

## Analisis Google Terjemahan Yang Mengandung Ungkapan Bahasa Seksisme Terjemahan Bahasa Inggris

Muji Endah Palupi

Fakultas Komunikasi dan Bahasa  
Universitas Bina Sarana Informatika  
Jl. Salemba Tengah No. 45 Paseban, Jakarta Pusat  
muji.mji@bsi.ac.id

---

Cara Sitasi :

Palupi, M. E. (2019). Analisis Google Terjemahan Yang Mengandung Ungkapan Bahasa Seksisme Terjemahan Bahasa Inggris. *Wanastra*, 11(1), 01–06.

---

**Abstract :** *The quality of the language translation machine must match the content of the text message and the results of the translation. between is the accuracy of language and understanding of the results of the translation.. Is the language received same as the target meaning of the language? Do not translate languages with words per word to make sentences. because every language has a different Grammar. Sexist language usually presents stereotypes about name terms for men and women. Sexist language usually presents stereotypes about the name terms for men and women. However, the implicit of meaning more detrimental to women. Sexual language is used to position one gender at the level of subordinate language. there is no equality. Sexism is more suitable for language which is a cultural product of modern society. the term for a woman who is old. English language is called a sexist language because English Language as an International Language. English Language is rich in vocabulary uptake from other countries. so English language is categorized as Modern Language.*

**Keywords:** *Google Translation, Sexism Language, English Translation*

### LATAR BELAKANG

Layanan Google Terjemahan tidak bisa dipungkiri menjadi jembatan penghubung antara orang-orang dari berbagai bahasa di dunia. Besarnya jumlah pengguna. Betapa mesin ini menjadi kebutuhan warganet. Pada 2006. Google akhirnya melahirkan layanan baru bertajuk *Google Translate* yang menggunakan mesin penerjemah dari *Yahoo* dan *AOL*. Saat memakai mesin penerjemah sistem online antara lain mudah digunakan, cepat, bekerja antar perangkat, *future audio playback* untuk mengetahui cara pengucapan. Sistem kerja mesin terjemahan bahasa menggunakan pemodelan statistik lalu meningkat perkembangannya menjadi pemodelan algoritma. Dengan teknologi ini, hasil terjemahan dapat mendekati penerjemah manusia, *Google Translate* dapat menerjemahkan dari kata menjadi sebuah kalimat. dalam berbagai Bahasa.

Pada sejarah awal Google Terjemahan difokuskan untuk terjemahan Bahasa Inggris, karena Bahasa Inggris dianggap bahasa yang penting saat itu. Tetapi dilain sisi Google Terjemahan juga memiliki beberapa keterbatasan dalam menterjemahkan bahasa. Meskipun dapat membantu pembaca untuk memahami isi umum dari teks Bahasa Asing, tetapi tidak memberikan terjemahan akurat. Bahasa yang yang dihasilkan Google Terjemahan sangat berbeda seperti hasil terjemahan dengan logika manusia.

Setiap negara mempunyai pola Tata Bahasa yang berbeda. Kapasitas mesin tidak bisa harus sesuai dengan pola Tata Bahasa. seperti banyak kita jumpai kalimat yang diterjemahkan dengan mesin penerjemah bahasa maka hasil terjemahan agak berbeda bahasanya. Hasil dari terjemahan terlihat rancu atau membingungkan bahasanya. Bahkan ketika kita menterjemahkan antar bahasa, tidak menggunakan tanta baca, maka hasil terjemahan akan berbeda arti.

Bahasa Seksis adalah penggunaan bahasa yang memosisikan salah satu *gender* pada tataran subordinasi atau tidak setara. Kajian mengenai bahasa seksis atau analisis kata-kata yang merujuk pada seksisme lebih cocok dilakukan pada bahasa yang merupakan produk budaya masyarakat seperti Bahasa Inggris. Anggapan bahwa Bahasa Inggris adalah bahasa seksis didasarkan bahwa terdapat kata atau ungkapan yang menjadikan wanita sebagai objek. Dalam hal ini bahasa yang dipandang mengandung banyak kosakata maupun ungkapan seksis adalah Bahasa Inggris, karena Bahasa Inggris adalah bahasa yang kaya akan perbendaharaan kata. dalam unsur Bahasa Inggris banyak sekali serapan kata yang berasal dari negara lain. Khususnya negara di benua Eropa.

