahwa penerjemah harus menafsir apa yang dimaksudkan penulis dalam naskah sumber menurut konteks sejarah dan budaya aslinya.

Memang semua usaha menerjemahkan adalah usaha menafsir, sebab setiap kata, frasa, kalimat, alinea harus ditafsir lebih dulu sebelum dapat dialihkan ke dalam bahasa sasaran. Sebab, tafsiran tidaklah lain daripada usaha memahami makna yang terkandung dalam ungkapan atau kalimat yang akan kita terjemahkan. Taber (1978:131) menegaskan bahwa tugas menerjemahkan adalah tugas menafsirkan
"*For interpretation is no more than the effort to assign a meaning to a message. Understanding is an instance of interpretation in which the right meaning is assigned, that is the meaning intended by the author ... The goal, then, is not to avoid interpretation, but to ensure the soundest possible interpretation and to avoid illegitimate, undigorous, tendentious interpretation*"Artinya, Dalam menganalisis teks yang akan diterjemahkan, analisis transormasi Dalam menganalisis teks yang akan diterjemahkan, analisis transormasi (transformational analysis) sangat membantu. Umumnya kalimat-kalimat majemuk berganda yang panjang-panjang harus dianalisis struktur lahir dan struktur batinnya untuk memperoleh kalimat-kalimat inti. Yang juga sangat bermanfaat dalam analisis teks adalah kategori semantik: Unsur (*participant/object*), Peristiwa (*event*), Abstrak (*abstract*), dan Hubungan (*relational*).

Setelah naskah sumber dianalisis secara cermat, langkah kedua adalah mengalihkan unsur-unsur yang terkandung di dalam makna bahasa sumber ke dalam bahasa sasaran. Kemudian, langkah ketiga dan terakhir, unsur-unsur yang sudah dialihkan tadi disusun kembali menurut kosa kata, tata bahasa, dan stilistika yang umum dan wajar dalam bahasa target.

Pada saat kegiatan penerjemahan berlangsung terjadi suatu proses yang ada dalam benak penerjemah sehingga ia mampu menghasilkan terjemahan. Proses penerjemahan merupakan serangkaian tahapan yang harus dilalui oleh penerjemah untuk bisa sampai pada akhir (Machali, 2000: 9) Hal yang sama juga diungkapkan oleh Nababan (1999:24) mendefinisikan bahwa proses penerjemahan adalah serangkaian kegiatan yang dilakukan oleh seorang penerjemah pada saat dia mengalihkan bahasa sumber ke dalam bahasa

sasaran, menurutnya ada 3 tahap proses penerjemahan, yaitu:
1) Analisis teks bahasa sumber
2) Pengalihan pesan.
3) Restrukturisasi

Ketiga tahap proses terjemahan di atas dapat dijelaskan sebagai berikut. Pada tahap analisis (1), penerjemah menganalisis teks bahasa sumber yang diantaranya melihat bagaimana struktur kalimat dan kata-kata yang digunakan. Tahap Transfer (2) merupakan proses pengalihan makna dari yang masih dalam bentuk konsep. Dan pada tahap restrukturisasi(3) penerjemah melakukan penyesuaian agar makna yang akan dialihkan menjadi tepat. Proses terjemahan akan dipaparkan secara rinci berikut ini:
1) Analisis teks bahasa sumber

Yang pertama kali dilakukan oleh seorang penerjemah dalam tahap penganalisisan teks bahasa sumber adalah membaca teks tersebut. Kegiatan membaca teks Bsu dilakukan supaya penerjemah memahami isi teks. Karena tidak mungkin seorang

Nababan,1999: 28) restrukturisasi ialah pengubahan proses pengalihan menjadi bentuk stilistik yang cocok dengan bahasa sasaran, pembaca, atau pendengar. Pada tahap penyelarasan ini seorang penerjemah perlu memperhatikan ragam bahasa untuk menentukan gaya bahasa yang sesuai dengan jenis teks yang diterjemahkan. Penerjemah juga perlu memperhatikan untuk siapa terjemahannya itu ditujukan. Setelah menyelesaikan tahap-tahap analisis pemahaman teks bahasa sumber, pengalihan isi, makna, pesan dalam bahasa sumber ke dalam bahasa sasaran dan penyelarasan, maka penerjemah telah menghasilkan sebuah terjemahan.

d. Kalimat Tanya

Menurut Quirk et al definisi dari kalimat tanya adalah" *as a semantic class which is primarily used to seek information on specific point*"

Kalimat tanya pada umumnya digunakan untuk mendapatkan informasi tentang sesuatu. Dengan kalimat tanya seseorang dapat menanyakan berbagai hal mengenai perasaan, pendapat, tujuan seseorang, kepunyaan dan sebagainya. Dalam hal ini kalimat tanya sangat membantu seseorang untuk mendapatkan informasi yang diinginkannya.

1. Jenis Kalimat Tanya

Ada tiga bentuk kalimat tanya berdasarkan cara menjawabnya menurut Quirk et al yaitu:
¨ Those that expect affirmation or negation, as in 'have you finished the book' YES – NO questions.
¨ Those that typically expect a reply from an open range of replies as in ' what is your name?' or how old are you?' WH-questions
¨ Those that expect as the reply one of two or more options presented in the question, as in' Would you like to go for a walk or stay at home?' ALTERNATIVE questions.
1. Yes – no questions
Yes – no questions adalah pertanyaan yang dapat dijawab dengan "*yes*" atau "*no*" (atau jawaban yang ekuivalen

penerjemah mampu memahami sebuah teks tanpa membaca. Tahap yang selanjutnya dilakukan adalah menganalisis Bsu pada tataran frasa, kata serta kalimat, selain faktor linguistik diatas penerjemah juga harus memahami faktor ekstralinguistik yang terkait dengan sosio budaya teks BT.
2) Pengalihan pesan
Setelah penerjemah dapat memahami makna dan struktur bahasa sumber, maka penerjemah akan dapat menangkap pesan yang terkandung didalamnya Langkah selanjutnya ialah pengalihan isi, pesan, makna, pesan yang terkandung dalam bahasa sumber ke dalam bahasa sasaran. Pada tahap pengalihan ini, penerjemah dituntut untuk menemukan padanan kata bahasa sumber dalam bahasa sasaran secara lisan atau tertulis. Untuk memperoleh terjemahan yang lebih baik yang sesuai dengan tujuan penerjemahan sendiri. Maka terjemahannya perlu diselaraskan.
3) Restrukturisasi

Menurut Kridalaksana (dalam

seperti "yeah" atau "nah," dan "uh huh" atau "huh uh") (Azar, 1992:124). Quirk membagi *Yes no questions* sendiri menjadi beberapa bagian yaitu :
Kalimat tanya dengan menggunakan tobe (*is/am/are, was/were*) dan *auxilary* (Kata bantu: *do/does, did, have/has/had*). Quirk masih membaginya menjadi n*egatif* dan *positif yes no questions* Yes- no questions dengan modal auxilaries.*Tag questions Declaratif questions*
1). Yes-no questions dengan tobe atau auxilary
Azar memberi beberapa contoh yes – no question dengan dua alternative jawaban yaitu jawaban pendek dan panjang:
a. Do you know John Smith?
Yes I do.(I know John smith)
No, I don't. (I don't know John Smith)
b. Are you studying English?
Yes I am. (I'm studying)
No I'm not. (I'm not studying)

Dalam bahasa Indonesia padanan untuk kata tanya dalam Yes-no questions pada contoh diatas adalah 'apakah'. Pola pada Yes - No question yaitu tobe (am, is, are, was, atau were) diletakkan sebelum subyek.
2) *Yes-no questions* dengan modal auxilaries

Selain memakai to be is, am, are, was atau were dan do,does atau have, yes-no questions dapat menggunakan modals seperti may, can, would dan sebagainya. Penggunaan modals dalam bentuk kalimat tanya mempunyai fungsi masing-masing, pada contoh dibawah ini may dan can digunakan untuk meminta izin, must dan have to untuk suatu keharusan, yang umumnya merupakan otoritas pembicara dalam pernyataan dan otoritas pendengar dalam suatu pertanyaan (Quirk).
a. {May/ can } I have leave now? ('Will you permit me…..')
Yes you may / can ('I will permit you…….')
b. Must I / Do I have to leave now ? ('Are you telling me……')
Yes you must/have to ('I'm telling you………')

c. Shall we carry your suitcases? ('Would you like us to….?')
Yes, please do (so)
d. Shall we have dinner? ('Would you like us (includingyou)to…?')
Yes lets.

Azar juga menyatakan bahwa penggunaan modals dalam kata tanya digunakan untuk meminta izin dan meminta bantuan. Untuk kalimat tanya yang menggunakan can, may bisa diartikan 'dapatkah', sedangkan will diartikan 'akankah', dan untuk would bisa diartikan dengan 'maukah atau dapatkah.

3) Kalimat tanya penegas (*Tag questions*)
Kalimat tanya penegas (Tag questions) adalah kata tanya yang ditambahkan dalam suatu kalimat dan letaknya diakhir kalimat dengan menggunakan auxilary verb (Azar 1989: 165)). Contohnya:
Positif Negatif
You know Bob Wilson don't you?
Marry is from Chicago isn't she?
Jerry can play the piano? Can't he?

Dalam bahasa Indonesia tag questions diartikan dengan ungkapan bukan? Kan? Atau betul? Atau begitu kan? Atau ya nggak?.

4) Kalimat tanya deklaratif (*declarative questions*)
Declarative questions serupa dengan leksiko grammatikal untuk deklaratif atau pernyataan tetapi fungsinya adalah sebagai pertanyaan, ini ditandai dengan nada bicara yang tinggi. Sebagai contoh: "*you've got the explosives*?" declarative questions tersebut mengundang verifikasi pendengar untuk menjawab 'yes' atau 'no'.

2. Wh – questions
Menurut James R. Huford) pertanyaan dengan Whquestions mengharapkan jawaban yang lebih informatif. Wh- questions terdiri dari: who, where, what, when ,why, how, which. Quirk membagi Wh-questions menjadi dua yaitu: Positive wh questions dan negative wh-questions.
Where was she born ? (Positive wh questions)
Why don't you shave? (negative wh-questions)
Penyusunan Wh questions dalam sebuah kalimat memiliki kesamaan dan perbedaan tersendiri dengan pola pada yes-no questions. Seperti yang digambarkan oleh Azzar dalam contoh berikut :
Does John like coffee? (Yes-No questions) What does John like? (Wh - questions)
Tetapi tidak selalu Wh-questions di ikuti auxiliary, seperti yang diungkapkan Betty Schramfer Azar (1992: 132) ketika who atau what digunakan sebagai subyek dalam pertanyaan, bentuk do tidak digunakan, contohnya:

S	S

1. Who Came? Someone came
Who(m) did you see? I saw someone
3. What happened ? Something happened
Pada contoh nomor dua diatas penggunaan Whom lebih formal daripada who:
¨ Formal : whom did you see?
¨ Informal : who did you see?

Dibawah ini akan diuraikan satu persatu (Azar, 1989: a10) mengenai
wh-questions:
a. When
When dalam bahasa Indonesia mempunyai padanan kapan. When digunakanuntuk menanyakan waktu, contohnya :
"when did you arrive?" "Yesterday"
"When will you come?" "Next Monday"
b. Where
Where digunakan untuk menanyakan tentang tempat. Seperti contoh berikut:
"where did he go ?"
"Where is she?" " At home"
Where dalam BT mempunyai arti 'dimana' yang juga mempunyai fungsi sama untuk yaitu untuk menanyakan tempat. contoh:
"Dimana kakakmu?" "di Jakarta"
c. Why
Why digunakan untuk menanyakan pertanyaan mengenai alasan. Why diterjemahkan kedalam bahasa Indonesia dengan kata "mengapa". Contohnya:
"Why did he leave early?" "Because he's ill"
"Why aren't you coming with us?" "I'm tired"
Contoh dalam bahasa Indonesia
"Mengapa kamu bersedih" "Dompetku hilang"
Biasanya jawaban dari pertanyaan 'mengapa' diawali dengan 'karena bukanlah suatu keharusan seperti halnya dalam bahasa Inggris.
d. How
Ungkapan 'how' dalam bahasa Indonesia diterjemahkan 'bagaimana'. Ungkapan How dalam bahasa Inggris mempunyai banyak fungsi Azar . Tetapi tidak seperti dalam bahasa Inggris, ungkapan 'bagaimana' dalam bahasa Indonesia tidak mempunyai banyak kegunaan umumnya hanya digunakan untuk menanyakan keadaan dan cara. Sehingga ungkapan seperti how old are you, how tall are you, atau how far tidak bisa diterjemahkan dengan bagaimana umurmu, bagaimana tinggi atau bagaimana jauh, namun diterjemahkan dengan kata 'berapa', berapa usiamu, berapa tinggimu, berapa jauh.
How yang digunakan untuk menanyakan cara.
"How did you get here?" I drove by car
How yang digunakan untuk sapaan atau menanyakan kabar
How are you getting along ? Great.
e. Who
Who digunakan sebagai subyek dalam pertanyaan, ungkapan Who dan Whom diterjemahkan dengan kata 'siapa'.
"Who came?" Someone came.
f. Whom
Whom digunakan sebagai obyek dalam pertanyaan. Dalam bahasa percakapan whom jarang digunakan, umumnya menggunakan who. Whom hanya digunakan untuk pertanyaan yang formal, sedangkan who digunakan dalam pertanyaan yang
informal.
¨ Formal : whom did you see? I saw someone
¨ Informal : who did you see? I saw someone.

3.   Kalimat Tanya dalam Pragmatik

Pragmatik adalah studi tentang bahasa yang digunakan dalam

komunikasi. Pragmatik mencakup diantaranya adalah tentang tindak tutur. Seperti yang dinyatakan Jacobs (1995: 264)   bahwa tindak tutur merupakan domain dalam pragmatik.

"The study of the speech acts is an important part of the field of

pragmatics, which is concerned with how the context of an utterance affects the way the utterance is understood". Tindak tutur adalah merupakan bagian yang terpenting dalam pragmatik yang mengarah pada bagaimana konteks dari ucapan mempengaruhi ucapan tersebut sehingga bisa dimengerti. Austin (dalam Kempson, 1977: 50) membagi tindak tutur menjadi tiga yaitu lokusi, ilokusi dan perlokusi. Lokusi merupakan tindakan untuk mengujarkan kalimat dengan makna tertentu. Sedangkan ilokusi adalah tindak untuk mengujarkan kalimat dengan daya tertentu, seperti penutur bermaksud untuk menyatakan tindak pujian, kritik, persetujuan dan sebagainya. Perlokusi merupakan pengaruh lanjutan yang terjadi pada pihak pendengar yang di inginkan oleh penutur, sehingga menyebabkan pendengar melakukan sesuatu atau ujaran.

5. Percakapan

Ricahrd   dan   Schmidt   (1984:1222) mendefinisikan bahwa percakapan bukan hanya pertukaran informasi saja, tetapi antara pembaca dan pendengar ada asumsi serta harapan yang sama tentang apa yang dibicarakan serta bagaimana percakapan dikembangkan. Stenstrom (1999: 189)   menyatakan percakapan sebagai berikut:

" *conversation is a social activity involving two or more participants who talk about something"*.

Percakapan merupakan aktivitas sosial yang melibatkan dua partisipan atau lebih yang membicarakan sesuatu. Percakapan erat kaitannya dengan kalimat tanya, karena dalam suatu percakapan, partisipan yang terlibat pembicaraan tentunya tidak lepas dari sesi bertanya dan menjawab. Dalam menerjemahkan percakapan, hal-hal yan yang perlu diperhatikan adalah unsur-unsur yang ada dalam percakapan antara lain unsur pragmatik, unsur grammatikal, unsur semantik dan sosiolinguistik. Percakapan dalam sebuah novel tentunya sarat akan muatan budaya, ragam bahasa, dialek dan sebagainya sebagai kaitannya dengan sosiolinguistik sedangkan Pragmatik bidang kajiannya adalah percakapan yang memuat aturan-aturan dalam sebuah percakapan mulai dari tindak tutur, pola pembicaraan bergiliran serta prinsip-prinsip dalam percakapan. Dalam analisis percakapan menurut Brown dan Yule (1996: 229) terdapat beberapa faktor yang perlu diperhatikan: cara bergiliran (turn taking) dan rangkaian/urutan (sequence), Selain ada dua faktor tersebut, ada tiga faktor penting lainnya yaitu Prinsip Kerjasama, topik dan konteks.

II. METODE PENELITIAN

Masalah yang akan diteliti dalam penelitian ini adalah penerjemahan kalimat tanya yang difokuskan dalam percakapan pada novel Pride and Prejudice. Dalam penelitian ini peneliti akan menggunakan jenis penelitian kualitatif deskriptif. Data penelitian tentang penerjemahan dari bahasa Inggris ke dalam bahasa Indonesia ini berupa kalimat Tanya.sedangkan data penelitian yang berupa terjemahan atas kalimat-kalimat tersebut diambil dari novel Pride and prejudice yang diterjemahkan oleh Susilawati dan Sri Wahyuningsih penerbit Shira media. Data yang terkumpul dianalisis dengan menggunakan metode padan intra lingual (Mahsun, 2005: 112) . Metode padan intra lingual adalah metode analisis dengan cara menghubung-bandingkan unsur-unsur yang bersifat lingual, baik yang terdapat dalam satu bahasa maupun dalam beberapa bahasa yang berbeda.

III. HASIL DAN PEMBAHASAN

Pada bagian ini mengetengahkan hasil analisis. Hasil analisis di ambil dari keseluruhan data yang berupa kalimat tanya. **1. Penggunaan jenis-jenis kalimat tanya dari Bsu ke BT.**

Menurut Quirk jenis-jenis kalimat tanya di bagi menjadi dua berdasarkan cara menjawabnya yaitu *yes-no question, wh question* dan pertanyaan alternatif (alternaive questions).

Penelitian tentang penerjemahan kalimat tanya bahasa Inggris ini berusaha mendeskripsikan aspek keberterimaan dan tak berterima atas hasil terjemahan kalimat tanya tersebut dalam bahasa Indonesia. Selanjutnya, peneliti menawarkan hasil terjemahan alternatif atas hasil terjemahan yang tidak berterima dan berterima sesuai dengan kaidah-kaidah bahasa Indonesia, selanjutnya hasil terjemahan yang berterima dan tak berterima hanya dipaparkan sebagian saja sebagai representasi data dan tidak dibahas keseluruhan data kata tanya yang ada dalam novel ini.

1.   Hasil Terjemahan yang Berterima

NO	BSU	BT
1	Mr.Benet, how can you abuse your own children in such a way?	Mr, Bennet bagaimana mungkin kau menghina anakmu sendiri seperti itu?
2	When is your next ball to be, lizzy	Kapan pesta dansa berikunya lizzy?
3.	What can be the meaning of that empatic eclamation?	Apa maksud celaanmu itu?
4	Why did not you tell me so before	Kenapa kau tidak memberitahuku sebelumnya**?**
5	Did not you?	Kau tidak menyangka?

6	You like this man's sisters too, do you?	Itu berarti kau menyukai saudara-saudara perempuanya, betul bukan?		34)	bermain kartu?
			21	Will she be as tall as I am?(H.35)	Apa dia setinggi saya?
7	Are you quite sure, ma'am?	Apa kau yakin mama?	22	Are you so serve upon your sex, as to doubt the posiblity of all this(H. 35)	Apakah kau segitu kejam kepada kaummu sendiri sehingga meragukan adanya kemungkinan itu?
8	Is not there a litle mistake? Said Jane,	Tampaknya ada yang keliru, tanggap jane			
9	What does Mr Darcy mean?(H. 22)	Apa maksud Mr. Darcy ya?	23	The country is a vast deal pleasanter,is not is, Mr Bingley?(H. 39)	Desa ini lebih menyenangkan dibandingkan London,bukan begitu Mr, Bingley?
10	Did not you think Mr, Darcy, when I was teasing colonel Foster to give us a ball at Merinto?(H.22)	Apa menurutmu Mr Darcy ketika merayu kolonel Foster untuk mengadakan pesta dansa di Merinto?			
			24	Did charlote dine with you?(H.39)	Apakah charlote makan malam sama keluarga kita?
11	Do you often dance t st Jame's?(H. 24)	Apakah anda sering berdansa dirumah St. James	25	How can you contrive to write so oven?(H.43)	Bagaimana bisa ku menulis serapi itu?
12	Do you not think it would be proper compliment to the place? (H. 24)	Apakah anda merasa tempatnya tidak layak**?**	26	He studies too much four words of four syllables, do not you ,Darcy? (H.43)	Dia terlalu banyak memakai kata dengan empat suku kata, bukan begitu Darcy?
13	How long has she been fafourite?(H. 25)	Berapa lama sudah dia menjadi fafourite?			
14	And pray when am I to wish you joy?(H. 25)	Dan kapan aku pernah berharap kebahagian untukmu?	27	Are you really serious in meditating a dance at netherfield?(H.50)	Apakah kamu serius mau menapatkan pesta dansa di Netherfield?
15	Well Jane, Who is it from?(H. 27)	Siapa pengirim surat itu?			
16	What is it about?(H.27)	Apa isi suratnya?	28	What could he mean(h. 51)	Maksud dia apa?
17	They are wanted in the farm, Mr Bannet, are not they?(H. 27)	Kuda kuda itu dibutuhkan di ladang bukan begitu Mr bannet?	29	How shal we punish him?(H. 51)	Bagaimana kami harus menghukumnya karena sudah berbicara begitu?
18	Is this a hint to me, Lizzi?(H.28)	Apakah ini suatu isarat untukku lizzi?			
			30	What is the result?(h. 52)	Apakah hasilnya?
19	Why must she be scampering about the country?(H.32)	Kenapa dia harus repot repot datang jauh-jauh kemari?	31	Why coul not he keep on quereling with you, as his father did before him?(H.55)	Kenapa dia tidak melanjutkan perselisihan denganmu, seperti dulu yang dilakukan oleh almarhum ayahnya?
20	Do you prefer to reading to cars?(H	Apakah kau suka membaca daripada			
			32	What can he mean by apologising for being next inthe	Apa pula maksudnya dengan meminta maaf

	entail?(H.56)	karena berada diurutan teratas dalam daftar ahli waris?	
33	Can he be a sensible man, sir? H.56	Apakah dia lelaki yang berpikir waras papa?	
34	Does she live near you sir?(H. 58)	Apakah dia tinggal berdekatan dengan anda pa?	
35	Has she any family?(H. 58)	Apakah dia punya keluarga pa?	
36	What sort of young lady is she?(H. 58)	Gadis macam apakah dia?	
37	Are the result of previous study?(H. 59)	Apakah anda mendapatkan dari proses belajar?	
38	Are you much acquanted with Mr, Darcy?(H.66)	Apakah kau mengenal baik Mr Darcy?	
39	How could that be?(H.70)	Bagaimana mungkin itu terjadi?	
40	How could his will be disregarded? (H.70)	Bagaimana mungkin wasiatnya dilanggar?	

Dari hasil analisis novel Pride and Prejudice karya Jane austin dari chapter 1- chapter 16 atau dari halaman 3 -70 terdapat 40 kalimat tanya yang terdiri dari jenis kalimat tanya yes no question dan w-h question yang berterima. selanjutnya ada 10 kalimat tanya yang terjemahannya tidak berterima kemudian penulis memberikan terjemahan alternativenya.

2. Hasil Terjemahan yang tidak Berterima dan Terjemahan Alternatif yang Ditawarkan. Hasil terjemahan yang tidak berterima atas kalimat tanya pada novel Pride and Prejudice ke dalam bahasa Indonesia Berikut ini disajikan kaimat kalimat tanya dan terjemahannya yang tidak berterima menurut kaidah-kaidah bahasa Indonesia. Kalimat-kalimat tersebut disertai dengan terjemahan alternatif yang ditawarkan dalam bahasa Indonesia. Beberapa diantaranya adalah seperti terpapar di bawah ini:

No	BSU	BT	Terjemahan alternative
1	How can you be so teasing?	Bagaimana bisa kamu sungguh menyebalkan	Kamu ini sungguh menyebalkan
2.	Did not I mention it to you?	Apa saya belum menyebutkan pada anda?	Apa saya belum menceritakan pada anda?
3	Which he though the preties	Yang mana yang dia pikir paling cantik?	Siapa yag paling cantik?
4	For who would object to such a partner?(H. 25)	Untuk siapa objek dansa tersebut?	Sebab siapa sih yang bisa menampik partner dansa seperti dirimu?
5	What does he say?(H. 27)	Mr,Bingley Bilang apa?	Apa yang Mr Bingley katakan?
6	Is miss Darcy much groun since the spring?(H. 34)	Seperti apa miss Darcy sejak musim semi?	Seperti apa miss Darcy sekarag ya, terakhir bertemu saya dimusim semi?
7	Would you Mr. Darcy then consider the rashness of your original intention as atoned for by your obstinacy in adhering to it?(H. 44)	Apakah Mr Darcy memperimbangkan ketergessaanmu lebih diakibatkan oleh keteguhan dalam mepertahankan pendapatmu?	Apakah Mr Darcy menganggap ketergessaanmu lebih diakibatkan oleh keteguhan dalam mepertahankan pendapatmu?
8	Have you anything else to proposefor my domestic felicity?(H.47)	Apakah kamu punya tujuan lain terhadap kebahagian rumah tanggaku?	Apakah kau punya saran lain untuk kebahagian rumah tanggaku?
9	Is she handsome?(H. 58)	Apakah dia tampan?	Apakah dia cantik?
10	Has she been presented?	Apakah dia hadir?	Apakah dia pernah diajak keluar?

IV. Simpulan dan Saran

1. Simpulan

Berdasarkan hasil analisis terhadap penerjemahan anak kalimat deklaratif yang bermuatan kata tanya dalam novel A Farewell to Arms ke dalam bahasa Indonesia, beberapa hal dapat dijadikan simpulan:

a. Penerjemah novel Pride and prejudice ke dalam bahasa Indonesia cukup kreatif dalam mencari padanan anak kalimat bahasa Inggris yang bermuatan kalimat tanya, sehingga sebagian besar jenis kalimat tanya tersebut diterjemahkan dengan baik (yakni 40 kalimat tanya).

b. Beberapa hasil terjemahan kalimat tanya bahasa Inggris yang dalam novel tersebut dianggap tidak berterima, karena melanggar kaidah-kaidah bahasa Indonesia (yakni 10 kalimat).

c. Terjemahan alternatif atas hasil terjemahan yang tidak berterima tersebut dianggarp lebih berterima dan ditawarkan oleh peneliti dalam bentuk uraian.

2. Saran

Berdasarkan simpulan di atas, dapat disarankan beberapa hal, yakni sebagai berikut:

a. Dalam melakukan tugasnya, seorang penerjemah harus tetap berpegang teguh pada pedoman penerjemahan yang baku, yaitu memberi prioritas pada pengalihan pesan - bukan bentuk - dari bahasa sumber ke bahasa target.

b. Seorang penerjemah seharusnya menguasai bahasa sasaran secara mutlak dan bahasa sumber secara memadahi.

c. Seorang penerjemah sebaiknya memahami teori-teori penerjemahan dan mengikuti perkembangan-perkembangan yang terjadi dalam dunia penerjemahan.

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Biodata Penulis

Dr. Sri Arfani, S.S, M.Pd. Memulai karier mengajar pada tahun 1998 di LPIA cikarang dan Bekasi, pada saat itu beliau dipercayakan menjadi Koordinator bidang akademik Bahasa Inggris. Pada tahun 2004 beliau bergabung menjadi dosen tetap di ABA BSI Jakarta hinggga sekarang. Beliau juga telah berpengalaman menjadi pembicara di beberapa seminar internasional dan nasional, dan telah menghasilkan beberapa karya ilmiah.Saat ini beliau telah selesai melanjutkan studi S3 di Universitas Negeri Jakarta di jurusan Pendidikan Bahasa dengan kosentrasi pendidikan bahasa Inggris.

Pengaruh Penguasaan Kosakata dan Tata Bahasa terhadap Kemampuan Menulis Karangan Deskripsi Bahasa Inggris Siswa SMP Negeri di Kota Bekasi

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Abstrak- Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penguasaan kosakata dan tata bahasa terhadap kemampuan menulis karangan deskripsi bahasa Inggris siswa SMP Negeri di kota Bekasi. Populasi dari penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 13, 14 dan 22 kota Bekasi yang berjumlah 1188 siswa. Dari jumlah tersebut diambil sampel sebanyak 120 siswa dengan menggunakan random sampling. Metode penelitian yang digunakan adalah survey. Data diperoleh dari hasil tes pilihan ganda sejumlah 30 soal terkait dengan penguasaan kosakata dan tata bahasa serta tes membuat karangan deskripsi. Variabel penelitian yang digunakan adalah penguasaan kosakata (X_1), penguasaan tata bahasa (X_2) dan kemampuan menulis karangan deskripsi (Y). Dari hasil penelitian terdapat pengaruh yang signifikan penguasaan makna kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan nilai Sig. 0,000< 0,05 dan Fo = 28,343. Secara bersama-sama variable penguasaan makna kosakata dan penguasaan tata bahasa memberikan kontribusi sebesar 32,6% terhadap variable kemampuan menulis karangan deskripsi.
Kata kunci: Penguasaan kosakata, penguasaan tata bahasa, kemampuan menulis karangan deskripsi

I. PENDAHULUAN

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional siswa yang merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran Bahasa Inggris diharapkan membantu siswa mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat yang menggunakan bahasa tersebut, dan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya baik dalam kemampuan berbicara maupun dalam kemampuan menulis.

Memperhatikan betapa sulitnya menulis Bahasa Inggris yang baik dan benar, terutama menulis karangan deskripsi Bahasa Inggris dengan penguasaan kosakata dan tata bahasa yang betul, maka penulis menganggap perlu untuk diteliti lebih lanjut, sehingga persoalan-persoalan yang menjadi penyebab kesulitan dalam menulis karangan deskripsi Bahasa Inggris dapat terungkap secara jelas.

Dari ketiga unsur penting di atas sebagai pelengkap sempurnanya karangan deskripsi Bahasa Inggris sesuai dengan pilihan judul tesis adalah **"Pengaruh Penguasaan Kosakata dan Tata Bahasa terhadap Kemampuan Menulis Karangan Deskripsi Bahasa Inggris Siswa SMP Negeri di Kota Bekasi."**

Rumusan Masalah

Adapun rumusan masalah dalam penelitian ini adalah sebagai berikut:

1. Apakah ada pengaruh penguasaan kosakata dan tata Bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi Bahasa Inggris pada siswa SMP Negeri di Kota Bekasi?
2. Apakah ada pengaruh penguasaan kosakata terhadap kemampuan menulis karangan deskripsi Bahasa Inggris?
3. Adakah pengaruh penguasaan tata tahasa terhadap kemampuan menulis karangan deskripsi Bahasa Inggris?

II. METODOLOGI PENELITIAN

A. Metode Penelitian

Metode penelitian yang digunakan selama penelitian di SMP Negeri tersebut dengan menggunakan metode survey, sementara teknis analisis data yang digunakannya adalah pengaruh, yaitu suatu metode penelitian yang ingin mengkaji satu pengaruh variable bebas (X1) terhadap variable terikat (Y), kedua pengaruh variable bebas (X2) terhadap variable terikat (Y), dan ketiga pengaruh variable bebas (X1) dan variable bebas (X2), secara bersama-sama terhadap variable terikat (Y). Dalam penelitian ini juga, penulis ingin mengetahui sejauh mana perkembangan kemampuan para siswa kelas VIII di SMP Negeri di Kecamatan Bekasi Barat Kota Bekasi tersebut dalam menulis karangan deskripsinya yang dihubungkan dengan penguasaan kosakata dan tata bahasa yang telah dipelajarinya.

Dari ketiga variable penelitian di atas dapat digambarkan sebagai berikut:

1. Variable bebas (X1): Penguasaan Makna Kosakata
2. Variable bebas(X2): Penguasaan Tata Bahasa
3. Variable terikat (Y): Kemampuan Menulis Karangan Deskripsi

B. POPULASI DAN SAMPEL

1. Populasi

Menurut Sugiyono populasi adalah wilayah generelasi yang terdiri atas objek/ subjek yang mempunyai kualitas dan karakteristik tetrtentu yang ditetapkan oleh peneliti

untuk dipelajari dan kemudian ditarik kesimpulannya (Sugiyono, 2008: 2015).

Populasi yang digunakan dalam penelitian adalah para siswa kelas VIIISMP Negeri 13, SMP Negeri 14 dan SMPN 22 di Kecamatan Bekasi Barat Kota Bekasi yang terdiri atas 27 kelas dan berjumlah 1188 siswa/i.

2. Sampel

Menurut Arikunto, pengertian sampel adalah wakil populasi yang diteliti dimaksud untuk menggenerelasikan hasil penelitian sampel (2002: 109) sedangkan cara pengambilan sampel dilakukan dengan cluster sampling umumnya dilakukan melalui dua tahap berikutnya menentukan orang – orang yang ada pada kelas/ daerah itu secara sampling pula (Sugiyono, 2004: 94). Dari ketiga sekolah tersebut kelas sampel yang akan diambil penulis adalah 10%nya saja, yakni berjumlah 20 siswa/i dengan cara menggunakan metode acak (randomsampling) atau diundi.

C. TEKNIK PENGUMPULAN DATA

Guna menghimpun data yang valid dalam penelitian ini, penulis berkewajiban menggunakan metode soal tes dan membuat karangan deskrispsi. Penyajian metode soal tes yang diberikan kepada siswa/i kelas VIII SMP Negeri 13, SMP Negeri 14 dan SMPN 22 Kecamatan Bekasi Barat di Kota Bekasi pada variable bebas (X1), yakni penguasaan kosakata dan variable bebas (X2), penguasaan tata bahasa, penulis menggunakan pilihan tes objektif ganda berupa opsi A sampai D yang berjumlah 30 soal tes dan cukup menjawab salah satunya yang benar dengan cara melingkari atau mensilang, sedang variable terikatnya (Y), kemampuan menulis karangan deskripsi bahasa Inggris, penulis menugaskan kepada mereka untuk mengarang deskripsi. Adapun masing-masing waktu yang disediakan dalam mengerjakan tes adalah empat puluh (40) menit.

Adapun teknik pengambilan data untuk variable bebas, (X1) dan (X2) ialah menggunakan tes objektif atau pilihan ganda yang masing-masing berjumlah 30 soal dan empat pilihan jawaban a sampai d, serta hanya satau jawaban yang benar. Adapun bobot jawaban satu yang benar ini dinilai 3,3, sementara jawaban yang salah dinilai 0.

Sedang teknik pengumpulan data untuk variable terikat, (Y) yakni kemampuan menulis deskripsi, penulis memberikan penugasan kepada mereka untuk membuat karangan deskripsi dengan minimal satu paragraf. Adapun metode penilaian yang diberikannya adalah ketepatan tema dengan isi, penguasaan kosakata, penguasaan tata Bahasa, dan ejaan dengan cararating scale (1-100)

D. VARIABEL PENELITIAN

Dalam penelitian ini terdiri atas tiga variabel, yakni dua variabel bebas dan satu varibel terikat. Masing-masing dari variabel bebas, pertama, (X1) berupa penguasaan kosakata, dan kedua, (C2) penguasaan tata Bahasa,

sedang variable terikatnya adalah (Y) kemampuan menulis karangan deskripsi. Ketiga variable di atas dapat dirinci sebagai berikut:

1. Penguasaan aspek kosakata (X1)
2. Penguasaan tata bahasa (X2)
3. Kemampuan menulis deskripsi (Y)

Guna mengetahui pengaruh (X1) terhadap (Y) dan (X2) terhadap (Y) dapat dilakukan dengan cara menggunakan teknik korelasional sederhana, sementara untuk mengetahui pengaruh (X1) dan (X2) secara bersama-sama terhadap (Y) dapat dikerjakan dengan menggunakan teknik korelasi ganda.

Agar ketiga variable penelitian ini terlihat mudah, mari kita lihat dalam bagan gambar berikut ini:
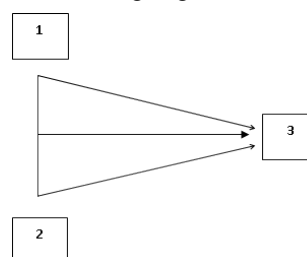
1. (X1) : Penguasaan aspek makna kosakata
2. (X2) : Penguasaan tata Bahas
3. (Y) : Kemampuan menulis karangan deskripsi

E. INSTRUMEN PENELITIAN

Instrument yang digunakan penulis dalam penelitian adalah data yang sama seperti pada penjelasan variable penelitian di atas, yakni sama-sama melibatkan tiga variable. Ketiga variabel ini, pertama, (X1) variabel bebas berupa penguasaan Kosakata, kedua, (X2) variabel bebas penguasaan tata bahasa, dan ketiga, (Y) variabel terikat berupa kemampuan menulis karangan deskripsi. Masing-masing rentang (antara) dari data yang terkumpul tersebut, kemudian dikonversikan dengan menggunakan rentang skala 0 samapai 100. Butir-butir tes soal yang dibuat untuk masing-masing variable bebas di atas, seperti penguasaan kosakata (X1), dan penguasaan tata bahasa (X2), kemudian diuji untuk mengukur kemampuan para siswa terhadap penguasaan itu, sedang mengarang deskripsi sebagai variabel terikat, (Y) adalah untuk mengukur kemampuan para siswa dalam bidang penulisannya dengan melibatkan kedua itu.

Instrument yang akan disusun tersebut terlebih dahulu diujicobakan untuk divalidasi dan direalibilitasi. Instrumentyang digunakan adalah untuk memvalidasi dari segi content atau isi yang bertujuan untuk menjaga kualitas instrument itu sendiri.

F. TEKNIK ANALISIS DATA
1. Analisis Deskriptif

Dalam analisis deskriptif akan dilakukan teknik penyajian data dalam bentuk tabel distribusi frekuensi, grafik poligon dan histogram untuk masing-masing variabel penelitian. Selain itu juga masing-masing kelompok data

akan diolah dan dianalisis ukuran pemusatan dan letak *mean, median*, dan modus serta ukuran simpangan seperti jangkauan, variansi, simpangan baku, kemencengan dan *kurtosis*. Untuk perhitungan analisis deskriptif digunakan program *SPSS version 16.0 for Windows,* dengan rumusan sebagai berikut:

a. Rata-rata (*Mean*) $= \dfrac{\sum Yi}{n}$

$\sum$Yi = jumlah nilai n sampai j
n   = jumlah sampel

b. Modus $= b + P \left(\dfrac{b_1}{b_1 + b_2} \right)$

b   = batas kelas interval dan frekuensi terbanyak
P   = panjang kelas interval
b_1 = frekuensi kelas modus – frekuensi kelas interval sebelumnya
b_2 = frekuensi kelas modus – frekuensi kelas berikutnya

c. Median $= b + P \left(\dfrac{\frac{1}{2}n - F}{f} \right)$

b   = batas bawah, dimana *median* terletak
n   = banyak data atau sampel
F   = jumlah semua frekuensi sebelum kelas *median*
f   = frekuensi kelas *median*

d. Simpangan Baku $= \dfrac{\sqrt{\sum Y^2 - \dfrac{(\Sigma Y)^2}{n}}}{n_1}$

$\sum$Y = jumlah nilai dari n sampai j
n   = jumlah sampel

2. Uji Persyaratan Analisis Data

Uji persyaratan analisis data digunakan dengan tujuan untuk mengetahui apakah data yang telah dikumpulkan layak untuk dianalisis lebih lanjut atau tidak dengan menggunakan alat-alat statistik. Pengujian yang dilakukan adalah pengujian normalitas data dan pengujian linieritas regresi. Dalam penelitian ini keseluruhan analisis yang dilakukan dibantu dengan program komputer *SPSS version 22.0.*

a. Uji Normalitas Data
Uji normalitas dilakukan dengan uji *Lilliefors* dengan ketentuan jika nilai $L_{hitung} < L_{tabel}$ maka data berasal dari populasi normal, sebaliknya jika tidak memenuhi persyaratan tersebut maka data bukan berasal dari populasi normal. Dengan nilai Lh diperoleh dengan rumus *Liliefors* sebagai berikut:

$$ Zi = \dfrac{Yi - \bar{Y}}{si} $$

Yi   : data dari setiap sampel
Y   : rata-rata
Si   : simpangan baku

Selanjutnya nilai F (Zi) diisi dengan pedoman pada distribusi normal baku yang kemudian dihitung pula nilai peluang F (Zi) = P (Z < Zi). Nilai Lh diperoleh dari nilai terbesar hasil pengurangan antara F (Zi) dengan S (Zi). Selanjutnya nilai L_{tabel} diperoleh dari tabel *Lilliefors*.

b. Uji Linieritas
Pengujian linieritas garis regresi dalam penelitian ini digunakan uji F, rumusnya adalah sebagai berikut: (Sudjana, 1996:327)

$$ F = \dfrac{S_{TC}^2}{S_E^2} = \dfrac{\dfrac{(JK_{TC})}{k-2}}{\dfrac{JK(E)}{n-k}} $$

dimana:

JK_{TC} = JK_{res} - JK_E, disebut jumlah kuadrat ketidak cocokan

$JK_E = \Sigma\left\{ \sum_k yi^2 - \dfrac{(yi)^2}{n} \right\}$ disebut sebagai jumlah kuadrat kesalahan sedangkan k adalah pengelompokan ulang untuk data x.

$JK_{res} = \Sigma yi^2 - JK(b|a) - JK(a)$, disebut sebagai jumlah kuadrat residu, $JK(b|a) = b \sum xi, yi - \dfrac{\Sigma xi \Sigma yi}{n}$ disebut jumlah kuadrat regresi $(b|a)$, $JK(a) = \dfrac{(\Sigma yi)}{n}$, disebut sebagai jumlah kuadrat regresi (a). Nilai F yang diperoleh disebut F_{hitung} akan dibandingkan dengan nilai F dari tabel (F_{tabel}) untuk α = 5%. Kriteria linieritasnya adalah jika $F_{hitung} < F_{tabel}$ maka garis regresi tersebut linier.

b. Uji Hipotesis Penelitian
Setelah keseluruhan uji persyaratan analisis data dipenuhi dan diketahui data layak untuk diolah lebih lanjut, maka langkah berikutnya adalah menguji masing-masing hipotesis yang telah diajukan. Pengujian hipotesis menggunakan teknik korelasi partial dan korelasi ganda, serta regresi linier sederhana dan regresi linier ganda.

1. Analisis Korelasi
a. Perhitungan dan Pengujian Signifikansi Koefisien Korelasi Partial
Hasil perhitungan koefisien korelasi partial bisa dilihat dari output program SPSS melalui analisis korelasi yakni pada tabel **Correlations**. Signifikasi dari koefisien korelasi tersebut dinyatakan oleh keterangan yang ada di bawah tabel tersebut, yaitu :

* untuk tanda ** (dua bintang) maka koefisien korelasi tersebut signifikan pada taraf nyata 1%
* untuk tanda * (satu bintang) maka koefisien korelasi tersebut signifikan pada taraf nyata 5%, berarti tidak signifikan pada taraf nyata 1%
* untuk yang tidak ada tanda bintangnya maka koefisien korelasi tersebut tidak signifikan

b. Perhitungan dan Pengujian Signifikansi Koefisien Korelasi Ganda
Hasil perhitungan koefisien korelasi ganda bisa dilihat dari output program SPSS melalui analisis regresi yakni

pada tabel **Model Summary**[b]. Signifikasi dari koefisien korelasi tersebut diuji secara manual atau dengan bantuan komputer melalui program aplikasi *Microsoft Excel.* Adapun rumus pengujiannya adalah:

$$F = \frac{\dfrac{R^2}{k}}{\dfrac{1 - R^2}{n - k - 1}}$$

dimana : R = Ry.12 yaitu koefisien korelasi ganda
n adalah banyaknya anggota sampel
k adalah banyaknya variabel bebas

1) **Analisis Regresi**
a. **Perhitungan Persamaan Garis Regresi**
   Hasil perhitungan garis regresi bisa dilihat dari output program SPSS melalui analisis regresi yakni pada tabel **Coefficients**[a]. Koefisien-koefisien persamaan garis regresi ditunjukkan oleh bilangan-bilangan yang ada pada kolom **B** untuk **Unstandardized Cofficients.**
1. Pengujian Signifikansi Regresi
a) Untuk Regresi Partial

Untuk pengujian signifikansi regresi partial dilakukan dengan memperhatikan nilai pada kolom **t** atau kolom **Sig** pada tabel **Coeficients**. Untuk regresi partial pengaruh X_1 terhadap Y digunakan baris nilai **t** dan **Sig** pada baris Variabel X_1, sedangkan untuk regresi partial pengaruh X_2 terhadap Y digunakan baris nilai **t** dan **Sig** pada baris Variabel X_2.

- Jika digunakan Kolom *Sig*, maka kriteria signifikansinya adalah :
  "jika Sig < 0,05 maka regresi tersebut signifikan"
- Jika digunakan Kolom **t**, maka kriteria signifikansinya adalah :
  "jika $t_{hitung} > t_{tabel}$ maka regresi tersebut signifikan"
  t_{tabel} dipilih sesuai dengan ketentuan pengujian statistik pada distribusi t, yaitu taraf nyata α dan dk = n – 2, dimana n adalah banyaknya anggota sampel.
b) Untuk Regresi Ganda
  Hasil pengujian signifikansi regresi ganda bisa dilihat dari output program SPSS melalui analisis regresi yakni pada tabel **ANOVA**[b] kolom **F** atau **Sig.**

Tabel 1. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression					
	Residual					
	Total					

a. Predictors: (Constant), X_1, X_2

b. Dependent Variable: Y

Kriteria signifikansinya adalah:
Jika digunakan Kolom **Sig**, maka kriteria signifikansinya adalah:
- *"jika Sig < 0,05 maka garis regresi tersebut signifikan"*
- Jika digunakan Kolom **F**, maka kriteria signifikansinya adalah :
- *"jika $F_{hitung} > F_{tabel}$ maka garis regresi tersebut signifikan"*
F_{tabel} dipilih sesuai dengan ketentuan pengujian statistik pada distribusi F, yaitu pada taraf nyata α derajat (dk) pembilang = k dan derajat (dk) penyebut = n – k – 1, dimana n adalah banyaknya anggota sampel dan k adalah banyaknya variabel bebas.

G. Hipotesis Statistik
Hipotesis yang digunakan dalam penelitian ini adalah sebagai berikut:
1. Hipotesis 1
$H_0 : \beta_1 = \beta_2 = 0$ tidak ada pengaruh penguasaan kosa kata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi.

$H_1 : \beta_1 \neq 0$, $\beta_2 \neq 0$ terdapat pengaruh penguasaan kosa kata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi.
2. Hipotesis 2
$H_0 : \beta_1 = 0$ tidak ada pengaruh penguasaan kosa kata terhadap kemampuan menulis karangan deskripsi.
$H_1 : \beta_1 \neq 0$ terdapat pengaruh penguasaan kosa kata terhadap kemampuan menulis karangan deskripsi.
3. Hipotesis 3
$H_0 : \beta_2 = 0$ tidak ada pengaruh penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi.
$H_1 : \beta_2 \neq 0$ terdapat pengaruh penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi.

III. LANDASAN TEORI
1. Hakikat Kemampuan Menulis
Menulis adalah tahapan terakhir dari 4 tahapan belajar suatu bahasa. Sebelum manusia mengenal tulisan terlebih dahulu ia harus belajar mendengar, berbicara, dan membaca terlebih dahulu. Menulis adalah aktivitas memproduksi yang mengharuskan seseorang aktif seperti halnya berbicara.

Brown (2007:312) menyatakan *"Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system"*). Dari pernyataan ini dapat ditarik kesimpulan bahwa menulis adalah sebuah aktivitas menuangkan gagasan yang ada dalam pikiran seseorang kedalam tulisan agar dipahami oleh orang lain. Selain itu, melalui tulisan seseorang dapat berinteraksi dengan orang lain. Oleh karena itu aktivitas menulis dapat pula dikategorikan komunikasi tidak langsung.

Menulis merupakan satu diantara empat keterampilan yang harus siswa kuasai. Menulis juga merupakan keterampilan yang memerlukan keterampilan dan penguasaan lain terhadap aspek-aspek tertentu sebagai pendukungnya seperti penguasaan terhadap tatabahasa atau gramatika (grammar). Menulis sering dianggap sebagai keterampilan yang sangat sulit dipelajari dan diajarkan. Hal ini seperti apa yang dikemukakan oleh David Nunan (1989:36) dalam kutipannya *"It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language."*

Hakikat menulis merupakan salah satu hasil dari kegiatan yang tak terpisahkan dari serangkaian proses pembelajaran yang dialami oleh setiap siswa/i atau mahasiswa, dan bahkan setiap orang yang telibat di dalam proses itu. (Rahayu, 2007:136). Realisasi pembelajaran yang dialami oleh setiap orang tersebut, baik dilaksanakan di institusi formal, seperti di Taman Kanak-kanak (TK), Sekolah Dasar (SD), Sekolah Menengah Pertama (SMP), Sekolah Menengah Atas (SMA) atau yang sederajat maupun di lingkungan lembaga nonformal seperti di Pesantren, atau dengan metode perenungan, observasi adalah sama. Kesamaan itukarena masing-masing dari metode tersebut tujuannya adalah untuk mengisi otak anak didik atau memenuhi bayangan yang telah didapatinya selama calon penulis merenung.