Di zaman globalisasi seperti sekarang ini, menguasai bahasa asing merupakan salah satu keterampilan

yang wajib untuk dimiliki, antara lain Bahasa Inggris. Pelajaran Bahasa Inggris kini sudah menjadi bahan pembelajaran yang sangat penting di setiap tingkat pendidikan di Indonesia. Kebanyakan orang menerjemahkan suatu bahasa melalui mesin penerjemah disebabkan tidak menguasai bahasa tersebut. Kemudian mereka hanya mengandalkan dengan menggunakan mesin penerjemah Bahasa. untuk mempercepat terjemahan. Oleh sebab itu Jangan menerjemahkan kata demi kata. melalui mesin penerjemah. Namun hal ini harus dihindari karena beberapa kata dalam Bahasa Inggris merupakan sebuah frasa yang jika diartikan kata perkata akan sangat berbeda dengan makna frasa sebenarnya. Orang yang memahami dalam Ilmu Tata Bahasa maka akan mudah membaca gaya bahasa tulisan yang dihasilkan oleh mesin terjemahan. Dalam penelitian yang akan dikaji adalah :

1. Bagaimanakah cara menerjemahkan Bahasa melalui Google Terjemahan agar hasil dari terjemahan tidak menjadi Bahasa yang rancu?
2. Kenapa Bahasa Inggris dikategorikan sebagai Bahasa yang menyudutkan kaum wanita ?
3. Mengapa hasil terjemahan Bahasa Inggris mengandung unsur Bahasa Seksisme ?

## METODE PENELITIAN

Dalam metode penelitian ini penulis menggunakan penelitian *descriptive kuantitative* dengan disain *study* kasus yang terpancang dan berorientasi pada produk hasil terjemahan Bahasa. Sumber dari data yang dipilih berdasarkan kriteria teknik mesin terjemahan bahasa dan diskusi dengan *polygloter* (orang yang memiliki keahlian dalam berbagai ragam bahasa). Dokumen yang dipilih oleh penulis adalah hasil mesin terjemahan. akan tetapi dalam penelitian ini penulis ingin menambahkan sesuatu yang menarik dengan Bahasa yang sederhana agar dapat dipahami dan dimengerti oleh pembaca.

### 1. Google Terjemahan

Pada dekade 1990-an pengembangan mesin *translation otomatic* mulai kembali berkembang kemajuannya, pada masa awal diciptakan hanya memfokus terjemahan Bahasa Inggris, kini mesin penerjemah bahasa sudah bisa menterjemahkan 40 Bahasa Asing. Seorang Insinyur IBM bernama *Frederick Jelinek* mengembangkan mesin terjemahan bahasa secara otomatis.

Pada tahun 2006. Google akhirnya melahirkan, layanan barunya bertajuk *Google Translate*. *Google Translate* menggunakan sistem bernama *SYSTRAN* untuk proses penerjemahan. Mesin penerjemah dari *Yahoo* dan *AOL*

Pada 2007, *Google Translate* berubah cara kerjanya dari menggunakan sistem pemodelan statistik menjadi. sistem algoritma. *Google Translate* bekerja dengan menghimpun begitu banyak translasi yang dilakukan manusia atas jutaan dokumen di dunia. Namun, bicara dalam hal menerjemahkan bukanlah soal mudah. Terutama jika dilakukan mesin penerjemah Bahasa. Cukup banyak cerita perihal buruknya hasil yang bisa kita ketahui dari hasil terjemahan bahasa yang dilakukan mesin *Google Translate*, maka seseorang sangat mudah mengenali secara langsung sebuah naskah terjemahan yang dihasilkan dari teknologi mesin.

Berdasarkan dari hasil penelitian *Franz-Josef Och* Kepala Departemen Terjemahan Google yang telah memenangkan kontes DARPA,

”bahwa untuk kecepatan sistem mesin penerjemah berdasarkan statistik diperlukan suatu koleksi teks paralel dalam dua bahasa yang terdiri lebih dari satu juta kata dan dua koleksi teks lainnya untuk masing-masing bahasa yang terdiri lebih dari satu miliar” (Och Franz- Josef, n.d.)

## 2. Bahasa Seksisme

### a. Pengertian Bahasa Seksisme

Seksisme adalah penggunaan kata atau frasa yang berkenaan dengan *gender* atau individual. Biasanya Bahasa yang digunakan lebih menyudutkan posisi wanita. Seksisme memiliki pengertian di bidang ilmu *linguistic*. khususnya pada *nomina* atau kata benda. Bahasa umumnya disebut bias *gender*.

(Wareing, 2007) Bahasa Seksis sebagai bahasa yang merepresentasikan pria dan wanita secara tidak setara. Dalam istilah secara fenomena Bahasa Seksis biasanya hanya menyajikan stereotip-stereotip tentang pria dan wanita yang terkadang merugikan keduanya tapi lebih sering merugikan kaum wanita.

(Robertson, n.d.) Menurut Parks dan Robertson, berpendapat bahwa, “*sexist language includes words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender*” Bahasa seksis adalah bahasa yang memposisikan salah satu gender pada tingkat tataran subordinasi (*inferior*) atau adanya tidak setara. Seksisme lebih cocok dilakukan pada bahasa yang merupakan produk seperti Bahasa Inggris.

### b. Sudut Pandang Bahasa Inggris Seksisme

Bahasa Inggris adalah bahasa seksis didasarkan terdapat beberapa kata-kata atau ungkapan yang menjadikan wanita menjadi objek tersudutkan. Biasanya wanita dipandang dari segi umur dan penampilannya seperti

### 3. Terjemahan Bahasa Inggris

Cara kerja pada sistem mesin terjemahan yang menggunakan sistem aplikasi perangkat lunak yang dirancang untuk mendukung proses penerjemahan. Walaupun memiliki konsep serupa, penerjemahan menggunakan mesin penerjemah bahasa tidak dapat disamakan dengan hasil terjemahan logika manusia.

Di zaman globalisasi seperti sekarang ini, menguasai Bahasa Asing merupakan salah satu keterampilan yang wajib untuk dimiliki, pelajaran Bahasa Inggris kini sudah menjadi bahan pembelajaran yang ada di setiap tingkat pendidikan, Karena begitu besar tingkat pengguna Bahasa Inggris didunia sebagai *second language*, adanya sedikit perbedaan dari segi pengucapan atau *pronounceation* dan gaya bicara disetiap negara yang menggunakan Bahasa Inggris. Kemungkinan bahasa seksis dalam Bahasa Inggris tersebut saat diterjemahkan kedalam bahasa lain kata tersebut memiliki padanan yang lebih netral.

*Engineering Director Google Translate* melalui *video conference* yang telah dtayangkan di Jakarta, Hal itu dimungkinkan karena *Google Translate* tidak dapat menerjemahkan kata per kata dalam kalimat. Dengan cara memanfaatkan pada sistem *neural*, sistem penerjemah dapat mengerti sebuah kalimat secara utuh. (Macduff Hughes, n.d.)

(Nababan, Nuraeni, dan Sumardiono, 2012). Sistem model penilaian dari kualitas terjemahan bahasa telah dikembangkan oleh Nababan, Nuraeni, dan Sumardionoyang fokus pada terjemahan dari Bahasa Inggris. Dalam sistem model yang dikembangkan terdapat pada bagian yang membahas kualitas terjemahan dan pembobotan..

Aspek tingkat keakuratan bahasa dan tingkat pemahaman dalam makna hasil terjemahan (Harwan, 2015). Bahwa perlu dalam penerjemah suatu bahasa, apakah bahasa yang diterjemahkan dari satu bahasa ke bahasa lain sesuai dengan makna bahasa sasaran yang dimaksud agar tidak terdapat kalimat yang rancu dari hasil terjemahan bahasa.

## PEMBAHASAN

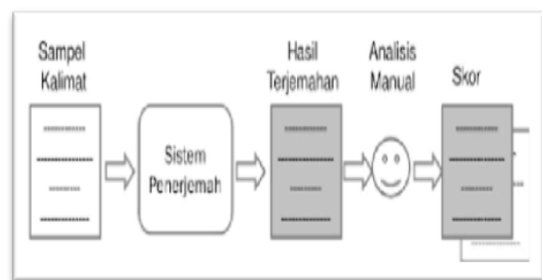
### 1. Definisi Google Terjemahan

Google Terjemahan atau *translation mechin* adalah layanan yang disediakan oleh *Google Inc.* Untuk menerjemahkan bagian teks atau halaman *web* bahasa ke bahasa lain. Google Terjemahan juga merupakan cabang *linguistic* komputasional yang menggunakan perangkat lunak komputer untuk menerjemahkan teks atau ucapan dari berbagai bahasa. Pada tingkat dasar, sistem mesin terjemahan cara kerja dalam bentuk sederhana berupa kata kata dari satu bahasa ke bahasa lainnya. Namun cara

itu biasanya tidak dapat menghasilkan terjemahan teks yang bagus, karena diperlukan pengenalan mengenai frasa utuh dan pendekatan kepada bahasa tujuan.