Dengan demikian, dapat disimpulkan bahwa terdapat empat unsur penting guna menumbuhkembangkan semangat menulis. Pertama, memproteksi keterampilan kedua membangun kesungguhan ketiga bertanggung jawab. Keempat, merealisasikan potensi yang dimiliki oleh individu. Jika keempat unsur ini dimiliki oleh setiap orang, besar kemungkinan kemampuan menulis seseorang akan menjadi kenyataan dan potensi profesi akan mengiringinya.

2. Jenis-Jenis Teks

Dalam bahasa Inggris terdapat beberapa types of the text atau yang biasa disebut dengan Genre. Klasifikasi Genre dalam bahasa Inggris dipengaruhi oleh beberapa hal, diantaranya; tujuan penulis menuliskan teks tersebut, fungsi dari teks tersebut, struktur kebahasaan (Generic structure), yang dipakai, ciri-ciri bahasa yang digunakan dalam teks tersebut.

Terdapat 13 jenis teks dalam bahasa Inggris yang kita ketahui yaitu; *narative, recount, procedure, report, analytical exposition, hartatory exposition, explanations, descriptive, discussion, news item, review, anecdote, spoof.*

Menurut Bruce (2008:6) pendekatan genre memiliki 3 kekuatan dalam pembentukan kedua keterampilan tersebut:
1. Pendekatan genre mendorong pembelajaran bahasa untuk melakukan focus yang lebih dari sekedar satuan kebahasaan dalam mengkaji sebuah wacana.
2. Pendekatan ini juga memungkinkan pembelajarn untuk focus pada elemen pembentuk atau penyususnan sebuah wacana.
3. Pendekatan genre mendorong pembelajaran untuk melihat bahwa komponen linguistic juga merupakan bagian penting dari sebuah wacana.

Dari sudut pandang *Systemic Functional Linguistic*, Martin (1992: 546) mendefinisikan genre sebagai :*"staged, goal-oriented social processes through wich social subjects in a given culture live their lives"*. Genre berfungsi sebagai proses sosial karena masyarakat dari sebuah budaya berinteraksi satu dengan lainnya untuk mencapai sebuah genre. Dikatakan berorientasi tujuan karena genre berlangsung untuk mencapai sebuah tujuan, dan bertahap karena dioerlukan tahapan untuk mencapai sebuah tujuan.

Dalam penerapannya pada ranah linguistik, genre dikenal sebagai teks struktur sistematik untuk mencapai tujuan tertentu sebuah teks. Tiap teks memiliki tujuan tertentu yang hendak dicapai dan setiap budaya memiliki keunikan tersendiri dalam budaya tekstualnya dan diekspresikan dengan bentuk bahasa yang unuk pula.

Model pembelajaran membaca dan menulis berbasis genre ini dilakukan dengan tiga tahapan yakni: *modeling, joint construction*, dan *independent constructions*. Tahapan pembelajaran berbasis genre dilakukan seperti berikut ini:

1. Pengenalan tiap jenis
2. Focus pada tipe teks
3. Penerapan mandiri.

Dengan model pembelajaran dan tahapan ini, setelah belajar bahasa Inggris siswa diharapakan mampu:
1. Mengidentifikasi fungsi *(social functions)* tiap tipe teks
2. Mengetahui sturktur generik (*Generic structure*) dan fitur bahasa (language Features) pada tiap teks
3. Mengevaluasi teks sesuai genre-nya
4. Menerapkan skimming dan scaning berdasarkan struktur generic tiap tipe teks.

Jenis teks yang dipelajari oleh siswa menengah pertama berdasarkan kurikulum KTSP (Depdiknas, 2003: 47-53) adalah: descriptions, procedure, narrative, recount, report, dan exposition.

3. Hakikat Karangan Deskripsi

Hakikat karangan deskripsi ini berisi gambaran mengenai suatu hal/ keadaan sehingga pembaca seolah-olah melihat, mendengar, atau merasakan hal tersebut.

Deskripsi dipungut dari Bahasa Inggris, *description*. Kata ini berhubungan dengan verb to describe (melukiskan dengan Bahasa). Dalam Bahasa latin, deskripsi dikenal dengan describere yang berarti 'menulis tentang' memberikan sesuatu hal, melukis sesuatu hal (Finoza, 2004:197-198).

Deskripsi bertujuan menyampaikan sesuatu hal dalam urutan atau rangka ruang dengan maksud untuk menghadirkan di depan mata angan-angan pembaca segala sesuatu yang dilihat, didengar, dicecap, diraba, atau dicium oeh pengarang. (Widyamartaya, 1992:9-10).

Karangan deskripsi yang terdapat dalam surat kabar, majalah, komik, buku-buku standar maupun buku harian, dan lain sebagainya merupakan cara mudah bagi kita untuk mempelajarinya, sehingga bentuk-bentuk tulisan lain yang akan kita baca ke depan tidak semuanya dikategorikan deskripsi.

Dari tiga teori para ahli tersebut di atas, dapat disimpulkan bahwa, deskripsi adalah bentuk tulisan yang bertujuan memperluas pengetahuan dan pengalaman pembaca dengan jalan melukiskan hakikat objek yang sebenarnya.

4. Hakikat Penguasaan Kosakata

Penguasaan adalah pemahaman atau kesanggupan untuk menggunakan pengetahuan. Apabila dirujuk pada akar kata bagi perkataan ini adalah kuasa, ia membawa maksud daya atau keterampilan (untuk melakukan atau mengerjakan sesuatu). Maka kata "penguasaan" yang digunakan di sini adalah untuk menunjukkan perihal keterampilan untuk menguasai kemahiran memhuasai suatu jenis teks dan mengaktualisasikannya ke dalam tulisan.

Hakikat kosakata dasar (*basic vocabulary*) adalah kata-kata yang tidak mudah berubah atau sedikit sekali memungkinkan dipungut dari Bahasa lain. (Tarigan, 1993:3).

Jika yang dimaksud oleh Guntur di atas, "tidak mudah berubah atau sedikit sekali memungkinkannya dipungut dari Bahasa lain", maka secara tidak langsung keberadaan kosakata harus lahir dari Bahasa Inggris.

Metode yang tepat untuk memperoleh pembelajaran kosakata adalah bermula dari sebuah proses berinteraksi seseorang dengan lingkungannya, di mana ia tinggal dan berkarya. (Siswanto, 2008:195). Bagi anak didik di bawah umur lima tahun, pemerolehan kosakatanya, selain dengan keluarga dan masyarakat di sekitar tempat tinggalnya, juga dengan teman-teman di sekolah, atau di lembaga formalnya tempat ia belajar.

Selain banyak anak memeroleh kosakata, baik melalui interaksi dengan lingkungan keluarganya di rumah maupun dengan teman-temannya di sekolah, maka semakin lancar pula anak itu memaksimalkan penggunaan

bahasanya. Kualitas keterampilan berbahasa seseorang akan sangat bergantung pada kualitas dan kuantitas kosakata yang ia milikinya. Semakin kaya akan kosakata yang ia milikinya. Semakin kaya akan kosakata yang ia kuasai, maka semakin besar pula peluang terampil berbahasa atau setidak-tidaknya dapat memelihara bahasanya dengan baik dan benar. (Tarigan, 1993:2).

Keterampilan berbahasa yang melibatkan kosakata sebagai tujuan utama dalam sebuah proses pengajaran Bahasa Inggris, pada prinsipnya adalah agar para siswa terampil menyimak, terampil berbicara, terampil membaca dan terampil menulis.

5. Hakikat Penguasaan Tata Bahasa

Pengertian tata bahasa adalah ilmu yang mempelajari kaidah-kaidah yang mengatur penggunaan bahasa. Semua tata bahasa tradisional tidak menempatkan fonologi sebagai satu unsur dari tata bahasa. Biasanya dikatakan bahwa tatabahasa hanya melingkupi bidang-bidang morfologi dan sintaksis. Fonologi dianggap sebagai suatu pengetahuan praktis untuk kesempurnaan, penyebutan suatu bahasa. Pendapat ini tidak dapat diterima lagi, karena fonologi adalah suatu Bahasa bukan yang bersifat praktis seperti yang dikatakan, tetapi benar-benar merupakan suatu unsur yang hakiki dari bahasa itu. Setiap bahasa mempunyai kaidah-kaidah tertentu tentang susun-peluk bunyi-bunyi ujarannya.

Tata bahasa merupakan suatu himpunan dari patokan-patokan umum berdasarkan struktur bahasa. Struktur bahasa itu meliputi bidang-bidang: tata bunyi, tata bentuk, dan tata kalimat. Atau dengan kata lain tata bahasa meliputi bidang-bidang: Fonologi, Morfologi, dan Sintaksis.

Melihat cara dan bidang penyusunan tatabahasa dapatlah kitabedakan macam-macam tatabahasa. Tatbahasa dapat dibedakan atas deskriptif atau sinkrotis dan historis-komparatif atau disebut juga diakronis.

Hipotesis Penelitian

Berangkat dari landasan teori dan kerangka berfikir di atas, maka dalam penelitian ini dapatdirumuskan hipotesisnya sebagai berikut:

1. Terdapat pengaruh yang signifikan penguasaan kosakata dan tatabahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi.
2. Terdapat pengaruh yang signifikan, penguasaan kosakata terhadap kemampuan menulis karangan deskripsi.
3. Terdapat pengaruh yang signifikan, penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi.

IV. PEMBAHASAN

Dalam bab ini penulis menyajikan data penelitian untuk variabel kemampuan menulis karangan deskripsi (Y), penguasaan makna kosakata (X1), dan penguasaan tata bahasa (X2).

A. Deskripsi Data

1. Data Kemampuan menulis karangan deskripsi (Y)

Data kemampuan menulis karangan deskripsi diperoleh dari hasil tes yang dikerjakn oleh 120 siswa yang menjadi sampel penelitian. Nilai yang di peroleh adalah terendah 55, tertinggi 95, rata-rata sebesar 78,34, median sebesar78, modus sebesar 85 dan simpangan baku sebesar 8,807.

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa kemampuan menulis karangan deskripsi siswa SMP Negeri di Kota Bekasi tergolong cukup baik. Hal ini di indikasikan dengan perolehan nilai rata-rata sebesar 78,34.

2. Data Penguasaan makna kosakata siswa (X1)

Data penguasaan kosakata diperoleh dari hasil tes yang di kerjakan oleh 120 siswa dihasilkan skor terendah 60, skor tertinggi 99, skor rerata sebesar 80,35, median 80, modus sebesar 80, dan simpangan baku sebesar 9,408.

Dari hasil perhitungan di atas, maka bisa dikatakan bahwa penguasaan makna kosakata siswa SMP Negeri di Kota Bekasi cukup baik. Hal ini di indikasikan dengan perolehan skor rerata sebesar 80,35 mendekati nilai mediannya.

3. Data Penguasaan tata bahasa (X2)

Data penguasaan tata bahasa diperoleh dari hasil tes yang dikerjakan oleh 120 siswa dihasilkan nilai terendah 55, skor tertinggi 90, skor rerata sebesar 74,75, median sebesar 75, modus sebesar 75 dan simpangan baku sebesar 9,948.

Dari hasil perhitungan di atas, maka bisa dikatakan bahwa penguasaan tata bahasa siswa SMP Negeri di kota Bekasi cukup baik. Hal ini di indikasikan dengan perolehan nilai rerata skor disiplin diri 74,75 mendekati skor mediannya.

Pengujian Hipotesis

Pengajuan hipotesis dilakukan sesuai dengan ketentuan yang telah dijelaskan dalam Bab III. Hasil perhitungan dan pengujian bisa dilihat pada table di bawah ini:

Tabel 2. Hasil Perhitungan Pengujian Koefisien Korelasi Ganda
Variabel X_1 dan X_2 terhadap Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571[a]	.326	.315	7.289

a. Predictors: (Constant), Penguasaan tata bahasa , Penguasaan Kosakata

Tabel 3. Hasil Perhitungan Pengujian Signifikansi Koefisien Regresi
Variabel X_1 dan X_2 terhadap Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3012.074	2	1506.037	28.343	.000[b]
	Residual	6216.917	117	53.136		
	Total	9228.992	119			

a. Dependent Variable: Kemampuan menulis karangan deskripsi

b. Predictors: (Constant), Penguasaan tata bahasa , Penguasaan Kosakata

Tabel 4. Hasil Perhitungan Persamaan Regresi Ganda Variabel X_1 dan X_2 terhadap Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.661	6.513		4.708	.000
	Penguasaan Makna Kosakata	.263	.077	.281	3.419	.001
	Penguasaan Tata Bahasa	.355	.073	.401	4.884	.000

a. Dependent Variable: Kemampuan menulis karangan deskripsi

1. Pengaruh Penguasaan makna kosakata (X1) dan Penguasaan tata bahasa (X2) secara bersama-sama terhadap Kemampuan menulis karangan deskripsi (Y)

Hipotesis yang diuji:
$H_0: \beta_{y1} = \beta_{y2} = 0$
$H_1: \beta_{y1} \neq 0, \beta_{y2} \neq 0$

Artinya:

H_0 : tidak terdapat pengaruh penguasaan makna kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi

H_1 : terdapat pengaruh penguasaan makna kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi

Dari table 4.10. dapat dinyatakan bahwa terdapat pengaruh yang signifikan penguasaan makna kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi.Hal ini dibuktikan dengan perolehan nilai Fo = 28,343 dan Sig. 0,000< 0,05

Sementara itu, persamaan garis regresi ganda dapat dinyatakan dengan $\hat{Y} = 30,661 + 0,263X1 + 0,355 X2$. Hal ini memiliki pengertian bahwa kenaikan satu skor variable penguasaan makna kosakata dan penguasaan tata bahasa memberikan kontribusi sebesar 0,263 oleh X1 dan 0,355 oleh X2 terhadap variable kemampuan menulis karangan deskripsi.Dari tabel 4.9 juga dapat menjelaskan bahwa secara bersama-sama variable penguasaan makna kosakata dan penguasaan tata bahasa memberikan kontribusi sebesar 32,6% terhadap variable kemampuan menulis karangan deskripsi.

1. Pengaruh Penguasaan makna kosakata (X_1) terhadap Kemampuan menulis karangan deskripsi (Y)

Hipotesis yang diuji:
$$H_0: \beta_{y1} = 0$$
$$H_1: \beta_{y1} \neq 0$$

Artinya:

H_0 : tidak terdapat pengaruh penguasaan makna kosakata terhadap kemampuan menulis karangan deskripsi

H_1:terdapat pengaruh penguasaan makna kosakata terhadap kemampuan menulis karangan deskripsi

Dari table 4.11. dapat dinyatakan bahwa terdapat pengaruh yang signifikan penguasaan makna kosakata terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan nilai t_{hitung}= 3,419 dan Sig. 0,001< 0,05.

Adapun kontribusi variabel penguasaan makna kosakata terhadap Kemampuan menulis karangan deskripsi dapat dinyatakan dengan rumus:

KD = Nilai β_{x1y} x Nilai Korelasi Pasialnya (r_{x1y}) x 100 %

KD = 0,281 x 0,435 x 100 % = 12,22 %

Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi penguasaan makna kosakata dalam meningkatkan kemampuan menulis karangan deskripsi sebesar 12,22 %

1. Pengaruh Penguasaan tata bahasa (X2) terhadap Kemampuan menulis karangan deskripsi (Y)

Hipotesis yang diuji:
$H_0: \beta_{y1} = 0$
$H_1: \beta_{y1} \neq 0$

Artinya:

H_0: tidak terdapat pengaruh penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi

H_1: terdapat pengaruh penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi

Dari table 4.11. dapat dinyatakan bahwa terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 4,884 dan Sig. 0,000< 0,05.

Adapun kontribusi variabel penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi dapat dinyatakan dengan rumus:

KD = Nilai β_{x2y} x Nilai Korelasi Pasialnya (r_{x2y}) x 100 %

KD = 0,401 x 0,509 x 100 % = 20,41 %

Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi penguasaan tata bahasa dalam meningkatkan kemampuan menulis karangan deskripsi sebesar 20,41%.

V. KESIMPULAN

Pada bagian simpulan ini, penulis uraikan secara singkat hasil penelitian yang diperoleh di lapangan dapat ditarik simpulan sebagai berikut:

1. Terdapat pengaruh yang signifikan penguasaan makna kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan nilai Sig. 0,000< 0,05 dan Fo = 28,343. Secara bersama-sama variable penguasaan makna kosakata dan penguasaan tata bahasa memberikan kontribusi sebesar 32,6% terhadap variable kemampuan menulis karangan deskripsi

2. Terdapat pengaruh yang signifikan penguasaan makna kosakata terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan Sig. 0,001< 0,05 dan nilai thitung= 3,419. Variabel penguasaan makna kosa kata memberikan kontribusi sebesar 12,22 % dalam meningkatkan kemampuan menulis karangan deskripsi.

3. Terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap kemampuan menulis karangan deskripsi. Hal ini dibuktikan dengan perolehan Sig. 0,000 < 0,05 dan nilaithitung = 4,884. Variabel penguasaan tata bahasa memberikan kontribusi sebesar 20,41% dalam meningkatkan kemampuan menulis karangan deskripsi.

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The Effects of Vocabulary and Grammar Mastery on Students' Reading Skill

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Abstract - Students' lack of vocabulary and grammar knowledge can influence their reading skill. This research is aimed at finding the effects of vocabulary and grammar mastery on students' reading skill. The eleventh grade students of state senior high schools in Tangerang are the research participants. The sample was selected through simple random sampling. There are three variables – vocabulary and grammar mastery and English reading skill. Objective tests were adminsitered to the students for the data. Correlation technique and multiple regressions were used for data analysis. The research findings reveal first significant effects of vocabulary and grammar mastery both partially and collectively on the students' English reading skill, proved by Sig.0.000 < 0.05 and F_o184.710, with correlation coefficient 0.90 and determination coefficient is 0.809 or 80.9%. The regression equation is: **$Y = 2.071 + 0.529X_1 + 0.414X_2$**. It means that the students' English reading skill is strongly influenced by their vocabulary and grammar mastery. Secondly, there is a significant effect of vocabulary mastery on the reading skill of grade XI students at State Senior High Schools in Tangerang, proved with the score of $t_{observed} = 5.263 > t_{table} = 1.987$ and Sig. 0.000 < 0.05. Thirdly, there is a significant effect of grammar mastery on the reading skill of grade XI students at State Senior High Schools in Tangerang, proved with the score of $t_{observed} = 4.514 > t_{table} = 1.987$ and Sig. 0.000 < 0.05. The conclusion is that there are significant effects of the students' vocabulary and grammar mastery both partially and collectively on their reading skill.

Keywords: Vocabulary, Grammar, Reading Comprehension

I. INTRODUCTION

In the era of globalization, English has become an important international language. As an international language, English is used in many fields such as trade, education and communication. Most people in the world use English to communicate with other people from other countries, in particular those from English speaking countries and also to compete in the global arena. Hence, it is necessary for people to be competent in English for their effective international communication and competition purposes. Thus, due to its importance as an international language, people need to master English. As such, English is taught in many countries, including in Indonesia.

In Indonesia, English has been taught as a foreign language subject at formal educational institutions, from junior high school level up to university level. Further, English has also been included in the national curriculum. However, students in Indonesia still find it difficult to understand English. They have problems learning English whether in listening, speaking, reading or writing skill. Finally, they are not interested in learning English even though they know about the importance of the language. In learning English, not only do students have to have the mastery of the knowledge of the language, but they also have to have the mastery of its skills – listening, speaking, reading and writing. As one of the four language skills, reading is an important skill to students in learning English. Richard Anderson and the Commission on Reading define reading as the process in which meaning is constructed from written texts. It means that reading is a process in which interaction between a reader and a text is involved. Therefore, readers should understand the text. Further, the text should also provide them with the necessary information so that the readers can understand it.

Many people like reading because they believe that they have a lot of benefits of doing so. Reading can give readers information, knowledge, skill, etc. Further, when someone is fond of reading, he or she will obtain benefits, among others, be free from having Alzheimer's disease and slash stress since fondness of reading can protect his or her brain from such health problems and encourage positive thinking, and fortify friendships. However, without comprehension, reading will not give the above benefits to readers. It means that to understand a reading text, readers should have reading comprehension skills. Learning to read is a serial process. It means that each new skill is developed after the mastery of the previously learned skills. In the beginning, for example, children learn to divide words into their most basic sounds in a process called decoding. After that, they start to understand the meaning of words, sentences and, ultimately, entire passages of text. To understand a text, learners need reading comprehension skill. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can understand ideas, follow arguments, and detect implications. They already know most of the words in the text, but they can also determine

the meaning of a lot of the unknown words from the context. If they fail to do so, they can look up the unfamiliar words in their dictionary. As such, good readers can extract from the writing what is important for the particular task they are employed in.

As a skill, reading can be learned. However, it is not easy for learners to understand a text since they should have their reading skill to comprehend the text. There are many factors which affect learners' reading mastery. Having lack of vocabulary and grammar knowledge can be factors which influence student's reading mastery. Having lack of vocabulary knowledge can make the students have difficulty understanding a text, for instance an English reading text and also answering the questions of the text, or they can possibly answer them, but their answers are not relevant to the questions. They neither understand the questions nor find the answers from the passage because there are a lot of unfamiliar words. Reading failure happens because it is not that they cannot understand the meaning of the words in the passage, but they have less vocabulary knowledge to comprehend a text, especially the one with difficult words. Without comprehending the meaning of difficult words, students often fail to acquire new and difficult words, and thus fail to improve their vocabularies. It will also give rise to the failure in reading comprehension.

Another factor which influences students' mastery of reading skill is having lack of grammar mastery. Grammar of a language is the foundation for communication – the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning. That is what communication is all about. In comprehending a reading text in English, for instance, having good sentence-structure knowledge helps a reader to see relations between ideas, including relationships between main ideas and details and also relations among each part of the components of a sentence in order to have a better analysis of the text and sentences, and hence a better understanding of them.

Based on the above explanations about the importance of the mastery of vocabulary and grammar, this study will examine whether the students' mastery of English vocabulary and grammar has correlation to their reading skill. In addition, the hypothesis 'the higher the learners' mastery of English vocabulary and grammar, the better their skill in reading" will be investigated in this research. In doing so, indeed, the problems of the research are needed to be formulated. The problem formulation is as follows.

1. Are there any effects of vocabulary and grammar mastery on students' reading skill at state senior high schools in Tangerang?

2. Is there any effect of vocabulary mastery on students' reading skill at state senior high schools in Tangerang?
3. Is there any effect of grammar mastery on students' reading skill at state senior high schools in Tangerang?

This study is aimed at obtaining empirical data of the effect of vocabulary and grammar mastery upon the student's reading skill. Operationally, the objectives of this research are to show:

1. The effects of vocabulary and grammar mastery on students' reading skill at state senior high schools in Tangerang.
2. The effect of vocabulary mastery on students' reading skill at state senior high schools in Tangerang.
3. The effect of grammar mastery on students' reading skill at state senior high schools in Tangerang.

In English learning and teaching process, particularly in improving the student's reading skills. The significance of the study is as follows:

1. This study is hopefully considered very important by the decision makers to make any policy related to the process of learning and teaching English subject.
2. It is hoped that the English teachers, would reap the benefit of this study in selecting appropriate teaching techniques to be implemented in the class.
3. It is expected that the English teachers could broaden their perspective about teaching approach, method, and techniques to be applied in the class, especially when teaching reading subject.

Hyphotesis is a statement that might be true, which can then be tested. It can also be said that hyphotesis is a temporal answer to the research problems. Hence, the hypotheses of this research are stated as follows:

1. There are significant effects of vocabulary and grammar mastery altogether on students' reading skill at State Senior High Schools in Tangerang.
2. There is a significant effect of vocabulary mastery on students' reading skill at State Senior High Schools in Tangerang.
3. There is a significant effect of grammar mastery on students' reading skill at State Senior High Schools in Tangerang.

In conducting the above research, relevant theoretical views from experts which are related to the topic of the discussion of this study are used. It is initiated with the theories of vocabulary mastery, grammar mastery and reading skill. Further, internet browsing was also conducted to examine as to whether any previous research on the same topic has been conducted. The writer found that Dongbo Zhang from Michigan State University, USA, conducted research on vocabulary and grammatical

knowledge in L2 Reading comprehension: A structural equation modeling study, and his research paper was published in December 2012. In his study, Zhang used structural equation modeling analysis to examine the contribution of vocabulary and grammatical knowledge to second language reading comprehension among 190 advanced Chinese English as foreign language learners. Dongbo found that vocabulary knowledge related significantly to reading comprehension; grammatical knowledge showed a weak contribution to reading comprehension after controlling for the effect of vocabulary knowledge. In addition, learners' implicit knowledge of grammar had a stronger relationship to reading comprehension than explicit knowledge, over and above the effect of vocabulary size. Christanto Dwi Nugroho in May 2015 conducted research on the effects of vocabulary and structure pattern mastery towards reading comprehension at SMP Kesuma Bangsa, a private junior high school in Beji, Depok. His research findings prove that the students' vocabulary and structure pattern mastery influence their reading comprehension. It is proved with the correlation coeficient of 0.918 and the determination coefficient of 0.842 (84.2%). This research conducted to focus on the effects of vocabulary and grammar mastery on the reading skill of 11th grade students of three state senior high schools in Tangerang, Banten, and regression method of analysis is employed in this research.

Vocabulary Mastery

Vocabulary plays a very important role in language learning. Learners cannot express their opinions or ideas well to other people if they do not have any vocabulary knowledge. According to Baker, Simmons, and Kame'enui (1997), learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new). Nation (1993) believes that principally, vocabulary knowledge is one of the components in language skills such as reading, speaking, writing, and listening. Nation (2009) and Melka (1997:84-102) offer a productive vocabulary which is contradicted to a receptive vocabulary to be used in vocabulary learning. In receptive vocabulary learning, a teacher gives his or her students words and their meanings. It offers words and their meanings without any context. However, in productive vocabulary learning, the teacher allows learners to think the meaning of the new word from the context given.

In learning vocabulary, notonly do learners have to understand the meaning of words (lexical meaning), but they also have to understand the meaning of the words in a sentence (grammatical meaning). It means that the learners should be able to use the words that they have learned. In

this regard, Cruse (2000: 15) broadly distinguishes the areas of interest in studying vocabulary in language use. It is seen that studying vocabulary is not only studying words, but also the word meaning and how those words are used in language, whether in written form or oral form. Those areas enable vocabulary knowledge to be more understandable.

The above theories on learners' vocabulary mastery reveal that it is not only about the meaning of the word or its synonym, but it is also related to the concept of the word itself. Thus, when learners can recognize the words well and can use them in the correct form and structure of the sentences, they can be regarded that they have vocabulary knowledge.

Grammar

There are some definitions of grammar. Nunan (1997:97) gives several definitions of grammar:

a. An analysis of the structure of a language either as encountered in a corpus of speech or writing (a performance grammar) or as a predictive of a speaker's knowledge (a competence grammar).
b. An analysis of the structural properties which define human language (a universal grammar).
c. A level of structural organization which can be studied independently i.e. Phonology and Semantics.

Cowan (2008:3) defines grammar as the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. The grammar of English consists of all the rules that govern the formation of English sentences, and that is precisely what learners of English want to know. Thornbury (1999: 1) defines grammar by saying that grammar is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed. Harmer (1987: 1) defines grammar by saying the grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence. Further, Bowen, Madsen and Hilferty (1985:161) argued that grammar is the rules by which we put together meaningful word and parts of words of language to communicate messages that are comprehensible. And, grammar can be understood in different ways by different people with different purposes. From the explanations above, grammar mastery is

Reading Skill

Gleason and Ratner (1998:3) states that comprehension is a process how to find and interpret the punctuations (speech perception), determine to the word

meaning (lexical access), analyze to the sentences grammatically to get meaning extensively (sentence processing), evaluate and formulate the long text appropriately (discourse) To interpret the language is a very complicated process. However, we can comprehend the language easily since language definitely has hierarchal structure. Otong (2008:5) states that reading is an activity to comprehend and dig deep into the information as well as explore the mind of the information conveyer stated in a text. To implement the thinking ability into reading is by knowing the reading comprehension of the reader. Harris and Smith (1976: 239) state that there are four ways of thinking to comprehend the reading. The four ways of thinking are as follows.

1) Identification
   The basic level where the reader must memorize or find the information that wrote by the writer. The reader must comprehend the writer's idea.
2) Analysis
   The higher level where the reader checks some parts of the reading based on schema and structure.
3) Evaluation
   The advance level is where the reader can evaluate the information to determine the score through the proper standard.
4) Application
   The reader tries to do something on the information that they got. Means the reader uses the information to answer the question about the proper reading.

From the explanations above, it goes without saying that reading is a process which needs phases or stages in oder to comprehend a passage; it also needs a strategy to do so. Further, in order to comprehend a reading text well, learners should be trained a reading strategy, for instance SQ3R, which stands for Survey, Question, Read, Recite, and Review (Robinson, 1970). SQ3R is a reading strategy that is formed by its sentences or letters. The SQ3R method was introduced by Robinson in 1941, to provide students with a systematic approach to study a textbook and assignment. The method capitalizes on the predictable format on most traditional content of textbook (e.g., title, introduction, headings, subheadings, conclusion, etc.). The steps are as follows: (1) Survey, (2) Question, (3) Read, (4) Recite, and (5) Review. SQ3R will help students build a framework to understand their reading assignment. SQ3R is a method for active elaboration of material that you read by doing five steps as mentioned.

II. RESEARCH METHODOLOGY

This research was conducted at State Senior High School (SMAN) 4, SMAN 6, and SMAN 15 in Tangerang, Banten Province during the period of March – July 2015. It involves 90 students or participants during March to July,

2015. The participant of population in the research is the Grade XI Students of State Senior High School (SMAN) 4, SMAN 6 and SMAN 15 in Tangerang. The number of the population is more than 400 students. However, the researcher does not take all of the population. According to Sudjana (1992: 6), sample is a part of population. The process of drawing a sample from the population is called *sampling*. In this research, simple random sampling is used. The number of the sample taking part in this research is 90 students. The total number of the sample consists of 30 students from SMAN 4, 30 students from SMAN 6, and 30 students from SMAN 15.

This research was utilized by survey method. Fraenkel and Wallen (1993: 342) state that survey research is one of the most common forms of research engaged in by educational researchers. It involves researchers asking a large group of people questions about a particular topic or issue. It is done to get the data and fact based on the examination of observation of variables. This research is conducted using descriptive correlation method, a method designed to determine if two or more variables are associated with each other. Descriptive method is used to describe the present behavior or characteristics of a particular population. The application of this method is performed through tested instruments to the students by using multiple choice tests for the vocabulary mastery, grammar mastery and reading skill. Application of this method is performed through tested instruments to the students by using multiple choice tests for the vocabulary mastery, grammar mastery and the reading skill. A constellation among variable in this research can be figured as follows:

Figure 3.1
Research Design
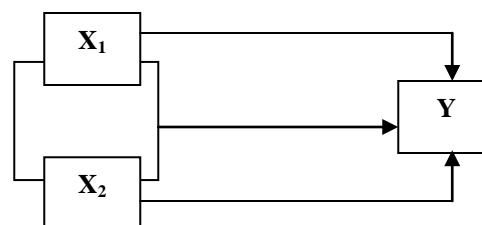
Note:
X_1 = Independent variable of vocabulary mastery
X_2 = Independent variable of grammar mastery
Y = Dependent variable of reading skill

The instrument used to collect data in this research is test. A test of vocabulary mastery, grammar mastery and reading comprehension or skill was administered to the Grade 11 Students of SMAN 4, SMAN 6 and SMAN 15. The format of the tests is multiple-choice by using a binary system in which every correct answer is given score 1 and every incorrect answer is given score null. The collected

quantitative data were processed and computed by using SPSS version 20.0. The data were analyzed by applying linear regression method, to examine as to whether both of the independent variables – the vocabulary (X_1) and grammar mastery (X_2), altogether affect the students' reading skill (Y). The data analysis is also to examine as to whether each of the independent variables partially affects the student's reading skill. Before doing so, the pre-requisite tests should also be conducted (Suparman, 2013: 119-125). They are validity and reliability test, normality test, homogeneity test, multicolliniarity test and linearity test. Based on the output of the pre-requisite tests, it is found that the instruments are valid and reliable; the data are normally distributed and homogeneous. In addition, there is no multicolliniarity among the independent variables found in the regression model. Linearity test is an assumption in the regression analysis. It means that the regression line between X and Y forming whether or not in the linear line. Further, if the line is not linear, it cannot be automatically continued to the next step. Hence, based on the data output, it is found that the regression line between variable X and variable Y is linear. After the entire requirement test of data analysis has been fulfilled and known that the data are processed further properly, so the next step is to test each of the proposing hypothesis test is using correlation analysis and regressive analysis (regression line equality calculation and Regressive Significant Test).

III. RESULTS AND DISCUSSION

After the valid and reliable tests of vocabulary, grammar and reading comprehension adminsitered to the 90 students of the above three state senior high schools in Tangerang, Banten, the data collected from the tests are analyzed. The purpose of the analysis is to find out the research findings to answer the formulated problems on the effects of vocabualry mastery and grammar mastery (the independent variables) on the students' reading skill (Dependent variable), for which the necessary hyphothesis test is conducted. The research focuses on the effect of the two independent variables on the dependent variable both partially and collectively. In this regard, all the data are processed and computed with the assistance of *Statistical Program for Social Science (SPSS) version 20.0 for Window*.

The testing of the hyphotheses is conducted based on the statistical and verbal hypotheses. The recapitulations of the entire test can be seen in the set of the tables below:

Table 1
The Recapitulation Result of Multiple Correlation Coefficients of the
Effects of Vocabulary Mastery and Grammar Mastery on the Students' Reading Skill

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.900[a]	.809	.805	1.049	.809	184.710	2	87	.000

a. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery
b. Dependent Variable: Reading Skill

Table 2
The Recapitulation Result for Regression Coefficient Significant Test of the
Effects of Vocabulary Mastery and Grammar Mastery on the Students' Reading Skill

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	406.896	2	203.448	184.710	.000[b]
1	Residual	95.826	87	1.101		
	Total	502.722	89			

a. Dependent Variable: Reading Skill
b. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery

Table 3
The Recapitulation Result for Linear Regression Equality Test of the
Effects of Vocabulary Mastery and Grammar Mastery on the
Students' Reading Skill

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	2.071	.736		2.811	.006			
Vocabulary Mastery	.529	.100	.501	5.263	.000	.874	.491	.246
Grammar Mastery	.414	.092	.429	4.514	.000	.865	.436	.211

Based on the description of the three tables above, the testing of hypothesis of the effects of vocabulary mastery and grammar mastery on the students' reading skill is formulated both statistically and verbally as follows:

1. The Effects of Vocabulary Mastery (X_1) and Grammar Mastery (X_2) on the Students' Reading Skill (Y)

   $H_0 : \beta_1 = \beta_2 = 0$
   $H_1 : \beta_1 \neq 0 \ \beta_2 \neq 0$

Explanation:

H_0 : There are no effects of vocabulary mastery and grammar mastery altogether on the students' reading skill.

H_1 : There are effects of vocabulary mastery and grammar mastery altogether on the students' reading skill.

Table 1 above shows that the coefficient correlation of the effects of the independent variables: vocabulary mastery (X_1) and grammar mastery (X_2) altogether on the dependent variable: the students' reading skill (Y) is 0.90. It indicates that among the variables, there are very strong effects that if $R_{observed}$ is closely to 1, the correlation tightness will be getting stronger. Furthermore, according to the recapitulation above, it reveals that the coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: vocabulary mastery (X_1) and grammar mastery (X_2) altogether on the dependent variable: the students' reading skill (Y).

Meanwhile, the coefficient of determination of the vocabulary mastery and grammar mastery variables contribute to the reading skill variable is 0.809. It indicates that the contribution of the independent variables: vocabulary mastery and grammar mastery altogether to the

dependent variable: students' reading skill is about 80.9% and the rest (for 19.1%) is determined by other factors.

According to the regression analysis which is used to test the hypothesis, we may get the set of data stated in Table 2 and Table 3 above. Referring to this, we may set the regression line equality that represents the effects of vocabulary mastery and grammar mastery (the independent variables) on the students' reading skill (the dependent variable) in the following equation:

$$Y = 2.071 + 0.529X_1 + 0.414 X_2$$

where:
Y = dependent variable
X_1 and X_2 = independent variables

The above regression equation shows that the value of constant (konstanta) is 2.071, and the values of the regression coefficient are 0.529 and 0.414 respectively. To test the significance of the regression line, we have to look at the recapitulation of Table 3. In accordance with the general criteria, the significance of regression is obtained if Significance (*Sig*) is less than 0.05, which affects the rejection of H_0 or if $F_{observed}$ (F_o) is more than F_{table}, which affects the rejection of H_0, and the coefficient of regression is stated significant, or there is a significant effect of the independent variables: vocabulary mastery (X_1) and grammar mastery (X_2) altogether on the dependent variable: the students' reading skill (Y). *Sig value* is a number which is stated in *Sig* column in Table 2 above, while F_o is a number which is stated in F column on the same table. The value for F_{table} is the value of F on the distribution table in 5% real degree, with the numerator degree (k) = 2 and the denominator degree (n – k – 1) = 87, where n is the total number of respondents, while k is the total number of independent variables.

Based on Table 2 above, *Sig value* is stated by 0.000, and F_o is stated with 184.710, while F_{table} is stated with 3.950. Since the *Sig value* is less than 0.05 and F_o is higher than F_{table}, as the consequence H_0 is rejected, and automatically H_1 is accepted. It means that the coefficient of regression is significant. In general, it could be said that there are significant effects of the independent variables: vocabulary mastery (X_1) and grammar mastery (X_2) altogether on the dependent variable: students' reading skill (Y).

From the recapitulation of the test results (the research findings) either correlation or regression, it could be interpreted that there are significant effects of vocabulary mastery (X_1) and grammar mastery (X_2) altogether on the students' reading skill (Y). Further, Reference the same calculation, it can be seen that vocabulary mastery is as influential as grammar mastery towards the student's reading skill since the *Sig* value of of both of the independent variables is the same (0.000). Indeed, vocabulary mastery and grammar mastery have an important role to help students understand the meaning of the words throughout their reading skill. Hence, both the students' vocabulary and grammar knowledge must be improved by enriching activities so that they could comprehend the reading materials as well.

Further, from the regression analysis, we may obtain the linear regression equation as follows: **Y= 2.071 + 0.529X₁ + 0.414X₂.** The regression equation could be interpreted that the constant number stated with 2.071, it shows that at the lowest level of vocabulary mastery and grammar mastery, it will be difficult for a student to achieve the good reading ability. While the scores of the regression coefficient stated consecutively with **0.529** and **0.414**, they reveal that the positive correlation of the independent variables X_1 (vocabulary mastery) and X_2 (grammar mastery) altogether with the dependent variable Y (student's reading skill). In addition, they also reveal that each score increment for vocabulary mastery level will affect the level of reading skill as much as 0.529, and each score increment for grammar mastery level will affect the level of reading skill as much as 0.414.

The testing of hypothesis of the effect of vocabulary mastery on the students' reading skill is formulated both statistically and verbally as follows:

2. The Effect of Vocabulary Mastery (X_1) on the Students' Reading Skill (Y)
   $H_0 : \beta_1 = 0$
   $H_1 : \beta_1 \neq 0$
   Explanation:

   H_0 : There is no significant effect of vocabulary mastery on the students' reading skill.

H_1 : There is a significant effect of vocabulary mastery on the students' reading skill.

To test the hypothesis above, we can simply see from the numbers which are stated in t column or *Sig* column in the row of vocabulary mastery in Table 3 above. In accordance with the general assumption, the significance of regression is if $t_{observed}$ (t_o) is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. It means that there is a significant effect of the independent variable X_1 on the dependent variable Y. *Sig value* is the number which is stated in *Sig* column for the row of vocabulary mastery (Variable X_1) in Table 3. Meanwhile, t_o value is the number which is stated in t column for vocabulary mastery (Variable X_1) on Table 3 as well. For the value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 88, where n is the total number of respondents.

Further, Table 3 above also shows that the *Sig value* is stated with 0.000 and $t_{observed}$ is stated with 5.263, while t_{table} is stated with 1.988. Since *Sig* value is less than 0.05 and $t_{observed}$ is higher than t_{table}, it brings the consequence that H_0 is rejected, and automatically H_1 is accepted. It means that there is a significant effect of the independent variable X_1 (vocabulary mastery) on the dependent variable Y (the students' reading skill). From the tabulation of correlation test, regression test and linear model above, it can be seen that there is a significant effect of the independent variable X_1 (vocabulary mastery) on the dependent variable Y (the students' reading skill). As such, it could be interpreted that the higher the level of vocabulary mastery possessed by the students especially correlated to reading domain, the higher the possibility to achieve the reading skill. It may happen because vocabulary is also important in language learning which has to be mastered by the students to develop the language skills, particularly reading. In other words, the students should have adequate vocabulary if they would like to convey the meaning of reading materials as well.

The testing of hypothesis of the effect of grammar mastery on the students' reading skill is formulated both statistically and verbally as follows

3. The Effect of Grammar Mastery (X_2) on the Students' Reading Skill (Y)
   $H_0 : \beta_2 = 0$
   $H_1 : \beta_2 \neq 0$

   Explanation:

   H_0 : There is no significant effect of grammar mastery on the students' reading skill.
   H_1 : There is a significant effect of grammar mastery on the students' reading skill.

To test the hypothesis above, we can simply see from the numbers which are stated in t column or *Sig* column in the row of vocabulary mastery in Table 3above. Based on the general assumption, the significance of regression is if $t_{observed}$ is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. It means that there is a significant effect of the independent variable X_2 on the dependent variable Y. *Sig* value is the number which is stated in *Sig* column for the row of grammar mastery (Variable X_2) in Table 3. Meanwhile $t_{observed}$ value is the number which is stated in t column for the grammar mastery (Variable X_1) on Table 3 as well. For the value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 88, where n is the total number of respondents.

Table 3 above also reveals that the Sig. value is stated with 0.000 and $t_{observed}$ is stated with 4.514, while t_{table} is stated with 1.988. Since *Sig value* is less than 0.05 and $t_{observed}$ is higher than t_{table}, it brings the consequence that H_0 is rejected, and automatically H_1 is accepted. It means that there is a significant effect of the independent variable X_2 (grammar mastery) on the dependent variable Y (the students' reading skill). From the tabulation of correlation test, regression test and linear model above, it can be seen that there is a significant effect of the independent variable X_1 (grammar mastery) on the dependent variable Y (the students' reading skill). As such, it could be interepreted that the higher the level of grammar mastery of the student especially correlated to reading aspect, the higher the possibility for him or her to achieve the ability in reading domain.

IV. CONCLUSION

Based on the research findings, the conclusion of this research can be presented as follows:

1. There are significant effects of vocabulary and grammar mastery altogether towards the reading skill of grade XI students at State Senior High Schools in Tangerang. It is proved by the score of $F_{observed}$ = 184.710 > F_{table} = 3.950 and *Sig*. 0.000 < 0.05. It means that the higher the students' vocabulary and grammar mastery, the higher the student's reading skill, or vice versa. This reveals that the vocabulary mastery and grammar mastery are two critical variables to be considered in explaining about the improvement of the student's reading skill.
2. There is a significant effect of vocabulary mastery towards the reading skill of grade XI students at State Senior High Schools in Tangerang. It is proved by the score of $t_{observed}$ = 5.263 > t_{table} = 1.988and *Sig*. 0.000 < 0.05. This means that the higher the student's vocabulary mastery, the higher the student's reading skill. Conversely, the lower the student's vocabulary mastery, the lower the student's reading skill.

Therefore, the student's vocabulary mastery is an important variable to consider in predicting the student's reading skill.
3. There is a significant effect of grammar mastery on the reading skill of grade XI students at State Senior High Schools in Tangerang. It is proved by the score of $t_{observed}$ = 4.514 > t_{table} = 1.988 and *Sig*. 0.000 < 0.05. This means that the higher the student's grammar mastery, the higher the student's reading skill. Conversely, the lower the student's grammar mastery, the lower the student's reading skill. Therefore, the student's grammar mastery is an important variable to consider in predicting their reading skill.

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PENGARUH MOTIVASI DAN PERSEPSI ATAS GAYA BELAJAR SECARA BERSAMA-SAMA TERHADAP HASIL BELAJAR

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Abstract - *The goal of this research is to get data about the effect of motivation and perception to learning style in together to achievement of learning at Junior High School in Pamulang Tangerang Selatan. This research uses research method with correlation and regration analysis. It is mean, making connection between data that tells about motivation and preception to learning style in together to learning achievment.*

The data about motivation and perception to learning style in together to learning achievment could be got over questioner by resercher with measuring something that has connection to: (1) there are effects of learning motivation signficantly and perception to learning style of studetns in together to achievment of learning. It can be known from the getting score of Fo=9,109 and Sig.0,000 < 0,05. In together, the variable of learning motivation and perception to learning style of students gave contribution 24,2% to the variable of learning achievment in english. (2) There are effects of learning motivation significantly to English learning achievment. It can be known from the getting score of $t_{hitung} = 2,214$ and Sig. 0,031 < 0,05. The variable of learning motivation contrbuted 12,67% in increasing English learning achievment. (3) There are effects of perception to studetns learning style to students learning achievment significantly. It can be known by the getting score of $t_{hitung} = 2,061$ and Sig. 0,044 < 0,05. The variable of perception to studetns learning style contributed 11,53% in increasing English Learning achievment. It tells us that there are possitive effects and significant to learning motivation and perception in learning style to student learning achievment.

Kata Kunci: *Motivation, perception, learning style, learning achievment. Motivation and learning style, motivation and perception.*

I.   PENDAHULULAN

Undang-Undang Republik Indonesia nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 ayat 1 menyatakan bahwa, "*Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara*".

Di era globalisasi sekarang ini, teknologi dan informasi berkembang begitu cepatnya. Demikian pula perkembangan masyarakat dunia, dinamis bergerak maju begitu pesatnya. Kondisi ini menuntut agar pendidikan tidak ketinggalan zaman. Pendidikan harus mampu menjawab permasalahan dan tantangan zaman. Peningkatan kualitas manusia Indonesia dihasilkan melalui penyelenggaraan pendidikan yang bermutu (Undang-Undang Guru dan Dosen, 2006 : 2).

Pendidikan pada hakekatnya adalah usaha orang dewasa secara sadar untuk membimbing dan mengembangkan kepribadian serta kemampuan dasar / awal anak didik, baik dalam bentuk pendididkan formal dan formal.

Dalam kegiatan mendidik dan melatih kemampuan yang dimiliki seseorang agar dapat lebih meningkatkan, maka orang yang dididik dan dilatih sebaiknya terlebih dahulu memiliki motivasi untuk belajar.

Motif adalah dorongan yang berasal dari dalam diri manusia itu sendiri, sedangkan motivasi pengaruh yang datang dari luar diri seseorang sehingga menimbulkan dorongan didalam diri seseorang. Motivasi juga dapat diartikan dengan usaha yang dapat disadari untuk menggerakkan, mengarahkan dan menjaga tingkah laku seseorang agar terdorong untuk bertindak melakukan sesuatu sehingga mencapai hasil atau tujuan tertentu.

Kualitas pendidikan tidak terlepas dari kualitas pembelajaran. Pendidikan memiliki beberapa permasalahan yang berintikan pada proses pembelajaran. Proses pembelajaran yang dilakukan bertujuan untuk kematangan belajar siswa yang bermuara pada peningkatan prestasi seperti yang diharapkan. Pembelajaran di sekolah merupakan proses interaksi antara guru, siswa, kurikulum, sarana pembelajaran termasuk media pembelajaran dan komponen lain yang berpengaruh pada proses pembelajaran untuk mencapai tujuan pembelajaran yang diharapkan, diantaranya proses managemen pendidikan.

Sejalan dengan kegiatan pembelajaran seorang guru sebelum memenuhi pembelajaran diharapkan guru itu terlebih dahulu menerangkan dengan sejelas-jelasnya tujuan dari mater pembelajaran yang akan disajikan, agar peserta didik dapat mengetahui dan memahami untuk apa pelajaran itu dipelajari.

Maka dari itu, orang yang akan memberi motivasi terutama dalam kegiatan pembelajaran harus mengenal dan memahami benar-benar latar belakang kehidupan, kebutuhan dan kepribadian orang yang akan dimotivasi (Ngalim Purwanto M, 1997:74). Selanjutnya perlu difahami bahwa proses pembelajaran di sekolah menengah pertama swasta yang mengacu pada standar nasional yang diarahkan pada proses pembelajaran berpusat pada kegiatan fasilitator pembelajaran. Sebagai manajer kelas, guru mempromosikan pembelajaran aktif, kreatif, efektif dan menyenangkan (PAKEM) sehingga siswa dapat berfungsi sebagai "manajer pembelajaran". Proses pembelajaran dilaksanakan dengan menggunakan metode ilmiah dalam proses pembelajaran tuntas. (Abdul Rahman Saleh et al, 2005:15-16).