Dengan menggunakan teknik sistem korpus dan data statistik, dapat dilakukan penerjemahan yang lebih kompleks sehingga memungkinkan penanganan yang lebih baik terhadap perbedaan tipologi dalam ilmu linguistic, cara pengenalan frasa, penerjemahan idiom, dan juga penanganan anomali.

Perangkat lunak terjemahan mesin yang ada saat ini umumnya mengizinkan menggunakan berdasarkan domain, sehingga meningkatkan hasil terjemahan dengan membatasi dalam ruang lingkup substitusi yang efektif dalam suatu domain yang menggunakan Bahasa yang formal. Maka dengan bantuan teknik-teknik ini, terjemahan mesin telah terbukti bermanfaat sebagai suatu alat bantu manusia dalam proses belajar bahasa.. Namun sistem-sistem yang telah tersedia, tidak mampu untuk menghasilkan dengan kualitas hasil terjemahan yang menyamai penerjemah manusia, terutama jika teks yang diterjemahkan menggunakan bahasa sehari-hari.



Gambar 1. Cara Kerja Mesin Terjemahan

### a. Sistem Kerja Google Terjemahan

#### 1) Simstim Statistik

Pemodelan statistik mampu mengatasi permasalahan logika-logika seperti kamus. Sistem statistik dalam dua bahasa diperlukan suatu koleksi teks paralel dalam dua bahasa tersebut yang terdiri lebih dari satu juta kata dan dua koleksi teks lainnya untuk masing-masing bahasa yang terdiri lebih dari satu miliar kata.

$$BP_{BLEU} = \begin{cases} 1 & \text{if } c > r \\ e^{1-c/r} & \text{if } c \leq r \end{cases}$$

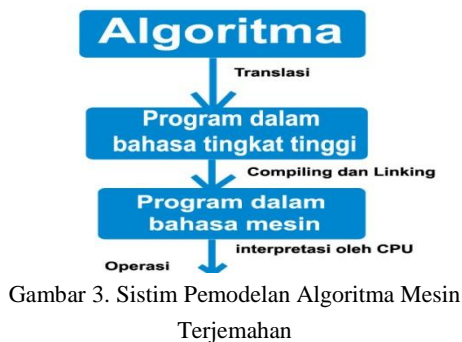
$$P_n = \frac{\sum_{C \in \text{Candidates}} \sum_{n\text{-gram} \in C} \text{Count}_{\text{ref}}(n\text{-gram})}{\sum_{C' \in \text{Candidates}} \sum_{n\text{-gram}' \in C'} \text{Count}(n\text{-gram}')$$

$$BLEU = BP \cdot \exp \left( \sum_{n=1}^4 w_n \log p_n \right)$$

Gambar 2. Sistem Pemodelan Statistik

2) Sistem Algoritma

Pemodelan algoritma diadaptasi berdasarkan data-data yang banyak dilakukan. Data yang ditemukan berdasarkan frekwensi dari data yang paling banyak ditemukan. data linguistik dalam jumlah yang sangat besar ini, Google menggunakan dokumen PBB. Sistem cara kerja menggunakan algoritma lebih mudah, artinya menerjemahkan berdasarkan rumus yang dibuat oleh sistem pemrograman. Rumus ini didapatkan dari jumlah banyaknya data-data berupa penerjemahan bahasa yang telah deprogram dalam suatu sistem pemrograman.



Gambar 3. Sistem Pemodelan Algoritma Mesin Terjemahan

2. Bahasa Seksisme

a. Bahasa Seksisme dalam Bahasa Inggris  
 Anggapan mengenai bahwa Bahasa Inggris adalah bahasa seksis didasarkan terdapat beberapa kata atau ungkapan yang menjadikan wanita menjadi objek tersudutkan. (Roberton, n.d.)