Seiring dengan perkembangan ilmu pengetahuan dan teknologi yang terus berkembang pesat sekarang ini, akan membawa dampak kemajuan diberbagai bidang kehidupan. Agar dapat mengikuti dan meningkatkan perkembangan ilmu pengetahuan dan teknologi tersebut diperlukan sumber daya manusia yang berkualitas. Salah satunya usaha menciptakan sumber daya manusia yang berkualitas adalah melalui pendidikan.

Sebagai salah satu lembaga yang menyelenggarakan pendidikan secara formal, sekolah memiliki peranan yang sangat penting dalam mewujudkan tujuan pendidikan nasional melalui proses belajar mengajar. Pendidikan mempunyai fungsi yang harus diperhatikan, seperti dapat dilihat pada UU No.20 tahun 2003 menyebutkan bahwa :

"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermanfaat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk perkembangannya potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa pada Tuhan Yang Maha Esa, berakhak mulia, sehat ilmu, cakap, kreatif, mandiri, dan menjadi warga yang demokratis dan tanggung jawab."

Guru adalah faktor yang berperan penting dalam pendidikan, menurut Cece Wijaya dan Tabrani Rusyan (1992 :10) "Guru adalah faktor yang paling penting dalam pendidikan formal, karena guru terlibat langsung dalam pembentukan dan pengembangan intelektual dan kepribadian siswa". Oleh karena itu, guru sering dijadikan tokoh teladan bahkan dijadikan tokoh identitas diri, dengan demikian guru harus memilki perilaku, keterampilan dan kemampuan yang memadai untuk

melaksanakan tugasnya dengan baik. Untuk itu, guru harus menguasai berbagai hal sebagai keterampilan yang dimiliki.

Guru harus memahami dan mengahayati para siswa yang dibinanya, karena wujud siswa pada setiap saat tidak akan sama, ini disebabkan oleh perkembangan ilmu pengetahuan dan teknologi. Berhasil tidaknya suatu proses belajar mengajar dapat diketahui dari hasil belajar mengajar tersebut pada umumnya dikaitkan dengan tinggi rendahnya nilai yang dicapai siswa, daya serap siswa serta prestasi siswa yang berupa nilai hasil raport.

Menurut Usman User (1993:9) " Prestasi belajar siswa dipengaruhi oleh faktor yang berasal dari dalam diri siswa dan faktor yang berasal dari luar diri siswa". Faktor yang terdapat dalam diri siswa adalah intelegensi, motivasi, minat, bakat, kondisis fisik, sikap dan kebiasaan siswa. Sedangkan yang termasuk faktor yang berasal dari luar siswa adalah keadaan sosial ekonomi, lingkungan, sarana dan prasarana, guru dan cara mengajarnya, kurikulum dan sebagainya.

Selain faktor guru dan cara mengajarnya, foktor lain yang berasal dari dalam diri siswa yaitu motivasi juga sangat menentukan prestasi belajar siswa itu sendiri. Sering dijumpai siswa yang memilki intelegensi yang tinggi tetapi prestasi belajar siswa yang dicapai rendah, akibat kemampuan intelektual yang dimilikinya tidak/kurang berfungsi secar optimal. Salah satu faktor pendukung agar kemampuan intelektual yang dimilki siswa berfungsi secara optimal adalah adanya motivasi untuk berprestasi yang tinggi dalam dirinya.

Motivasi merupakan perubahan tenaga didalam diri seseorang yang ditandai oleh dorongan afektif dan reaksi-reaksi untuk mencapai tujuan. Siswa akan belajar dengan sungguh-sungguh tanpa dipaksa, bila memiliki motivasi yang besar diharapkan akan mencapai prestasi yang tinggi. Adanya motivasi belajar yang tinggi dalam diri siswa merupakan syarat agar siswa terdorong oleh kemauanya sendiri untuk mengatasi berbagai kesulitan belajar yang dihadapinya dan lebih lanjut siswa akan sanggup belajar sendiri.

Dengan demikian prestasi belajar siswa ditentukan oleh interaksi berbagai faktor. Peranan faktor penentu itu tidak selalu sama dan tetap. Besarnya kontribusi salah satu faktor akan ditentukan oleh kehadiran faktor lain dan sangat bersifat situasional, yaitu tidak dapat diprediksi dengan cermat akibat keterlibatan faktor lain yang sangat variatif. Penelitian ini dilakukan untuk mengetahui sejauh mana pengaruh persepsi siswa tentang ketrampilan guru dalam mengajar dan motivasi siswa terhadap prestasi belajar.

Dari konsep uraian diatas, dapat difahami bahwa tingkat efektifitas pembelajaran sangat dipengaruhi oleh prilaku pendidik dan prilaku

peserta didik. Prilaku pendidik sebagai motivator dalam proses pembelajaran dan prilaku peserta didik sebagai objek dari motivasi itu sendiri. Seorang motivator akan mudah mentransferkan tujuan dari motivasinya apabila sang motivator mampu mengenali gaya belajar atau penerimaan dari orang yang dimotivasi. Maka dari itu prilaku peserta didik yang dalam hal ini penulis lebih tekankan pada gaya belajar atau penerimaan menjadi salah satu hal penting untuk difahami oleh seorang motivator dalam hal ini adalah guru.

Gaya belajar adalah merupakan kecenderungan siswa untuk untuk mengadaptasi strategi tertentu dalam belajarnya sebagai bentuk tanggung jawabnya untuk mendapatkan satu pendekatan belajar yang sesuai dengan tuntutan belajar di kelas atau disekolah maupun tuntutan dari mata pelajaran. (Fleming dan Mills, 1992).

Berdasarkan pada pendapat fleming dan Mills tersebut diatas sangat penting bagi seorang pendidik untuk mengetahui lebih detail lagi tentang gaya belajar yang dimiliki oleh para peserta didik karena hal ini dimungkinkan akan berpengaruh terhadap prestasi belajar peserta didik.

Berdasarkan uraian diatas maka sekolah menengah pertama swasta perlu dilaksanakan pengelolaan proses belajar mengajar secara sistematis, terarah dan intensif dengan memperhatikan motivasi belajar dan gaya belajar yang dimiliki oleh siswanya, karena faktor-faktor itu tersebut kemungkinan besar akan sangat mempengaruhi perolehan hasil belajar siswa.

Berdasarkan uraian tersebut diatas, maka tujuan penellitian ini adalah sebagai berikut:

1. Untuk mengetahui apakah faktor motivasi dan persepsi atas gaya belajar siswa secara bersama-sama berpengaruh signifikan terhadap prestasi belajar siswa-siswi sekolah menengah pertama di Pamulang Tangerang Selatan Banten.
2. Untuk mengetahui apakah faktor motivasi berpengaruh signifikan terhadap prestasi belajar siswa-siswi sekolah menengah pertama di Pamulang Tangerang Selatan Banten.
3. Untuk mengetahui apakah faktor persepsi atas gaya belajar siswa berpengaruh signifikan terhadap prestasi belajar siswa-siswi sekolah menengah pertama di Pamulang Tangerang Selatan Banten.

II. METODE PENELITIAN

Penelitian ini dilaksanakan di Sekolah Menengah Pertama (SMP) di Pamulang wilayah Kota Tangerang Selatan. Dan adapun waktu penelitiannya adalah pada semester pertama tahun pelajaran 2014/2015 selama 3 bulan yaitu pada bulan Oktober sampai dengan Desember 2014.

Tahap- tahap pelaksanaan penelitian yang dilakukan adalah (1) Pendekatan dengan instansi terkait untuk mengajukan permohonan ijin penelitian yaitu pada kepala sekolah. (2) Mempersiapkan instrumen sekaligus uji instrumen penelitian (angket) (3) Koordinasi dengan kepala skolah dan guru di sekolah tempat mengambil data. (4) Pelaksanaan, 30 sampling berupa angket yang disebarkan dan pengumpulan data lapangan (5) Pengolahan data dan penyusunan pelaporan penelitian.

Adapun jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode Eksperimental (Experimental Receearch) untuk menguji secara langsung pengaruh suatu variabel terhadap variabel yang lain dan menguji hipotesis hubungan sebab akibat. Kuantitatif karena untuk pengujian hipotesis menuju sebuah kesimpulan dilakukan dengan mengumpulkan, mendeskripsikan dan menganalisis data yang menekankan pada data-data numerik. Eksperimental karena penelitian ini memberi perlakuan (treatment) terhadap kelompok eksperimen dan pengontrolan terhadap variabel-variabel. Jadi pernelitian Eksperimental bersifat validation atau menguji (Nana Syaodih: 2007:57) yaitu menguji pengaruh satu variabel atau lebih terhadap variabel yang lain. Dalam penelitian ini menguji pengaruh motivasi dan gaya belajar terhadap hasil belajar siswa sebagai variabel terikat.

Penelitian eksperimen memiliki dua kekuatan yang keberadaanya sering digunakan sebagai rekomendasi penelitian. *Pertama*, ekseperimen umumnya dianggap sebagai metode yang paling tepat untuk menguji hipotesis. Metode ini mengungkap hubungan antara variabel, mengajukan hipotesis dan selanjutnya melakukan pengujian. *Kedua,* kemampuan metode ini dalam penggunaannya sebagai prediktif terhadap permasalahan. Sebagaimana karakteristiknya, ekperimen direncanakan dan dilaksanakan untuk mengumpulkan data, yang digunakan untuk menguji hipotesis. Penelitian dengan menggunakan metode eksperimen dengan sengaja dan sistematis mengadakan perlakuan variabel, kemudian mengamati konsekuensi perlakuan tersebut. Hipotesis merupakan suatu jawaban yang bersifat sementara terhadap permasalahan penelitian, sampai terbukti melalui data yang terkumpul (Suharsimi Arikunto 2006 : 71).

III. HASIL PENELITIAN DAN PEMBAHASAN

Dari hasil analisis data yang dilakukan dalam penelitian ini, maka diperoleh hasil sebagai berikut:

untuk variabel prestasi belajar bahasa Inggris (Y), motivasi belajar (X_1), dan persepsi atas gaya belajar siswa (X_2).

A. Deskripsi Data
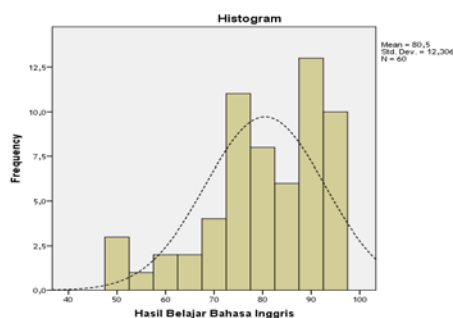### 1. Data Prestasi Belajar Bahasa Inggris (Y)

Data prestasi belajar bahasa Inggris diperoleh dari nilai tes yang diberikan kepada siswa yang menjadi sampel penelitian sebanyak 60 siswa. Nilai yang di peroleh adalah terendah 50, tertinggi 95, rata-rata sebesar 80,5, median sebesar 80, modus sebesar 90 dan simpangan baku sebesar 12,306.

Tabel 1. Deskripsi data Penelitian prestasi belajar bahasa Inggris

Statistics		
prestasi Belajar Bahasa Inggris		
N	Valid	60
	Missing	0
Mean		80,50
Median		80,00
Mode		90
Std. Deviation		12,306
Minimum		50
Maximum		95

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa hasil belajar bahasa Inggris siswa SMP Swasta di Pamulang Kota Tangerang Selatan tergolong baik. Hal ini di indikasikan dengan perolehan skor rata-rata sebesar 80,5.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut:

Gambar 1. Histogram Poligon Variabel prestasi belajar bahasa Inggris

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa hasil (prestasi) belajar bahasa Inggris SMP Swasta di Pamulang Kota Tangerang Selatan memiliki sebaran yang normal.

2. Data Motivasi Belajar (X1)

Data motivasi belajar diperoleh dari skor angket yang diberikan kepada siswa yang menjadi sampel penelitian sebanyak 60 siswa dihasilkan skor terendah 68, tertinggi 98, rerata sebesar 85,23, median 85, modus sebesar 83, dan simpangan baku sebesar 6,801.

Tabel 2. Deskripsi data Penelitian motivasi belajar

Statistics		
Motivasi Belajar		
N	Valid	60
	Missing	0
Mean		85,23
Median		85,00
Mode		83
Std. Deviation		6,801
Minimum		68
Maximum		98

Dari hasil perhitungan di atas, maka bisa dikatakan bahwa motivasi belajar siswa SMP Swasta di Pamulang Kota Tangerang Selatan baik. Hal ini di indikasikan dengan perolehan skor rerata sebesar 85,23 lebih tinggi dari skor medianya.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :

Gambar 2. Histogram Poligon Variabel motivasi belajar

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa motivasi belajar guru SMP Swasta di Pamulang Kota Tangerang Selatan. memiliki sebaran yang normal.

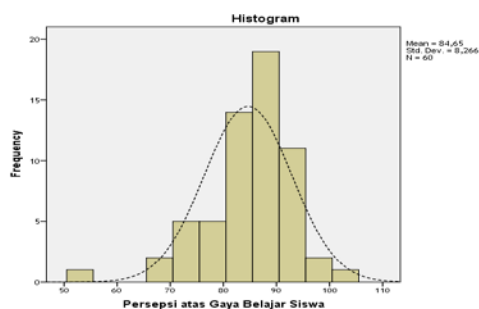## 3. Data Persepsi atas Gaya Belajar Siswa (X2)

Data persepsi atas gaya belajar siswa diperoleh dari nilai tes yang diberikan kepada siswa yang menjadi sampel penelitian sebanyak 60 siswa dihasilkan nilai terendah 53, tertinggi 102, rerata sebesar 84,65, median sebesar 86, modus sebesar 83 dan simpangan baku sebesar 8,266.

Tabel 3. Deskripsi data Penelitian Persepsi atas gaya belajar siswa

Statistics		
Persepsi atas Gaya Belajar Siswa		
N	Valid	60
	Missing	0
Mean		84,65
Median		86,00
Mode		83
Std. Deviation		8,266
Minimum		53
Maximum		102

Dari hasil perhitungan diatas, maka bisa dikatakan bahwa persepsi atas gaya belajar siswa siswa SMP Swasta di Pamulang Kota Tangerang Selatan cukup baik. Hal ini di indikasikan dengan perolehan nilai rerata 84,65 mendekati nilai mediannya.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :

Gambar 3. Histogram Poligon Variabel Persepsi atas gaya belajar siswa

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa persepsi atas gaya belajar siswa siswa SMP Swasta di Pamulang Kota Tangerang Selatan memiliki sebaran yang normal.

B. Uji Persyaratan Analisis Regresi
1. Uji Asumsi Klasik
a. Uji Normalitas Data
Persyaratan regresi yang baik jika data penelitian mengikuti distribusi normal.

Tabel 4. Uji Normalitas Data

One-Sample Kolmogorov-Smirnov Test		Prestasi Belajar Bahasa Inggris	Motivasi Belajar	Persepsi atas Gaya Belajar Siswa
N		60	60	60
Normal Parameters[a,b]	Mean	80,50	85,23	84,65
	Std. Deviation	12,306	6,801	8,266
Most Extreme Differences	Absolute	,163	,112	,138
	Positive	,119	,112	,079
	Negative	-,163	-,093	-,138
Kolmogorov-Smirnov Z		1,265	,868	1,066
Asymp. Sig. (2-tailed)		,082	,439	,206
a. Test distribution is Normal.				
b. Calculated from data.				

Dari table di atas menunjukkan bawha uji hipotesis yang menyatakan distribusi data pada analisis regresi ini mengikuti distribusi normal. Hal ini ditunjukkan dengan semua nilai Asymp. Sig > 0,05. Hal ini berarti semua data berdistribusi normal

b. Uji Multikolinearitas
Uji multikolinieritas bertujuan untuk menguji apakah model regresi ditemukan adanya korelasi yang sempurna antarvariabel bebas (independent). Model regresi yang baik seharusnya tidak terjadi korelasi yang sempurna diantara variabel bebas. Salah satu cara untuk untuk mendeteksi adanya multikolinieritas adalah dengan melihat *tolerance* atau *varian inflation factor* (VIF). Apabila *tolerance* < 0,1 atau nilai VIF > 10 maka terjadi multikolinearitas.

Tabel 5. Uji Multikolinearitas

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivasi belajar	,752	1,330
	Persepsi atas gaya belajar siswa	,752	1,330

Hasil uji multikolininearitas pada tabel di atas diketahui bahwa hasil *Tolerance* 0,752 > 0,1 atau *varian inflation factor* (VIF) = 1,330 < 10. Sehingga dapat dinyatakan bahwa tidak ada multikolinearitas antara motivasi belajar dan persepsi atas gaya belajar siswa pada analisis regresi ganda ini.

c. Uji Heteroskedastisitas
Pengertian heteroskedastisitas adalah apabila kesalahan atau residual yang diamati tidak memiliki varian yang konstan. Kondisi heteroskedastisitas sering terjadi pada data *cross section,* atau data yang diambil dari beberapa responden pada suatu waktu tertentu.

Salah satu metode untuk mendeteksi adanya heteroskedastisitas adalah dengan membuat scatter-plot antara standardized Residual (ZRESID) dan Standardized Predicted Value (Y topi). Pada gambar dibawah ini menunjukkan tidak ada perubahan e sepanjang Y topi, maka dinyatakan tidak ada heteroskedastisitas pada galat (error/residual) tersebut.
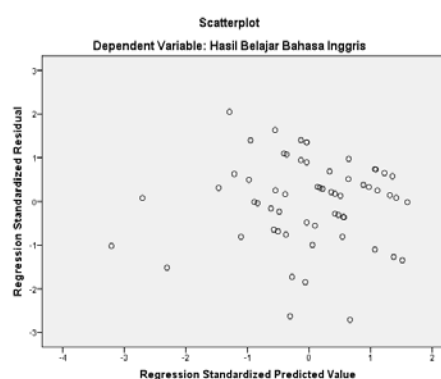
Gambar 4. Scatterplot Uji Heteroskedastisitas

Dari gambar di atas menunjukkan bahwa titik-titik menyebar secara acak dan tidak membentuk pola tertentu yang jelas, serta tersebar di atas maupun di bawah angka 0 pada sumbu Y. Hal ini menunjukkan bahwa tidak terjadi

heteroskedastisitas pada model regresi tersebut, sehingga dapat dipakai untuk memprediksi variable prestasi belajar bahasa Inggris berdasarkan motivasi belajar dan persepsi atas gaya belajar siswa.

d. Uji Normalitas Galat
Persyaratan regresi yang baik jika data penelitian mengikuti distribusi normal.

Tabel 6. Uji Normalitas Galat

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		**60**
Normal Parameters[a,b]	Mean	**0E-7**
	Std. Deviation	**10,71270746**
Most Extreme Differences	Absolute	**,100**
	Positive	**,044**
	Negative	**-,100**
Kolmogorov-Smirnov Z		**,777**
Asymp. Sig. (2-tailed)		**,583**
a. Test distribution is Normal.		
b. Calculated from data.		

Dari table di atas menunjukkan bawha uji hipotesis yang menyatakan distribusi residual pada analisis regresi ini mengikuti distribusi normal. Hal ini ditunjukkan dengan nilai Z = 0,777 dan Sig. = 0,583 > 0,05. Hal ini berarti asumsi atau persyaratan analisis regresi terpenuhi.

2. Uji Linearitas
Uji lineritas dilakukan untuk menentukan teknik dalam analisis regresi apakah variabel bebas (X_1 dan X_2) dan variabel terikat (Y) terbentuk linear. Uji linearitas ini menggunakan perhitungan SPSS 20.0

a. Linaeritas Regresi pengaruh variable X_1 atas Y
Hasil uji linearitas regresi antara motivasi belajar dengan prestasi belajar bahasa Inggris, perhitungan SPSS 20.0 sebagai berikut:

Tabel 7. Hasil Pengujian Linearitas Regresi Variabel Y atas X_1

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar Bahasa Inggris * Motivasi Belajar	Between Groups	(Combined)	3598,750	21	171,369	1,220	,289
		Linearity	1659,519	1	1659,519	11,818	,001
		Deviation from Linearity	1939,231	20	96,962	,690	,810
	Within Groups		5336,250	38	140,428		
	Total		8935,000	59			

Berdasarkan hasil perhiungan di atas diperoleh hasil perhitungan *Deviation from Linearity* dengan Fo = 0,690 dan Sig. = 0,810 > 0,05. Hal ini memiliki pengertian bahwa variabel motivasi belajar dengan prestasi belajar bahasa Inggris siswa mempunyai mempunyai hubungan yang linear.

b. Linaeritas Regresi pengaruh variable X_2 atas Y
Hasil uji linearitas regresi antara persepsi atas gaya belajar siswa dengan prestasi belajar bahasa Inggris, perhitungan SPSS 20.0 sebagai berikut:

Tabel 8. Hasil Pengujian Linearitas Regresi Variabel Y atas X_2

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar Bahasa Inggris * Persepsi atas Gaya Belajar Siswa	Between Groups	(Combined)	3715,893	25	148,636	,968	,527
		Linearity	1582,020	1	1582,020	10,306	,003
		Deviation from Linearity	2133,873	24	88,911	,579	,917
	Within Groups		5219,107	34	153,503		
	Total		8935,000	59			

Berdasarkan hasil perhiungan di atas diperoleh hasil Deviation from Linearity dengan Fo = 0,579 dan Sig. = 0,917 > 0,05. Hal ini memili pengertian bahwa variabel persepsi atas gaya belajar siswa dengan prestasi belajar bahasa Inggris siswa mempunyai mempunyai hubungan yang linear.

C. Pengujian Hipotesis
Pengajuan hipotesis dilakukan sesuai dengan ketentuan yang telah dijelaskan dalam Bab III. Hasil perhitungan dan pengujian bisa dilihat pada table di bawah ini:

Tabel 9. Hasil Perhitungan Pengujian Koefisien Korelasi Ganda Variabel X_1 dan X_2 terhadap Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,492[a]	,242	,216	10,899
a. Predictors: (Constant), Persepsi atas Gaya Belajar Siswa, Motivasi Belajar				

Tabel 10. Hasil Perhitungan Pengujian Signifikansi
Koefisien Regresi Variabel X_1 dan X_2 terhadap Y

ANOVA[a]					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2164,036	2	1082,018	9,109	,000[b]
Residual	6770,964	57	118,789		
Total	8935,000	59			
a. Dependent Variable: Hasil Belajar Bahasa Inggris					
b. Predictors: (Constant), Persepsi atas Gaya Belajar Siswa, Motivasi Belajar					

Tabel 11. Hasil Perhitungan Persamaan Regresi
Ganda Variabel X_1 dan X_2 terhadap Y

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	,558	18,999		,029	,977
motivasi belajar	,533	,241	,294	2,214	,031
persepsi atas gaya belajar siswa	,408	,198	,274	2,061	,044
a. Dependent Variable: hasil belajar bahasa inggris					

1. **Pengaruh Motivasi Belajar (X1) dan Persepsi atas gaya belajar siswa (X2) secara bersama-sama terhadap prestasi belajar bahasa Inggris (Y)**
   Hipotesis yang diuji:
   $$H_0: \beta_{y1} = \beta_{y2} = 0$$
   $$H_1: \beta_{y1} \neq 0, \beta_{y2} \neq 0$$

Artinya:
   H_0 : tidak terdapat pengaruh motivasi belajar dan persepsi atas gaya belajar siswa secara bersama-sama terhadap prestasi belajar bahasa Inggris
   H_1 : terdapat pengaruh motivasi belajar dan persepsi atas gaya belajar siswa secara bersama-sama terhadap prestasi belajar bahasa Inggris

   Dari table 4.10. dapat dinyatakan bahwa terdapat pengaruh yang signifikan motivasi belajar dan persepsi atas gaya belajar siswa secara bersama-sama terhadap hasil belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Fo = 9,109 dan Sig. 0,000 < 0,05
   Sementara itu, persamaan garis regresi ganda dapat dinyatakan dengan $\widehat{Y}$ = 0,558 + 0,533

X1+ 0,408 X2. Hal ini memiliki pengertian bahwa variable motivasi belajar dan persepsi atas gaya belajar siswa memberikan kontribusi positif terhadap variable prestasi belajar bahasa Inggris siswa. Dari tabel 4.9 juga dapat menjelaskan bahwa secara bersama-sama variable motivasi belajar dan persepsi atas gaya belajar siswa memberikan kontribusi sebesar 24,2 % terhadap variable prestasi belajar bahasa Inggris.

2. **Pengaruh Motivasi belajar (X_1) terhadap prestasi belajar bahasa Inggris (Y)**
   Hipotesis yang diuji:
   $$H_0: \beta_{y1} = 0$$
   $$H_1: \beta_{y1} \neq 0$$

Artinya:
   H_0 : tidak terdapat pengaruh motivasi belajar terhadap prestasi belajar bahasa Inggris
   H_1 : terdapat pengaruh motivasi belajar terhadap prestasi belajar bahasa Inggris

   Dari table 4.11. dapat dinyatakan bahwa terdapat pengaruh yang signifikan motivasi belajar terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 2,214 dan Sig. 0,031 < 0,05.
   Adapun kontribusi variabel motivasi belajar terhadap prestasi belajar bahasa Inggris dapat dinyatakan dengan rumus:
   KD = Nilai β_{x1y} x Nilai Korelasi Pasialnya (r_{x1y}) x 100 %
   KD = 0,294 x 0,431 x 100 % = 12,67 %
   Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi motivasi belajar dalam meningkatkan prestasi belajar bahasa Inggris sebesar 12,67 %.

3. **Pengaruh Persepsi atas gaya belajar siswa (X2) terhadap prestasi belajar bahasa Inggris (Y)**
   Hipotesis yang diuji:
   $$H_0: \beta_{y2} = 0$$
   $$H_1: \beta_{y2} \neq 0$$

Artinya:
   H_0 : tidak terdapat pengaruh persepsi atas gaya belajar siswa terhadap prestasi belajar bahasa Inggris
   H_1 : terdapat pengaruh persepsi atas gaya belajar siswa terhadap prestasi belajar bahasa Inggris

   Dari table 4.11. dapat dinyatakan bahwa terdapat pengaruh yang signifikan persepsi atas gaya belajar siswa terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 2,061 dan Sig. 0,044 < 0,05.

Adapun kontribusi variabel persepsi atas gaya belajar siswa terhadap prestasi belajar bahasa Inggris dapat dinyatakan dengan rumus:

KD = Nilai β_{x2y} x Nilai Korelasi Pasialnya (r_{x2y}) x 100 %

KD = 0,274 x 0,421 x 100 % = 11,53 %

Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi persepsi atas gaya belajar siswa dalam meningkatkan prestasi belajar bahasa Inggris sebesar 11,53 %.

D. Pembahasan

1. Pengaruh Motivasi belajar (X1) dan Persepsi atas gaya belajar siswa (X2) secara bersama-sama terhadap prestasi belajar bahasa Inggris (Y)

Hasil penelitian di atas menyimpulkan bahwa motivasi belajar dan persepsi atas gaya belajar siswa secara bersama-sama telah memberikan pengaruh positif terhadap peningkatan prestasi belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan. Hal ini mengandung arti bahwa motivasi belajar dan persepsi atas gaya belajar siswa telah memberikan pengaruh yang signifikan terhadap peningkatan prestasi belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan.

Prestasi belajar siswa ditentukan antara lain oleh gaya belajar siswa dan adanya motivasi belajar. Proses kegiatan pembelajaran yang berlangsung didalam kelas merupakan adanya komitmen yang dibangun oleh guru dan siswa melalui gaya belajar yang dimiliki oleh seorang siswa.

Guru mempunyai tugas melalui keteladanannya dapat membangkitkan motivasi belajar siswa begitu juga guru harus mampu memberikan dorongan melalui penggunaan model pembelajaran yang inovatif, sehingga siswa dengan penuh senang hati dapat menikmati kegiatan pembelajaran.

Dalam kegiatan pembelajaran, guru diharapakan menyampaikan tujuan pembelajaran sebelum memulai pelajaran karena melalui langkah tersebut diharapkan gaya belajar yang dimiliki masing-masing siswa dapat diadaptasikan dengan kekuatan upaya pengembangan pada pelaksanaan kegiatan pembelajaran yang berlangsung.

Untuk itu dalam meraih prestasi belajar yang berkualitas tinggi tentu tidak mudah karena pengaruh motivasi yang dibangun melalui kegiatan pembelajaran yang didukung sepenuhnya oleh gaya belajar siswa akan mengantarkan nilai keberhasilan dalam kegiatan pembelajaran standar nasional pada setiap lembaga pendidikan.

2. Pengaruh Motivasi belajar (X1) terhadap Hasil belajar bahasa Inggris (Y)

Hasil penelitian di atas menyimpulkan bahwa motivasi belajar telah memberikan pengaruh positif terhadap peningkatan hasil belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan. Hal ini mengandung arti bahwa motivasi belajar memberikan pengaruh yang signifikan terhadap peningkatan prestasi belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan.

Motivasi belajar dalam hal ini adalah suatu dorongan internal dan eksternal yang menyebabkan seseorang (individu) untuk bertindak atau berbuat mencapai tujuan, sehingga perubahan tingkah laku pada diri siswa diharapkan terjadi. Guru yang ingin membangkitkan motivasi belajar siswa perlu memperhatikan beberapa acuan diatas yang mencakup minat, relevansi, harapan, dan kemampuan yang didorong oleh faktor internal dan eksternal. Dengan demikian berdasarkan teori-teori diatas dapat dikatakan, bahwa motivasi untuk belajar harus muncul dari diri individu (siswa) yang belajar itu sendiri, dan ini akan lebih baik untuk mendorongnya melakukan sejumlah kegiatan belajar maupun tugas-tugas lainnya serta akan lebih memberikan kepuasan tersendri bagi siswa.

Salah satu tugas seorang guru dan kepala sekolah adalah memberikan motivasi kepada muridnya agar bisa belajar sesuai dengan pengarahan yang diberikan. Motivasi adalah masalah sangat penting dalam setiap pembelajaran yang dilaksanakan disebuah sekolah.

Begitu pentingnya motivasi itu, dimana pada bagian yang fundamental dari kegiatan belajar mengajar dapat ditujukan kepada pengarahan potensi dan daya siswa-siswi dengan jalan menimbulkan, menghidupkan dan menumbuhkan tingkat keinginan yang tinggi, kebersamaan dalam menjalankan tugas-tugas yang diberikan oleh guru dalam rangka proses pembelajaran baik secara kelompok atau individu.

3. Pengaruh Persepsi atas gaya belajar siswa (X2) terhadap Hasil belajar bahasa Inggris(Y)

Dari hasil penelitian dan teori yang ada dapat disimpulkan bahwa persepsi atas gaya belajar siswa telah memberikan pengaruh positif terhadap peningkatan hasil belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan. Artinya, persepsi atas gaya belajar siswa yang tinggi telah memberikan pengaruh positif terhadap peningkatan prestasi belajar bahasa Inggris siswa di SMP Swasta di Pamulang Kota Tangerang Selatan.

E. Keterbatasan Penelitian

Disadari sepenuhnya bahwa dalam penelitian ini terdapat beberapa kelemahan baik dalam proses penyelesaian maupun hasil penelitian yang diperoleh yang dianggap sebagai keterbatasan penelitian, yaitu :

1. Penelitian ini menggunakan tes dan kuesioner sebagai instrumen untuk mendapatkan data, dimana pilihan jawaban dalam instrumen

mengarahkan Siswa hanya untuk menjawab satu dari lima pilihan jawaban, padahal mungkin pilihan jawaban tersebut tidak sesuai dengan keinginannya.

2. Jumlah instrumen dari 3 jenis variabel, yaitu motivasi belajar, persepsi atas gaya belajar siswa dan prestasi belajar bahasa Inggris yang harus dijawab oleh responden yang mungkin terlalu banyak, sehingga terasa menjadi beban.

IV. SIMPULAN
A. Simpulan

Ada simpulan yang dapat ditarik dari hasil penelitian ini adalah sebagai berikut :

1. Terdapat pengaruh yang signifikan motivasi belajar dan persepsi atas gaya belajar siswa secara bersama-sama terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Fo = 9,109 dan Sig. 0,000 < 0,05. Secara bersama-sama variable motivasi belajar dan persepsi atas gaya belajar siswa memberikan kontribusi sebesar 24,2 % terhadap variable hasil belajar bahasa Inggris.

2. Terdapat pengaruh yang signifikan motivasi belajar terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 2,214 dan Sig. 0,031 < 0,05. Variabel motivasi belajar memberikan kontribusi sebesar 12,67 % dalam meningkatkan hasil belajar bahasa Inggris.

3. Terdapat pengaruh yang signifikan persepsi atas gaya belajar siswa terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 2,061 dan Sig. 0,044 < 0,05. Variabel persepsi atas gaya belajar siswa memberikan kontribusi sebesar 11,53 % dalam meningkatkan hasil belajar bahasa Inggris.
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Characterization Analysis Of The Main Character Of
The Secret Garden

(A Comparative Study of Characterization in the Movie and Novel)

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Abstract - The purpose of this research is to analyze the characterization of the main character in novel and movie of *The Secret Garden.* In this research, the writers use descriptive qualitative research with comparative study to analyze the characterization of the main character, Mary Lennox, in the novel and movie *The Secret Garden*. From the comparative analysis of the characterization of the main character in novel and movie *The Secret Garden*, it is found that, in the novel, the method that is used to reveal and develop Mary Lennox's character is direct characterization, which is done through the appearance, the author, through the dialogue, and the action. Meanwhile, there are transformation of the characterization through some reduction and addition to the characterization of the main character. Beside the difference of the method of characterization used, it is also found that there are some differences of the representation of Mary Lennox's character between the novel and the movie.

Keywords: Characterization, Novel, Movie

I. INTRODUCTION

Nowadays, literary works have been expanded to theatre and movies. One of the literary works is novel which gone more famous after the release in theater and movie. The example of this is a work form the famous writer, William Shakespeare, titled Rome and Juliet. The example of Indonesian novel taken to movie is *Laskar Pelangi* written by Andrea Hirata.

Novel has intrinsic elements and extrinsic elements. In intrinsic elements, there are character, characterization, plot, theme, point of view. As one intrinsic element, character is served to build a story from one conflict to another conflict and relate to other characters. This was to make the character called characterization. There were some techniques to reveal the characterization in the movie and novel, when the story of movie adapted from a novel, transformation from novel to movie, and the character will be represented as closely as possible with his or her character in the novel.

The Secret Garden is a story about Marry Lennox going to her uncle after the death of her parent because of cholera. Mary Lennox moved to Misselthawaite but her uncle didn't want to see her.

After a few days she went outside to play. She met Dickon and found some friend in the Moor until she found the secret garden. The secret garden was clocked up for ten years and the people around there they didn't where the key and the door. Thereafter she found her cousin and then she could play with her friend Dickon, her cousin Colin and her uncle Mr Craven in the secret garden.

Although the description of the characterization is clearly illustrated in the novel, it is relatively long to read. While movie can display charactersin a some takes/screen. For that reason, the writers have chosen to take the title 'Characterization of the Main Character of *The Secret Garden* in the Novel and Movie'. Furthermore, there might be some transformation happens on the characterization of characters from novel to film because of the action done by the actor/actress.

The researchers will analyze the characterization of the main character and transformation of characterization of main character from *The Secret Garden* novel and *The Secret Garden* movie so the statement of problems of this research were How characterization of main character Mary Lennox is described in the novel and movie The Secret Garden and What was the transformation characterization of main character Mary Lennox from the novel to movie.

II. RESEARCH METHODOLOGY

Research methodology in this research will be divided into two parts: theoretical framework and research method.

A. THEORETICAL FRAMEWORK

To conduct this research, the writers must first give some data regarding to the theories goes on the process of and are used to base this research.

Character

Rosenheim (1960:79) stated that character was one of necessary in intrinsic element. Character is the representation of human it is helpful to build the plot of the story to showing in the movie to watch it. Character brought the values that moral, emotional, and appearance.

Meanwhile, Henderson Gloria Maso, et al (2006:9) mentioned:

Characters refers to the people authors create to inhabit their stories. Characters should be believable and consistent. Being believable means not that all characters be like people we have known but they believable in the context of the story. Consistently requires not that the characters remain exactly the same, but any changes in characters be sufficiently by what happens to then in a story.

From the defintion above, it can be known that characters belong to people in a story that is created a story alive. Character has to consistent with the story situation that happens in it, and character will be just changed if there is something, which causes it.

Characterization

Characterization was method to build the character such as from their appearance, speech, conversation, and the outfit. The reader and the viewer could imagine the character or a role-playing through what he or she thinks, does, and says about themself, or through what other characters say about him or her, and through the narrator

What DiYanni (2006: 56) mentioned about characterization is essential to say, "Characterization is the mean by which writers present and reveal character". He defines characterization as a tool to expose the characteristics of a character the author created. Based on Eller (1964:95), to reveal character, one should notice the followings:

(1) through what a person says,
(2) through what a person does,
(3) through what a person thinks,
(4) through how a person looks (his physical appearance;
(5) through what the author say about him.

Characterization then becomes one of important elements in the literary works. The characterization of a character discloses the physical appearance, what the character says, do, thinks and what the author created the character.

Method of Characterization

According to Pickering and Hoeper (1981:27), there are two kinds of method of characterization:
1. Telling. This method refers to relies on exposition and direct commentary by the author. This method will include:
   - Characterization through the use of **names**. Names are often used to provide essential clues that aid in characterization.
   - Characterization through **appearance**. Although in real life most of us are aware that appearances are often deceiving, in the world of fiction details of appearance (what a character wears and how he looks) often provides essential clues to character.
   - Characterization by the **author**. In the most customary form of telling the author interrupts the narrative and reveals directly, through a series of editorial comments, the nature and personality of the characters, including the thoughts and feelings that enter and pass through the character's minds.
   - Characterization through **dialogue**. Real life is quite literally filled with talk. People are forever talking about themselves and between themselves, communicating bits and pieces of information.
   - Characterization through action. Character and actions, as we have noted, are often regarded as two sides of the same coin
2. The other method is indirect, dramatic method of *showing*, which involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogue and their actions.

It means that characterization was establishing and presenting character. The author written that it has two basic method and techniques, is one of that is telling characterization such as commentary by the author is put characterization through use name and appearance, by narrator is dialogue and action.

Movie Adaptation Dramatic Change Inform of Appearance

Regarding to the the adaptation of novel into whitescreen, Eneste (1991:60) introduces the term 'ekranisasi'. Ekranisasi is a process of change to or the transfer or appointment of discussing the novel into a film. The transfer of the novel to white screen inevitably resulted in the incidence of a variety of changes. Therefore, ekranisasi can also be referred to as the process of change can experience reduction, the addition of (the extension), and changes to a number of techniques).

Furthermore, Eneste (1991:61-66) explains that changes in *ekranisasi* are the followings:
1. *Pengurangan*(Reduction)
   Eneste (1991:61) said *"Pengurangan dapat dilakukan terhadap unsur karya sastra seperti cerita, alur, tokoh, latar, maupun suasana"* (The reduction can be performed against the elements of literary works such as story, plot, character, setting and atmosphere) it means reduction from novel to movie it surely it is showing that from intrinsic element they are character, plot, setting, and also atmosphere.
   Eneste (1991:61—62) explains that there are reason of reduction from novel to movie. They are:
   a. *Anggapan bahwa adegan maupun tokoh tertentu dalam karya sastra tersebut tidak diperlukan atau tidak penting ditampilkan dalam film. Selain itu, latar cerita dalam novel tidak mungkin dipindahkan secara*

keseluruhan ke dalam film, karena film akan menjadi panjang sekali. Oleh karena itu, latar yang ditampilkan dalam film hanya latar yang memadai atau yang penting-penting saja. Hal tersebut tentu saja tidak lepas dari pertimbangan tujuan dan durasi waktu penayangan.

- (Scene in the movie also the character from literature sometime no need to showing in the movie. Thereafter setting is impossible to moving to the movie because it makes a long movie. In the screen or the movie it is important setting when that moment in the novel. It is certainly not out of consideration of the purpose and duration reflects the time)

- From the statement above that not all what happen in the novel moving to movie. There means it just necessary moment. It also think the reflection duration time in the movie

b. *Alasan mengganggu, yaitu adanya anggapan atau alasan sineas bahwa menghadirkan unsur-unsur tersebut justru dapat mengganggu cerita di dalam film.*(Disruptive Reasons, namely the existence of a presumption or excuse makers that presents these elements thus can interfere with the story in the film). It interfere reason. In make the movie is not good for the story.

c. *Adanya keterbatasan teknis film atau medium film, bahwa tidak semua bagian adegan atau cerita dalam karya sastra dapat dihadirkan di dalam film*. (Existence of technical limitations movie or film, a medium that not all parts of a scene or story in a literary work can be presented in film). It means that not all part in the novel can be showing in big screen in the movie.

d. *Alasan penonton atau audience, hal ini juga berkaitan dengan persoalan durasi waktu.* (The reason the audience, it also deals with the question of the duration of the time). It also about that time if the novel all moving to movie it is long duration so it deals with the time

2. *Penambahan* (Addition)
Eneste (1991:64) said *"bahwa seorang sutradara mempunyai alasan tertentu melakukan penambahan dalam filmnya karena penambahan itu penting dari sudut filmis"* (that a Director had some reason doing the addition in the film because of the addition was important from the point of filmic). It mean as a director have a reason addition to movie with point of view in the movie.

3. *Perubahan Bervariasi*(The Variation Change)
Eneste (1991:65) said that *"Ekranisasi memungkinkan terjadinya variasi-variasi tertentu antara novel dan film. Variasi di sini bisa terjadi dalam ranah ide cerita, gaya penceritaan, dan sebagainya. Terjadinya variasi dalam transformasi* dipengaruhi oleh beberapa faktor, antara lain media yang digunakan, persoalan penonton, durasi waktu pemutaran".
(Ekranisasi allows the occurrence of certain variations between the novel and the film. The variation here could happen in the realm of story ideas, narrative style, and so on. Variations in the occurrence of transformation is affected by several factors, including the medium used, the question of audience, duration of playback time). That statement means Ekranisasi also have variation in the narrative style, story, and so on it contain to medium used, audience and duration of the movie.

B. RESEARCH METHOD

In this thesis the writer focus on movie adaptation dramatic change inform of appearance of characterization of main character Mary Lennox. The scope of this research was about literary works, novel and movie. The writer analyzed*The Secret Garden* novel and movie. The novel abridged by Martha Hailey retold from Frances Hodgson Burnett in 2005, while the movie itself is directed by Alan Grint and starring by Gennie James, Barret Oliver, Jadrien Steele released at August 30November 1987.

The writer would analyze the characterization method of main character Mary Lennox that used in novel and movie *The Secret Garden* using the theory of Pickering and Hoeper (1981) and transformation from novel to movie *The Secret Garden* by using the theory of 'ekranisasi' of Eneste (1991). This research used descriptive qualitative method by comparative study to analyze the characterization of the main character (Mary Lennox) in the novel and movie *The Secret Garden*. To get the data by library research, it is started by reading novel *the Secret Garden* by Martha Hailey and watching the movie *the Secret Garden* by Alan Grint. The data themselves are in the form of dialogues, narration and sentences featured in the novel. After that, the writers watched *The Secret Garden* Movie and paid attention on the part of characterization of the main character in the movie from dialogue, narration, speech, picture and/or gesture and body language from the main character.

After giving reader some questions. the writers analyze and discuss the method that used to reveal characterization of the main character Mary Lennox in the novel and movie then transformation from novel to movie, so the goals of this research were To identify the characterization of the main character Mary Lennox used in the novel and movie and to found the transformation characterization of the main character Mary Lennox from novel to movie.

The functions of this research were to give the writer and reader more knowledge about characterization of the main character Mary Lennox from novel to movie and to know how the transformation characterization of the main character Mary Lennox from novel and movie.

III.   RESULT AND DISCUSSION

A. Characterization of the Main Character in the Novel and Movie

To analyze the characterization of the main character in the novel and movie of The Secret Garden, the writers use the theory from Pickering and Hoeper (1981:27) through categorization. They are characterization through appearance, characterization by the author, characterization through the dialogue, and characterization through the action

Characterization through appearance

The writers found some characterization through the appearances in the novel. They are six data indicated characterization through the appearances

Data 1

Her thin face looked yellow, and her expression was sour as a lemon. Even her blond hair wouldn't behave. (Hailey, 2005:2)

The narration shows the appearance of the main character. The information tells explicitly that Mary Lennox have thin face, face like as lemon, and blond hair. This is a part in the novel Chapter 1 titled "No One Left 1" in paragraph 2.

In the movie the writers found characterization through appearance with the visual on the screen. The writer can see the appearance clearly.

Figure III.1. The body of Mary Lennox
(At the Bedroom, 00.03.15)

This picture shows Mary Lennox had (dark) blond hair and thin face. This scene is taken when Mary Lennox just woke up on the bed screaming and she called her Said- Indian nanny. Mary Lennox wore white dress.

In the novel, characterization through the appearance tells Mary Lennox had thin face and blond hair. The movie explains the appearance visually many times. The examples is in minute 00.03.15 when Mary in the bedroom. Thus the novel and movie have synchronization on Mary Lennox's appearance of thin face and blond hair—though the hair shown in movie is darker.

Data 2

Mary thought that at least there would be birds to amuse her. Martha helped her into her coat, cap and sturdy boots, and led her downstairs. (Hailey, 2005:16)

Furthermore, in the novel, the narration above tells Mary Lennox wearing coat, cap and sturdy boots. This tells how the narrator described how Mary Lennox clothes style. Mary Lennox liked wearing sturdy boots.

In the movie there was not scene when Martha helped Mary Lennox use coat, cap and sturdy boots.

Data 3

Mary wasn't very good at skipping. Still she liked trying and didn't want to stop. "Go skip outside," Martha said. "Mother says you should be outdoors as much as you can." Mary got into her coat and slung her new toy over her arm. She was about to leave when she turned back to Martha (Hailey, 2005:43)

In part of novel in page 43 the author repeated to explain when Mary Lennox wanted to go outside to play skipping so that Mary wear coat. It means the main character usually wore coat. In the movie there was no part when Mary Lennox started to wear a coat.

Data 4

"Are you well?" he asked. "Do the servants take good care of you?"
"Yes," she answered
"You're very thin."
"I'm getting fatter," Mary said in her stiff way. (Hailey, 2005:69-70)

On the conversation above, Marry described herself. She said that she was fat when her uncle, Mr Craven, asked she is thin but she answer she is getting fatter. When in the novel below the conversation between Mr Craven and Mary in the living room in front the fireplace.
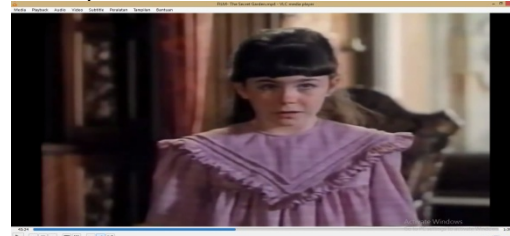

Figure III.2 She Stand up in front of her Uncle
(In the living room, 00.43.24)

Uncle Mr Craven: "Come here, don't be afraid.
        I know you children. You thin."
Mary Lennox   : "I'm getting fatter."

The scene in the novel of movie happened at 00.43.24 when Marry Lennox with Mrs Medlock entered to the living room. Marry Lennox search where Mr Craven and finally she found him. She was little bit scary with her uncle. After her uncle saw marry and he said marry was thin but she denied by saying she is getting fatter. Therefore, the scene give the same description as in the novel that Marry Lennox was getting fatter than what Mr. Craven had thought.

In the narration of the novel and part scene in the movie, there are other characterization through appearance of main character. In the novel is the part in Chapter 12 "Just a Bit of Earth" and in the movie scene 00.43.24.

Data 5

Mary Slept late into the next morning.
Martha awoke her and said, "Colin is feeling ill after his tantrum, but he asked, "Please see if Miss Mary will come to talk to me.' Imagine him saying 'Please'! Will you go?"

She was wearing her hat when she went into Colin's room. (Hailey, 2005:106)

The narrator informed that the appearance of the main character that Marry Lennox wore hat. She wore hat after she had woken up since Collin was ill and wanted to meet her. In the movie, there was no part telling that Marry wore hat.

Data 6

Mary got into her coat and slung her new toy over her arm. She was about to leave when she turned back to Martha. (2005:43)

This fragment when she just got skipping from Martha got into her coat. In indicated that appearance when Mary took her coat. It means she have a style used a coat. But on the movie there no scene when Mary Lennox got into her coat it definitely too when she played her skipping.

Characterization by the author

The development of Marry Lennox character personality such as her thought and feeling can be revealed through the narrator, it tells the reader what's on characterization of main character. And it is representing in some narration below. There are 10 data of characterization by the author:

Data 1

Mary grew up as selfish a child as had ever lived (Hailey, 2005:1-2)

The narration above explains how the author described Marry Lennox as a selfish child. Thus the writer indicated characterization by the author. The word indicated characterization is selfish, as the same as the follwing expression uttered by her:

Mary Lennox: "Said! Said! You have to come when I call you."

In this scene in the movie, Marry Lennox just woke up and searched her nanny because she wanted her nanny to come when she called him but she didn't come so that she searched her mother and father when they had a party. This was when Mary Lennox screamed when she called her nanny as an indication of being selfish.

In the novel indicated characterization by the author in Chapter I No one left 1 Page 1 until 2 and in the movie in scene when she is in the hall house and that time is 00.04.10.

Data 2

One blazing hot morning when Mary was nine, she was awakened by an unknown servant. She wanted her ayah, but her ayah couldn't come. Even when Mary had a tantrum, the servant just looked frightened and repeated her message. (Hailey, 2005:2)

The narration above tells Marry had tantrum when she woke up because the unknown servant but she called her Ayah but her Ayah didn't to her. In this part of novel in Chapter 1 No one Left 1 that it indicated a characterization by the author in the novel. In the movie there was no part of this scene when she got tantrum.

Data 3

For two whole days, Mary hid in the nursery. Off and on, she cried and slept. (Hailey, 2005:3)

The author informed Mary's situation when there is no other person and her Said died. She cried and slept. This is the condition when Mary had a drunk a tonic and she felt dizzy and slept.

Figure III.4 this part in the Nursery Room
(00.07.34 condition when Mary Lennox slept)

In this picture, it can be seen that Mary Lennox slept after she ate some biscuits and drunk a tonic from dining table. She felt dizzy and she jumped to her bed.

Data 4

In London, she was handed over to Mr Craven's housekeeper, Mrs Medlock, a stout woman with sharp black cape. Mary didn't like her, but then again, she hardly liked anyone. (Hailey, 2005:6)

And also these pages 6 explain Mary hard to like someone. This is moment after Mary sailing to London. Mary met the housekeeper from her uncle to the moor with her she is Mrs Medlock.

Figure III.5 in the restaurant
(00.09.34 Mary Lennox met Mrs Medlock)

Data 5

Mary sat with her hands folded in her lap and stared out the window. She pretended not to care as Mrs Medlock told her about her new home (Hailey, 2005:7)

Furthermore the author defines in the novel page 7 when Mrs Medlock told about her new home she pretended not care what Mrs Medlock said. It is indicated she had characterization she like pretend when she don't want to listening.

Data 6

Mary understood, but she had perhaps never felt so miserable. (Hailey, 12)

In addition the author told in page 12 Mary felt she was miserable after she entered the bedroom and the nursery room. Mrs Medlock said to her you'll have this room and the nursery room so don't go wondering around the house. Understand.

Figure III.6 In the nursery room

(00.15.33 when Mary talked to Mrs Medlock)

Mrs Medlock: "Good night"
"If you like in the house, you don't go around Mr Archibald won't it and is that understood?
The director is visually so clearly Mary Lennox entered her bedroom and went to the nursery room to see the food in the table and some toys. In this picture saw Mary so miserable with her eye and her face.
Data 7
Then she left, slamming the door. Mary sat by the fireplace. She was furious, but she didn't cry. She thought about when she'd discovered that morning: the maze of rooms, the ivory elephants, and the crying-someday, she would discover who it was. (Hailey, 2005:35).

In this paragraph 2 in page 35 there is indicated that Mary was angry child and she has brave character. In this the writer sees when she was made Mrs Medlock angry. She just thought how she could search what wrong with that rooms and where that someone cried. But in the movie there is no part when she was be brave and angry with Mrs Medlock.
Data 8
He talked in friendly way. But Mary felt shy around boys. (Hailey, 2005:57)
In this sentence it is indicated that Mary was a shy when she met someone. This part when she met Dickon their just to talk each other but Dickon knew her name.

Figure III.7 under the tree
(Mary met Dickon to take the garden set)
Dickon: "I brought you garden set. If you show me will to make garden. I will be please to help you started"
Mary: "If I tell you secret. You will promise not telling one else."
Dickon: "Yes I'm. It is that if you want"
Mary: "I stolen the garden"

In this movie there is when Mary Lennox met Dickon to take garden set. When in the novel is described she shy but in the movie she was friendly people and they talked about the secret garden. And Mary wanted the secret garden still life.
Data 9
She sat up in bed, feeling angry. "The weather is as contrary as I am!"
In this sentence tell what Mary Lennox feeling was angry it condition that Mary woke up from the slept because she heard any child cried is loudly. It disturbed. And she searched where the place is.

Figure III.8 in the bedroom
(Mary wanted to check that sound cried, 00.47.42)
In this movie we can see that Mary was angry it can be see with her eye because she heard there is a child cried so loudly. She searched where is that sound.
Data 10
But Mary didn't feel guilty or afraid when she went to his room. She marched straight up to him and said. "Why are you still in bed?"
This data we can see that Mary Lennox is brave girl. She didn't afraid when she looked Colin has terrible temper when she didn't met him.

Figure III.9 in the Colin's Bedroom
(Mary met Colin, 53.36)
Colin: "You said you come"
Mary: "I said I might. Might it is only maybe". "I don't care with your scream"
In this scene Mary it was angry and she so brave to angry with Colin. It is the writer heard her with high voice to talk with Colin. Thereafter she and Robin talked about what happen in Indian when she was live in there.
Characterization through dialogue
For the characterization through dialogue the writer found 4 data in the novel and the movie The Secret Garden. This dialogue fragments
Data 1
"Do you know anything about your uncle?"

"No," Mary said, acting bored.
"But don't you care? Didn't you parents ever tell you?" Mrs Medlock asked.
"Why should it matter?" Mary replied.
"Well, I suppose it doesn't," Mrs Medlock said (Hailey, 2005:7)

This conversation above tells the reader about her characterization. It is mean Marry Lennox didn't care with that thing. She answered question with grouchy. This is conversation when their railway journey to Misselthwaite Manor. In the movie The Secret Garden there is no part when she talked about her Uncle they just talked about food Indian and England when in train to the journey to Misselthwaite.

Data 2

"I visited the orchard," she reported. "But there's no door to the garden on the other side of the wall," she said crossly. "I did see a bird with a red breast in a treetop singing."

This is part Mary was grumpy when she didn't find the door to entered the garden. This is told after Mary walked to see the garden and she came back to gardener. She talked to him with crossly.

In the movie there is no part when Mary Lennox was crossly with the gardener. When she met the gardener she directly to ask where is the locked the doors. And the gardener said there is no door to enter the garden.

Data 3

"What is your name?" Mary asked

"Ben Weatherstaff," he said. "I'm lonely, too, except when he's around. He's my only friends."

"I've never had a friend," Mary said.

"You and me are a good bit alike," Ben Wearherstaff said. "We both have faces like sour pickles. And we both act as sour as we look. Same nasty tempers, I guess."

In this condition Mary talked to Ben they were greeting each other. Ben know Mary had same character with him is nasty tempers. It is indicated Mary had nasty temper when she talked to Ben, Martha and other people.

In the movie there is nothing scene moment indicated the characterization through the dialogue when the Ben said they were have nasty tempers.

Data 4

Mary laughed at him. "You showed me the key yesterday," she called out, "But I don't believe you can find the door!" (Hailey, 2005:44)

This is when after Mary skipping her met Robin and she want Robin to show her where the door of the secret garden is. It is indicated that she was clever. It is when she talked to Robin.

Mary: "Are you looking for food?" Mary asked Robin the key, if there is a key. There is must have the door

In this scene in the movie it is little different in the novel. In movie when she found the key she also found the door when the wind it came so fast.

Characterization through action

An action can be a reflection of someone personality. The author shows personality with the narration in the novel. The author indicated Marry Lennox with her action in the novel The Secret Garden. This is data what the writer get from the novel.

Data 1

Then she heard a rustling on the floor mat. Looking down, she saw a little snake. She wasn't afraid of him, knowing he was harmless. She watched him glide across the floor and slip under her door. Were they alone in the house? She wondered. (Hailey, 2005:4)

In addition, the author describe Marry Lennox has a brave people. This is tells when Marry heard rustling she watched the snake to across the floor and slip under her door. It means indicated the characterization through action. In the movie there is no part of when Marry saw the snake.

Data 2

Mary looked up at the robin. In a voice as soft and eager as any child's, she said. "Would you make friends with me? Would you?

The author informs that Mary has a nature friendly when she went to make a new friend with robin. This is as that time when after Mary talked to Ben and Ben talked to robin in the apple tree.

(00.22.21 Mary met Ben Weatherstaff)

Mary: "Do you think him being my friend too? If you to be my friend. I'm yours"

Ben: "it is nice and human what Dickon said."

It is scene Mary talked to Ben and she met Robin. And Ben talked to Robin as Ben said Robin was friend with him. And Mary got closer to Robin. She wanted Robin to make friend with her with a sound softly and friendly.

Data 3

Mary laughed. She ran after him as he hopped and took short flight. "I like you!" she cried out. (Hailey, 2005:27)

In this part Mary was a cheerful people she could talk with Robin and she so happy. It when she laughs after her ran. In this part in the movie there no scene when Mary met Robin and she laugh after Robin hoped and took short flight

Data 4

Mary pulled the footstool closer. "I can sing for you like my Ayah used to sing for me, just close your eyes."

Mary sang him an Indian lullaby she'd learned as a baby while stroking his hand. "That is nice," Colin said, as he drifted off to sleep.

Mary crept away

In this story Mary has a good girl. She could make restful her cousin sleep again. She is so patient when her cousin didn't want her leave until he slept. This is Marry sing a song from her nanny that she learned when she was in Indian

Transformation Characterization of the Main Character from the Novel to the Movie

The writer goal is to find transformation of characterization of main character in the novel and the movie The Secret Garden, so after the writer identify

with transformation of characterization of main character. The writer uses theory from Erneste (1990.61-64). The writer will search what is reduction of characterization of main character, addition of characterization of main character, They are above

Reduction of characterization of the main character

The writer analysis in the novel and the movie The Secret Garden so she finds some data get transformation from novel to movie from the appearance they are:

1. Reduction of Characterization through the appearance

   The appearances in the novel and movie have different appearances. Of course it is all totally different because when the read the novel the writer can imagine how characterization of the main character is like what the writer imagines. In the movie that what director created how main character their appearance.

   In outfit appearances is always wearing coat, with sturdy boots, and hat. But in the movie sometimes Mary didn't wear her hat. In the body's appearance she was thin was a yellow, she has a blond hair. In the novel she was fatter than imagine the writer. In outfit appearance she is always wearing white pyjama and white hat when she went to slept

2. Reduction of Characterization by the author

   Many data are indication of reduction by the author. They are when in the novel she was a girl having a tantrum, she is selfish, and she is fractious. She type it is hard to like someone. She usually got angry when the situation it is not good, she was shy, and she is brave but in the movie she was not shy girl. In the visually from the movie she was a friendly girl. She is not angry when her servants speak loudly with her.

3. Reduction of Characterization through the dialogue

   Many data indication that is dialogue in the novel and movie have a different saying. But it is same meaning. Sometime there have reduction with the dialogue in the movie and the novel. The writer found some data get different dialogues.

4. Reduction of Characterization through the action

   The writer sees a different reduction in the novel and the movie. In the novel the writer imagine that Mary Lennox was angry girl and have a tantrum but in the movie the writer found her action she found the secret garden in the same day when in the novel she was a different day when she found that key and the doors.

Addition characterization of the main character

In addition characterization of the main character characterization just a little in the novel and movie the secret garden it just in characterization through the dialogue it is indicated increase when Marry talked to Ben she not crossly. She talked with Ben not in high temper but she talked so friendly and polite. And one data is from characterization by the author in the novel she was shy when she met Dickon but in addition in the movie she was so friendly when she talked to Dickon.

From the transformation above, the writer has found many reduction of characterization of the main character from the novel to the movie The Secret Garden. The writer founds not much addition characterization by the director when the writer read the novel. The narrator makes the novel more interesting than the movie that the writer analyze.

Variation Change Characterization of the Main Character

The writer found two data. The scene in the movie when Mary Lennox talked to Ben she was not angry but when the writer read in the novel she was angry with Ben so the variation changes with the characterization she was friendly girl and polite. This is the data

The second data when she met Dickon the novel narration Mary Lennox felt shy. In the movie when the scene Mary Lennox met Dickon she was brave not visually she was shy. The scene in the movie has variation change characterization of the main character from shy to be brave.

CONCLUSION

From the analysis of the characterization of the main character in novel and movie *The Secret Garden*, the writer finds and concludes that in the novel the method that is used to reveal and develop Mary Lennox's character is direct characterization, which the characterization are through the appearance, through the author, through the dialogue, and through the action. Meanwhile transformation of the characterization through the reduction of characterization of the main character, addition the characterization of the main character and variation change the characterization of the main character

Beside the difference of the method characterization that is used, the writer also finds the differences of representation Mary Lennox character between the novel and the movie. One of the differences is the Mary Lennox appearance, in the novel his body appearance is thin and was angry people but in movie it's totally different she was friendly and if she talked her voice so softly. It happen for reduction narration to cut when in the novel there are so clearly, in the movie is reduction and also has addition to get from director in the movie. When there are in the movie has variation change when she in the novel angry but in the movie she was friendly girl and when in the novel she was shy but in the movie she was brave girl.

Thewriter wants to give some suggestions from *the Secret Garden* the novel and movie is choose the setting that is interesting to be analyzed, so it will be easier to get differences with setting in the novel and movie *The Secret Garden*. The writer chooses characterization of the main character in novel and movie *The Secret Garden* to be analyzed because she is interested with the story and with the character of Mary Lennox. The novel is easy to read. The page of novel it

not much is like other novel. So, the next writer can take another aspect of this novel to be analyzed.

In making thesis if she/he wants to analyzes there have to learn the data first. After that have too sources the theoretical to make sure how the statement problem. It is making easier to make the thesis. Making the outline of the material to be analyzed is recomended, because, It helps to make an illustration of what we will be analyzed and develops it into a good analysis.

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A Psychopath Analysis on Amy's Character In *Gone Girl* Movie

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Abstract - Characters in a film follow the storyline of the film itself. The audience must pay attention to all characters in a film. Those characters play how the story goes. This research aims to explore characters of Amy. Amy is a wife of Nick. Amy is a psychopath in film *Gone Girl*. The writer will analyze the character of Amy as a psychopath, the causes, and the effect of Amy's psychopath to her husband. In analyzing the Amy's psychopath character, the writer refers to McCord (1964) about characteristics of psychopath. They divide psychopath into six categories: Asocial, Uncontrolled Desires, Highly Impulsive, Aggressive, Feels little guilt and a warped capacity for love. Besides analyzing the characteristics of Amy's psychopath, the writer also covers the causes that makes Amy's psychopath. In terms of causes, the writer refers to the theory from Page and Coleman (1978). They divide the causes into two: family disruption and economic aspects. The result of the analysis shows that those six characteristics in the theory are found in Amy's psychopath. While in terms of causes, that family disruption and economic aspects play important role on Amy's psychopath. The more cause is by family disruption. Related to the effects of Amy's psychopath to Nick, there are some events that push Nick to follow Amy's desires.

Keywords: Aggressive, Character, Family Disruption, Psychopath

INTRODUCTION

Literature is a literary work which tells an incident, situation, or feelings of the author. It could occur due to experience or from the author's imagination. Then, literary works can be classified according to whether it is poetry, fiction or non-fiction, dramas. There are many aspects of literary works one is movie. Movie is taken as the object of analysis in this paper. Compared to other form of entertainments, people find that movie is more enjoyable. It is due to some factors that movie can help people to make their imagination come real, also invite people to see new things they never imagined before. Movie is also effective to deliver current issue, moral values, point of view, even ideology. However, its implicit and multi-interpretable messages frequently become the main factors of why people on enjoying movie. This exploration then will expand the function and the importance of movie itself, which is the portrayal of its age and society. Since movie can shape people's view about the world, it becomes the media to share voices and opinions, or simply criticizes political condition and the world around them. Many aspects of psychology become story theme in movie, for example abnormal psychology.

One of the psychological conditions that some movies raise about is psychopath. *Gone Girl* is one of movie about psychology psychopath. The reason is the writer interested to the story in the movie because the writer likes the field of psychology. The writer want to know more about the person Psychology. One of abnormal psychology is a psychopathic behavior which sometimes people indicate them as a mentally ill, but actually it differs with mentally ill people. Psychopaths it comes from the word psyche meaning soul and pathos meaning disease.

The background above raised writer curiosity to analyze a person suffering from a psychopath in that movie. The movie is directed by David Fincher which was released on September 26, 2014.

THEORETICAL FRAMEWORK

Movie

Movie becomes one of the most attractive media for a literary work. By watching a movie, we can imagine and dream in a story. Earlier, the movie was made to entertain someone. In this era of globalization, movie has another role as economic media. Below are theories of experts to explain the movie.

Hans (2008:8) states, "Movie is all connected throughout a story with several actors: human or animals, cartoony, realistic or very stylized and, with lots of emotions, action and fantastic worlds. People are part of a creation process in which a dream world comes alive." In another words, movie is an interesting motion picture sets that can give effect to the viewer to be able to feel like the real world of imagination with scenes played by actors or actresses.

Character

The story in the movie was produced by the presence of actors and actresses who take certain characters. Characters role in *Gone Girl* movie are shown in several ways. The director David Fincher usually has a message to convey to the audience that relates to real life watch *Gone Girl movie*. There are many experts who define the characters. Below are some theories about character to support the analysis.

Baldick (2008:37) says "Character is a personage in a narrative or dramatic work, also a kind of sketch briefly describing some recognizable type of person." From definition above, It can be concluded that every character in the movie provide pattern to describe her own personality and behavior.

Main Character

In fiction, a character can be conveniently classified into major and minor, static and dynamic. Main character is types of character and important element in story because audience when watch the movies focus in the main character. Below are some theories about character to support the analysis. As stated by Dunne (2009:113), "Main character's scene objective. A dramatic scene typically centers on one character pursuing one overriding scenic objective and encountering obstacles that make it difficult to achieve". Based on Dunne's statement, the main characters are given dramatic scene when they are pursuing something to be achieved.

Psychology

Psychology has always been popular topic within the movie. The action in the movie are analyze from the perspective of variety of psychological theories. King (1979:4) says, "Psychological knowledge is applied to various spheres of human activity including the family, education, employment, and to the treatment of mental health problems." It means by Robin, psychology can be an education and a job to be able to understand the character of someone who is experiencing mental health problem.

Psychopath

One of the psychology conditions about a psychopath. Psychopath is a symptom that indicates that someone is having an imbalance or a failure in harmonizing impulses constructive and destructive in itself, is usually triggered by the pressures or life or experiencing emotional trauma that caused the conflict who have not found a way out. But psychopath not same with schizophrenia, a real psychopath is normal, meaning that he/she was totally aware about all that done. The writer tries to give the explanation about psychopath according to experts.

McCord and McCord as quoted by Forrest (1996:109) from McCord and McCord says, "Psychopath is an asocial, aggressive, highly impulsive person, who fells little or no guilt and is unable to form lasting bonds of affection with human being" based on the explanation above the definition of psychopath is concerning to the act of a person with an asocial, aggressive, highly impulsive person and form those act the people feel little or no guilt.

RESEARCH METHOD

The writer uses descriptive qualitative method because the writer describes and analysis the data and the result of the study into short essays in writing this research. By this method, the writer tries to analyze Amy's characteristics and the factors that causes Amy's psychopath.

Library research is about the writer finds out or collects the data from the source is movie Gone Girl. The data of the writer analysis is the scene and the dialogue which related with psychopath Amy on the *Gone Girl* movie.

In analyzing psychopath Amy on the movie *Gone Girl* directed David Fincher, the writer has some steps and needs data and references from a lot of sources.

RESULT AND DISCUSSION

From the start writer is going to analyze each characteristic of psychopath in Amy's character. Afterwards the writer discus about the factor that causes Amy's psychopath the writer uses causes of psychopath by Page and Coleman. The data collected by watching the movie, mark the scenes, and rewrite the dialogues and identified using the table from modified the writer to shown characteristic psychopath Amy on movie *Gone girl* by theory William and McCord and causes psychopath by Page and Colemen.

Characteristic of Psychopath Amy's on *Gone Girl* movie

William and McCords (1964:8) described six key features of the psychopath: ***asocial, uncontrolled desires, highly impulsive, aggressive, feels little guilt, a warped capacity for love.*** Based on the data, the writer found all the characteristics of psychopath in Amy.

Asocial

The psychopath is ***asocial*** emphasized that the psychopath's behavior, in general, was extremely disruptive, destructive, and threatening to society and its good order. Amy as an asocial psychopath can be shown by some of the data or dialogs in the movie.

Her asocial can also be seen in datum 1, as Amy has no friends in the environment where she lives in now. So, it is difficult for the Detective Rhonda to make such investigation about Amy as there is not sufficient information that can be obtained from the people around their home.

Datum 1
00:16:44 → 00:16:54

Rhonda : "Has Amy got friends we can talk to?"
Nick :"Um...No, not really."
Rhonda: "**No friends? This whole town**?"
Nick: "She was very close with my mom, before she passed away.

Uncontrolled Desires

The psychopath is driven by *uncontrolled desires* specifically, that is, the psychopath was said to lack the ability to restrain, control, and/or delay his immediate need for gratification, pleasure, and fulfillment.
Amy is a crazy person for treasure hunt. She did all of this for treasure hunt, by giving clues. Detective Boney and Nick found some clues of treasure hunt, and this guides them and give them some direction of Amy's disappear.

Datum 4
00:28:21 → 00:28:30
Rhonda: "It'll help me track Amy's movements before she disappeared."
Nick: "Of course. Okay."

Clue One
"All thought this spot couldn't be tighter"
"**It is a cozy room** for my favorite writer"

Clue Two
00:28:56 → 00:29:14
Amy: "Hey, handsome man, let's go undercover ,You'll be the spy, and I'll be his lover.
"Let's head on over... "**to the little brown house**.
"We'll play hot, doting husband, sweet, loving spouse."

Clue three
00:31:34 → 00:31:50
Amy: Picture me, I'm a girl who's very, very bad.
I need to be punished, and by
"**punished**," I mean **"had."**
It's where you keep goodies for anniversary five.
"So open the door, and look alive."
Characteristic uncontrolled desires the writer

shown in datum 8 give the picture. How Amy make fraudulent schemes with situation in Desi house lot cctv to support Amy to lieing ex-boyfriend Desi Colling was kidnapped and rape her. She is to take a convicing murder, she is dicipline to made the plans.

Datum 8
02:00:11→ 02:01:19

Figure III.1 Amy set up for plan

Highly Impulsive
The psychopath is *highly impulsive* that his or her behavior was often capricious, unplanned, and generally lacking in goal direct.
Amy even has marked on the calendar for each in the 5th from the month to self-kill. She is behavior are like fickle and unclear objectives is also described her an impulsive as any she felt she would change his plans to revoke a sign that she had previously made in the calendar.

Datum 11
01:15:20→ 01:15:28

Figure III.2 Amy makes schedule kill self

By looking at the following datum, Amy is really highly impulsive. By looking at the following

datum 12, Amy is really highly impulsive After Nick in talk show on nasional television where Nick says "**I love her**". Amy have a desire to come back to nick. Remembering how Amy has drawn up a plan in a disciplined manner nick want to throw into prison on Amy loss. But the plan changed after Amy watching Sharon talk show on national television where Nick says as a bad husband but he not muderer and had broken promises to Amy to be the man she wants but he want to try become she wants.

Datum 12
0**1:51:03 → 01:53:40**

Figure III.3 Amy show Nick on talk show Sharon

Aggressive
The   psychopath   is
aggressive emphasized that the psychopath's a sociality was often expressed in the form of "brutal aggression", for pleasure often clashes with the restrictions of society. Aggressive action" For the psychopath, they argued, any form of frustration or delay of gratification would prompt extreme aggression. In Datum 15, Amy is eagerly and bravery doing like inject her body to make it bleeding, blood all over the floor. It is supported by the statement "The blood if profuse". It tells the situation of someone who did that thing is a very aggressive person, to make blood of her for unmedical purposes. Amy did it, more her blood up to the kitchen. This describes that she did it without fear of the blood, fear of injection. By this facts, it can be said that Amy is aggressive, a characteristics of psychopath. This also suits to William and McCord's theory (1964).

Datum 15
00:53:46 → 00:54:03
Police: So, luminol lit up the kitchen like the 4th of July.
Gilpin: Whoa.
Police: Yeah. **The blood is profuse.** It is Amy's, type B, and we should have DNA soon.

Rhonda: Thoughts on a weapon?
Police: Trajectory indicates blunt force.

Amy's willing to hurt herself for making a different face with hitting it with a hammer. If someone who does not characteristic aggressive psychopath who saw a hammer in front of her, she is unlikely to be hit with a beautiful face with her hand.

Datum 16
01:12:37 → 01:12:57

Figure III.5 Amy's willing to hurt herself

Feels Little Guilt

The psychopath *feels little guilt* emphasized that the psychopath could commit even the most appalling acts of violence with "conscienceless abandon" In later reflecting upon such acts, the psychopath would typically display little, if any, indication of genuine remorse.
The following dialog also tells that Amy never feels guilt or only having little feel guilt. Amy did it of course knowing the risk. But, she seems never feel guilty. More, the scenes never express Amy's regret of her actions. She did it without being feeling guilty. Yes, she enjoyed doing those actions. This condition match's with the characteristics of psychopath proposed based on William and McCord 1964.

Datum 18
02:12:40 → 02:13:02

Nick: **You killed someone**, Amy.
Amy: I am fighter. I fought my way back to you
Nick: You killed a guy. You slashed his troat with a box cutter.
Amy: You went on national television and begged for me to save your life. And I obliged but **I want that Nick** .

By looking at the following data, Amy is really feels guilt. It is marked by lacking in goal. As in the expression "**..I've killed for you. Who else can say that?"** Words in bold shows Amy speak easily out

of his mouth to Nick. As something to murderer it is an easy thing to do. Amy had killed one person in order to return to nick and it does not mean she could not do it back in her life without any feel guilt after doing so.

Datum 19
02:21:50 → 02:22:00

Amy**: I've killed for you**. **Who else can say that?** You think you would be happy with a nice Midwestern girl**?** Now way baby. I'm it.

A Warped Capacity For Love

Causes of Psychopath Amy's on *Gone Girl* movie

The following will be analysis on causes of Amy's psychopath based on the theory of Page and Coleman. To review, Page and Coleman divide causes of psychopath into two; Family disruption and Economic aspects. Data that support the causes will be presented in table 3.2 Causes of Psychopath. After the disruption. The following data will show some of characteristics that play role for family disruption of Nick and Amy.

Amy causes uncontrolled desires because she is jealous with Nick have love affair. When Amy will gives surprise to Nick but Amy looks Nick an out with the young girl from the bar. Nick did the exact same thing with her. After the situation Amy uncontrolled desire and make a plan to get a Nick alleged to have killed her.

Datum 2
01:18:34 → 01:19:20

Amy: "I went to the bar where he works to

surprise him. An out he comes with this girl.. who had no business being in a bar. On the very first night that we met. We walked by a bakery that was having their sugar delivered. And it was in the air, everywhere. A sugar storm. And before he kissed me. **He leaned in. did this. (Nick clean lips this girls with two finger)** And guess what."
Greta:
"What??"
Amy: "**He did the exact same thing with her.**"

Another family disruption can be shown thorugh this dialogue. Here, it can be another cause for family disruption. The fact is that Nick and Amy are married, just married. But Amy herself still makes contact with her ex boyfriend – Desi Collings. Amy still receives a letter from Desi. This makes

Nick as her husband stressfull enough. This makes family disruption for Nick and Amy.

Datum 3
01:01:59 → 01:02:18

Margo: "when your poor Amy has a cold, this
dessert
just.."
This is the clue you couldn't solve." Nick: "Yeah."
Margo: "A letter from Desi. That creepy boyfriend of Amy's?"
Nick: "It was the fucking rich guy who would do anything for her.
It just kept hanging over my head. It was disguisting."

Economic Aspects

Coming from poor homes, unemployed or engaged in unskilled and low- income occupations are some characteristics of economic aspects. In the following data, the economic aspects are shown and analyzed. Nick and Amy are just starting a new family. There must be unexpected needs for their daily lifes. The condition is even worse that they have to move to Nick's parents house to take care Nick's sick parents. It results in Nick and Amy are in a recession, or financial big problems. It is supported by the expression "We're in a recession". Recession is one of signs to economic problems. This suits to the cause of psychopath based on James D. Page and James C. Coleman theory.

Datum 4
00:32:27 → 00:32:38

Nick: "I think I'm gonna be laid off."
Amy: "**We're in a recession**. If it happens, we'll deal with it. I'll probably be next."

The other economic aspects for Nick and Amy is when Amy decided to give her parents $879,000 without asking permission from Nick. Nick against Amy, but Amy thinks no problems. This brings this new family into deeper financial problems. Then Nick also spends money by buying video game.

Datum 5
00:32:27 → 00:32:38
Nick: "I think I'm gonna be laid off."
Amy: "**We're in a recession**. If it happens, we'll deal with it. I'll probably be next."

Effect of Amy's Psychopath Behavior to Nick

With respect to psychopathology, an individual high in neuroticism may tend to respond to unfriendly interactions with higher levels of distress, anxiety, and hurt than would someone low in neuroticism. Over time, those two individuals are likely to depart further in their ongoing experience of subjective distress by Maher & Maher (1994: 72). By the storyline of *Gone Girl* movie, Amy is the main character who has psychopathic character. Her psychopath makes some effects on Nick, her husband.

The storyline still relates to the treasure hunt which is all planned by Amy. The day when Amy was disappeared or missing pushed Nick to make press conference. In the press conference, Nick and his parents' in law announced that Amy is missing. Nick needed help from Amy's lover to help them find Amy. Although Nick and his parents' in law make a press conference, but public think that Nick play a very important role for Amy's missing. People think that Nick is the person that must be responsible for Amy's disappeared. It is more because in the press conference Nick must smile beside Amy's poster.

Datum 1
00:26:54

Figure III.6 Nick smiles at press conference

On the press conference, Amy pushed Nick that Nick must admit that all of these things is with Nick's agreement. Nick knew all of Amy's treasure hunt. Amy threatens Nick. Amy insists her husband to admit of anything that he never did. Amy even more threatens Nick that if Nick did not do as Amy's wants, public will envy Nick.

Datum 4
02:13:42

And I'll make sure that no one forgets the pain you caused me.

Figure III.9 Amy threats Nick

CONCLUSION

The conclusions that can be presented here are related to the psychopath of Amy. Amy is a great and smart psychopath portrayed in the film by the film director. Amy's psychopath sometimes is directly stated in several expressions of characters in the film. Amy is a smart psychopath as she planned all the treasure hunt and managed her losses very good. Nobody ever thinks that Amy planned the missing by herself. Public think that Nick is the person who must be responsible for Amy's disappeared. The fact shows that Amy did it herself. This is the reason to say that Amy is a very smart psychopath. In relation to the theory from William and McCord, the characteristics of Amy as a psychopath match the theory.

In relation to the factors that cause Amy being a psychopath, it can be addressed that there are two causes. The family disruption and economic aspects are two causes that play role to make Amy becomes a psychopath. Starting from Nick's affair with his university student, Shawna's shared photograph, and also Amy's affair with her ex-boyfriend. These are all for family disruption. Of course economic problem also cause and support Amy's psychopath. As a new family, Nick and Amy are in a great recession, no job, credit card dump up, and bumping up the life insurance. These conditions bring Nick and Amy into a big financial problem.

In terms of the effects of Amy's psychopath to Nick, that Nick is a powerless husband. He is trapped on Amy's treasure hunts. Nick cannot do anything to against Amy's want. Nick was insisted to follow all Amy's desires.

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PROFILE

Cicih Nuraeni was born in Ciamis, West Java, on February 24, 1987. She is the youngest child from two. She completed the elementary school in SDN Kawunglarang II, Rancah Ciamis and graduated in 1999. Then continued her study in SLTPN 1 Rancah and graduated in 2002. In 2005, the author completed his studies at SMA Negeri 1 (SMAN 1) North Cikarang, Bekasi. Then she took the Diploma Program in Academy of Foreign Language Bina Sarana Informatika Jakarta (ABA BSI Jakarta) in English Department and graduated in 2008. In 2007, she started join with Oxford Course Indonesia as an English Tutor and Teaching for Elementary Level (TK), basic level (SD), and Advanced Level (Junior and Senior High School). In 2009, she joined Academy of Foreign Language Bina Sarana Informatika Jakarta (ABA BSI) as an Assistant Lecturer and at the end of 2009 became English Instructor in Language Laboratory. She taught Teaching English as Foreign Language (TEFL), Business Correspondence, Interpreting, Pronunciation Drills, and Pre-intermediate Grammar. In the same year, the researcher went on to Strata-1 at the University Indraprasta PGRI (UNINDRA) in English Department and graduated in 2011. In 2012, the researcher continued her study to Study Strata-2 at the University Indraprasta PGRI (UNINDRA) at Department of Language Education and graduated in 2014. From 2015 up to now, she joins and teaches at STIBA Nusa Mandiri, Ciputat South Tangerang. Besides teaching, she also join with Indonesian Lecturer Assossiation (ADI) as a member.

Improving Reading Comprehension Through Collaborative Strategic Reading

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Abstract-The objective of this paper is to know how to teach collaborative strategic reading and teaching reading by using CSR. This paper uses descriptive qualitative method by searching any references to accomplish this analysis. The data were collected through observation, teaching learning process and evaluation. This program contains the planning, how to implement the students' reading comprehension through Collaborative Strategic Reading (CSR). The post-test was a mean to evaluate the action conducted in this field study. The teacher uses collaborative strategic reading to get the goal of teaching. In general, the results of this field study show that teaching English reading comprehension through collaborative strategic reading has advantages, disadvantages, and impacts: (1) The advantages are improving students' ability in reading comprehension and increasing students' English learning motivation, (2) The disadvantages are some group`s members lack contribute to the activity and seriousness is lacking, (3) The impacts are students are working and learning together and also collaborative strategic reading allows students to be more engaged and involved in the learning process, instead of being just passive learners.
Keywords: Teaching, Reading, Collaborative Strategic Reading

I. INTRODUCTION

Speaking about learning, it means about something that never stop since human live and grow in the state of learning process until the end of humans' life. Learning is a process and activities of humans that always do and experience since birth to death. It does not happen all at once, but build upon and is shaped by previous knowledge. Learning cannot be apart from teaching. In learning process, teacher can play many roles in teaching. The successfulness of learning process in the classroom very much depends on how teacher and students relate to each other, in what environment the classroom is, what approach, method, and technique that the teacher uses.

Nowadays, an educational is forced to change the concept of thought. Various challenges will be faced by humans and affect in teaching plan and learning method. In this case, teacher's role is important to help students to think innovatively, creatively, adaptively, and flexible. There are many techniques, approaches, and methods of teaching. They are language learning, Suggestopedia, silent way, total physical response, natural, approach, communicative language teaching and many more. These techniques, approaches, and methods of teaching can be used for teaching English language.

English becomes an international language since many people in many countries use it in some aspects, such as: business and education. In Indonesia, English is the first foreign language that is needed to be learnt by the students in every level. In addition, English is considered as one of important lessons. There are four skills in English language learning process. They are speaking, listening, reading, and writing. One of the skills that are needed to be taught is reading. According to Cremin (2009:42) "Teaching children to read is neither a trivial matter nor just a technical task. It is probably the most momentous achievement of the early school years, so primary professionals should approach it thoughtfully and creatively". It proves the difficulties to teach children to read, that is why the teacher should think an effective way for the children learn to read more interesting.

In this case, the teachers' role is really needed. They should have strategies to make the students interest in learning reading comprehension. One of the strategies for teaching English reading comprehension is Collaborative Strategic Reading (CSR). Grabe (2009:233),"Collaborative strategic reading is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and has been used with both L1 and L2 students". It means that the collaborative strategic reading considers as a good approach in teaching.

This paper discusses the use of Collaborative Strategic Reading (CSR) as strategic related in teaching reading comprehension. For teaching reading especially, the Collaborative Strategic Reading can be applied to measure the student in improving their skill of reading comprehension. In attempt to improve comprehension, several theories have been proposed that suggest ways to influence

understanding of teaching reading comprehension: scheme theory, reader-response theory, and direct instruction. A brief description of each theses influential theories provide the back ground for interpreting the instructional practices related to teaching comprehension that are presented in more detail. From the background above, the writer would like to analyze how to teach Collaborative Reading Strategy for student in the class, and how to teach reading comprehension by using CSR.

II.   METHOD OF RESEARCH

This discussion uses descriptive method due to have classified any theories which are related to the topic being analyzed. Thus, the writer uses library surf to look for any books that can be supported of this qualitative analysis. Those methods are going to be used of this analysis, however, to bring the new strategy of teaching reading comprehension in the class.

III.   RESULT AND FINDING
3.1   The Strategies of Collaborative Strategic Reading

Student learns four strategies as part of CRS's Plan for Strategic Reading: Preview, Click and Clunk, Get the Gist, and Wrap Up. Preview is used only before reading the entire text for that lesson, and Wrap Up is used only after reading the entire text for the lesson. The other two strategies, Click and Clunk and Gt the Gist, are used many times while reading the text, after each paragraph or two.

1.   Preview

Students preview the entire passage before read section. The purposes of previewing are for students to learn as much about the passage as they can in brief period of time, perhaps 2-3 minutes. To activate their background knowledge about the topic, and to help them make predictions about what they will learn. The previewing serves to motivate student's interest in the topic and to engage them in active reading from the onset.

Introduce previewing to students by asking them whether they have ever been to the theater and look the preview. Prompt students to tell you what they learn from preview by asking questions such as do you learn who is going to be in the movie?, then do you learn during what historical period the movie will take place, the next is do you learn whether or not you might like the movie, and finally do you have questions about what more you would like to know about the movie.

When students preview before reading, they should look at the headings; words that are bolded or underlined; and key information to help them do two

things such as brainstorm what they know about the topic and predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and do discuss their background knowledge and predictions.

It can be take the experiment, let say that, in the class while teaching our 30 students. Off course, it cannot be denied that in 30 students must have ten to 12 students who have lack of experience in reading knowledge. The teacher gives the students 1,5 minutes to write down everything they already know about a topic in their CSR learning. Then, it shares the response with one another for about 1 minute. Another 1,5 minutes are provided for students to write down their predictions of what they might learn, followed by 1 minute to share their best ideas.

It may teach student the previewing strategy from the beginning of the school year and before they read aloud or silently. By using previewing in different subject areas, students become highly familiar with the strategy and its use. They will also have had opportunities to watch you model and apply the strategy with the class as a whole, making its simple mentation in small groups easier.

2.   Click and Cluck

Students click and clunk while reading each section of the passage. The purpose of Clicking and clunking is to teach the students to monitor their reading comprehension and to identify when they have break-downs in understanding. Click refers to portions of the text that make sense to the reader. "Click, click, click" comprehension clicks into place as the reader proceeds clicks smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, Clunk-comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and Clunking is designed to teach students to pay attention to when they are understanding-or failing to understand-what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunk during reading.

After students were identified clunks, the class uses "fix-up" strategies to figure out the clunks. For instance, a teacher teaches its student to use "clunk use" as prompts to remind them of various fix up strategy for figuring out a clunk word, concept, or idea:
1.   Reread the sentence without the word. Think about what information that is provided that

would help you understand the meaning
2. Reread the sentence with the clunk and the sentence before or after the clunk looking for clues,
3. Look for a prefix or suffix in the world,
    Break the word apart and look for smaller words you know. As with other strategies, you may teach students the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

3. Get the Gist

In this part students learn to get the gist by identifying the most important idea in a section of text or paragraph. The purpose of getting the gist is to teach is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve student's have learned.

When teaching reading to student to "get the gist", prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then, ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details. The instruction can be formed while the student to think about the passage they had just read and to write down the most important person, place, or thing in the sentence. That student would then call on individual students to obtain their responses. Then, the student would ask other students which answer was best and why. Afterward, the student asks students to work alone or in pairs to write the gist of the passage. The next step is to ask the student to read the gist aloud and to invite other students to comment on the effectiveness of the gist, thus refining the skills of all the students.

4. Wrap Up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ides. The purposes are to improve student's knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following questions that is who, what, when, where, why, and how, It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. While the question

cannot be answered , it needs to be clarified clearly.

Teaching students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but in your head. Encourage students to ask questions that involve high-level thinking skills, rather than literal recall. In every question which is made by the student can be emphasized that every question can be made into an even better question with the addition of the phrase, "why do you think that?"

To facilitate student's ability to generate high-level questions, you may provide questions stems as a follow:
1. how were… and … the same? Different?
2. What do you think would happen if …?
3. What do you think caused …to happen?
4. What other solution can you think of for the problem of…?
5. What might have prevented the problem of …from happening?
6. What are the strengths or weakness of …?
    To review, students write down the most important ideas they learned from the day's reading assignment in their CSR leaning logs. They then take turns sharing what they learned with the class. Many students can share their idea in a short period of time, providing the teacher with valuable information

CSR's Plan for teaching Reading

Before reading
1. Preview
    a. Brainstorming: What do we already know about the topic?
    b. Predict: What do we think we will learn about the topic when we read the passage?

READ (*the first paragraph or section*)

During Reading
2. Click and Clunk
    a. Were there any parts that were hard to understand (clunks)?
    b. How can we fix the clunks? Use fix-up strategies
        (1) Reread the sentence and look for key ideas to help you understand the word
        (2) Reread the sentence with the clunk and the sentence before or after the clunk looking for clues.
        (3) Look for a prefix or suffix in the word
        (4) Break the word apart and look for smaller words.
3. **Get the Gist**
    a. What is the most important person, place, or thing?
    b. What is the most important idea about person, place, or thing?

READ

After Reading
4. Wrap Up
    a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

3.2 Learning Groups Roles of CSR

Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn the roles they will perform while using CSR in their peer-led cooperative learning groups. Roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one at a time, if a necessary. Possible roles include the following:

a. Leader, it means the student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk Expert, this student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

c. Announcer, this student calls on different group members to read or share an idea. He or she makes sure every-one participate and only one person talks at a time.

d. Encourager, this means the student watches the group and gives feedback. He or she looks for behavior to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and give suggestions for improvement.

e. Reporter, during the whole-class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

f. Time Keeper. This student sets the timer for each portion of CSR and lets the group know when it is time to move on.

2. Materials

Below the following material may be helpful as you assist students to use both cooperative learning techniques and comprehension strategies. For example, cue cards or sheet can be effective reminders of cooperative learning roles.

a. Cue Sheets
    Cue sheets outline the procedures to be followed in cooperative learning groups and provide structure and support for students while they are learning CSR. Each role comes with corresponding cue sheet that explain the steps to be followed to fulfill that role. Cue sheets seem to help student stay focused and on task, and increase their confidence. Students should discontinue use of the cue sheets when they feel secure in carrying out their roles.

b. CSR Logs
    CSR learning logs enable students to keep track of learning "as it happen" and provide a springboard for follow-up activities. Logs furnish an additional way for all students to participate actively in their groups. Logs can be used for recording ideas while applying every strategy. Logs might be kept in spiral-bound note-books or journals made by folding paper in half and stapling on a construction paper cover. You may create a different learning log for each social studies or science unit. These logs provide written documentation of learning and become excellent study guides.

c. Reading materials
    CSR was designed primarily to be used with expository text found in social studies and other content area textbooks, yet, CSR can also be used with narrative text. It should select reading material with well-formed, interesting passages that are conducive to strategy application Such material is characterized by the following providing clues that help students predict what they will be learning, having one main idea in a paragraph, and providing context that helps students connect information.

3.3 The Process of Collaborative Strategic Reading

Teacher starts to introduce and explain about the topic. The teacher introduces the topic about narrative text. And then, teacher begins to explain about what narrative text is, the purpose of narrative text, generic structure of narrative text, and lexical grammatical of narrative text. The purpose is enriching students' knowledge.

After that teacher makes a group, each group consists of five people. Teacher gives the entire groups a story of the legend of Lake Batur and a cue card. Then, teacher gives an instruction what they have to do. After they understand the instruction, students begin to do the exercises together with their groups. After students had finished the exercises, teacher asks each group to collect their answer.

1. **Exercise**

Teacher made groups and divided into 5 groups. Each group consists of 5-6 people. Before students do the exercises, teacher explains the exercises and gives students instruction about what they have to do.

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo.

The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he has eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

Teacher : "There is a story about the legend of Lake Batur. Have you ever read or hear about legend of Lake Batur?"
Student A: "Yes, I have"
Student B: No I have not,"
Teacher :"Ok, so some of you knew the story while the other did not".
Students :"Yes, miss".
Teacher :"Now for the exercise, I would like to make groups, so you can discuss with each other. One group consists of 5-6 persons."
Student A :"And then what we have to do next?"
Teacher :"Ok, first you have to read this story together with your group, then discuss and understanding the meaning of this story, and after that answer these exercises.
Students : (students respond to teacher instruction).

2. Evaluation

After give student's assessment, the teacher closes the teaching activities by giving them homework. Teacher asks students to find narrative story from internet, magazine, or article and so on. And then, teacher asks students to identify the structures of the story that they found.
Teacher :"Ok students, I would like to give your homework. Please find a story of narrative text and then identify orientation, complication, and resolution

from that story. You can find the story from internet or magazine."

From the description above the writer explains about the description of teaching. The writer will begin here by analyzing the use of Collaborative Strategic Reading (CSR) in teaching reading comprehension. After analysis of using collaborative strategic reading in teaching reading comprehension, the writer also analysis the advantages, disadvantages, and impacts of using Collaborative Strategic Reading (CSR) in teaching reading comprehension.

Collaborative Strategic Reading (CSR) consists of four reading strategies. They are preview, click and clunk, get the gist, and wrap up. But, the writer as a teacher only apply click and clunk strategy when teaching reading comprehension. After the teacher divided students into 5-6 groups and gave them an exercise true (T) or false (F) and essay form. The teacher gives them an instruction how to use click and clunk strategy in reading story The Legend of Lake Batur.

The first one to use CSR click and clunk strategy is the teacher gives each group a cue card. In this card, there is click and clunk column. After that, the teacher explains the function of this cue card and how to use this cue card. The teacher tells the students that when they understand the content of the text and it make sense the student should write it down in column "click". On the other hand, when they do not understand the word and they think some words do not make sense, write it down in column "clunk".

The next step, teacher explains what they should do to "clunk" word. If the students find the clunk word:
1. The teacher asks them to reread the sentence without the word. Think about what information that is provided that would help them understand the meaning of the word.
2. After that, reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
3. Then, look for a prefix or suffix in the word.
4. The last, the teacher tells them breaking the word apart and look for smaller words.

First the teacher gives explanation to the students, the teacher gives them the example from the text "The Legend of Lake Batur". The teacher tells them that in the first paragraph, there is sentence "a long time, there lived on the island of Bali", in this sentence students do not know the meaning of "island". So, they have to connect "island" word with words before and after "island". There are prefix and suffix between "island" words. The prefix is "lived" and the suffix is "Bali". Students know the meaning

of lived, it means *"tinggal"* and they know Bali is the name of place. After they find the clue from prefix and suffix word, they can guess the clunk word by discuss it with their group members.

Then, teacher discusses the clunk words but the students cannot find the meaning one of the clunk words. Then, the leader of the group can ask to other groups. If the other groups also cannot answer the clunk word, the teacher`s role is necessary to help them find the meaning of the clunk word.

Then teacher gives students the exercise and explain how to use click and clunk strategy in reading story of the legend of Lake Batur. The teacher begins to monitor the learning process. The student starts to work in their collaborative learning groups, teacher`s role is to circulate among the groups and provide ongoing assistance. The teacher can help students by actively listening to students' conversation and necessary clarify difficult words if they really do not know and all of the group cannot answer the clunk words. The teacher also can help students by encouraging students to participate, and modeling a helpful attitude.

3 CONCLUSION

Collaborative Strategic Reading (CSR) is approach to support teaching-learning process in reading class. Reading is a process of solving problem in which the readers make an effort to comprehend meaning not only from words but also from ideas, information, claims and arguments in a text. On the importance of the reading in a second language learning or teaching environment where there is little reading, there will be little language learning. The results of some researches that have been collected indicate that the majority of the students have the difficulties with reading comprehension in a foreign language. Most of the problems or the difficulties experienced during the process of reading comprehension because of unawareness of reading strategies and lack of training on it. However, collaborative strategic reading teaches the student to take responsibilities for their learning activity. Moreover, strategy training and practicing cooperatively may enable teacher and students to eliminate the problems concerning reading comprehension.

In teaching reading by using CSR is embedded in collaborative strategic reading approach are claimed to help the students overcome vocabulary related problems during their reading process in the class. Beside, instead of depending too much on the teacher, the students were observed to learn from each other and supported each other's learning

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BIODATA

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