Bahasa Seksisme	Gender
<i>Hag</i> <i>Crone</i>	Wanita tua Wanita wajah keriput

Tabel 1. Bahasa Seksisme



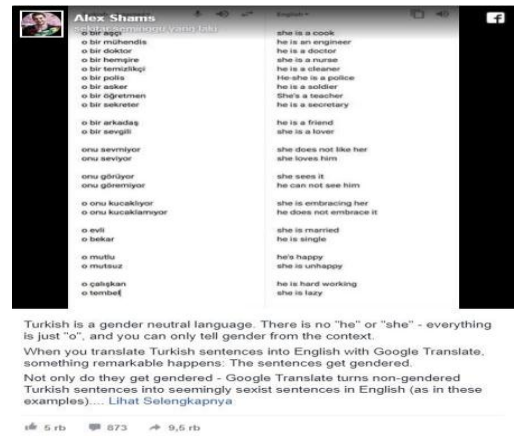
Gambar 1. Wanita dinomor duakan

Dari makna yang diberikan, dapat diketahui adanya unsur penampilan, umur, dan *gender*. Pada makna kedua kata tersebut yang seolah lebih merendahkan dan menghina kaum wanita, khususnya bagi wanita

yang sudah tidak lagi muda. Pada makna kedua kata tersebut yang seolah lebih merendahkan dan menghina kaum wanita, khususnya bagi wanita. (Pattalung, 2008)

b. Sudut Pandang Bahasa Inggris Seksisme

Dalam istilah secara fenomena bahwa dikatakan Dalam Tata Bahasa Turki tidak ada perbedaan *gender*. *Türkiye ortak bir dildir ve erkekler ve kadınlar arasında fark yoktur. Her şey "O". Cümleler, cümle bağlamından bilinebilir. Türkçe cümleleri google çeviri kullanarak İngilizce'ye çevirirsek, cümle garip görünecek ve cinsiyeti ayırt edecektir. Google Translate, Türkçe olmayan cinsiyet cezalarını cinsiyetçi cümlelere çevirir.* (Shams, n.d.)



Gambar 2

Terjemahan Bahasa Turki ke Bahasa Inggris menjadi pengertian yang aneh

3. Terjemahan Bahasa Inggris

a. Pengertian Terjemahan

Penerjemahan dalam sistem kerja menggunakan mesin penerjemah bahasa biasanya tidak dapat disamakan dengan hasil terjemahan logika manusia. Aplikasi mesin terjemahan bahasa diciptakan tujuannya untuk mempermudah orang belajar bahasa tanpa harus melihat buku kamus. Para ahli ilmuwan mencoba sistem yang lebih baru, perkembangan teknologi semakin maju maka dibuatlah kamus secara online. Awal pertama kali disiptakannya. Mesin penerjemah bahasa hanya dikhususkan untuk menterjemahkan antar bahasa ke dalam Bahasa Inggris karena orang lebih banyak menggunakan Bahasa Inggris. (Budiwati, 2011)



Gambar 1. Google Translate Bias Gender

b. Kerancuan Terjemahan Bahasa Inggris  
Bahasa Inggris adalah Bahasa Internasional Bahasa Inggris sudah menjadi *Trend* sebagai Bahasa No 1 di dunia.

Inggris	Türkiye
I	Ben
You	Sen / Siz
We	Biz
They	Onlar
She	O
He	O
It	O

Tabel 1. Perbedaan Subjek

dia seorang pengacara dia seorang penari dia seorang president dia seorang pembantu rumah tangga	he's a lawyer she's a dancer he's a president she's a housekeeper
dia sedang membaca dia sedang mencuci dia sedang belajar dia sedang bersih-bersih dia sedang makan dia sedang masak	he is reading she was washing he is studying she is cleaning he's eating she is cooking
dia tidak menikah dia belum menikah	he is not married she is not married yet

Gambar 2. Bias Gender hasil terjemahan

Bahasa Indonesia tidak ditemukan bahasa seksis yang bias *gender*. Beda dengan Bahasa Inggris yang menyesuaikan kata ganti orang berdasarkan jenis kelamin. Sementara dalam bahasa-bahasa di negara-negara Eropa seperti Inggris, Perancis, dan Jerman, *gender* masuk ke dalam perhitungan utama struktur gramatikal

## KESIMPULAN

Kualitas mesin penerjemah bahasa atau pesan teks bersumber pada bahasa yang akurat. Dari aspek tingkat keakuratan bahasa, tingkat pemahaman dalam hasil terjemahan. Apakah bahasa yang diterjemahkan sesuai dengan makna bahasa sasaran? agar tidak terdapat kalimat yang rancu dari hasil terjemahan bahasa. Jangan menerjemahkan bahasa melalui mesin penerjemah atau Google Translator kata perkata dalam membuat kalimat. karena setiap bahasa mempunyai Tata Bahasa yang berbeda. Bahasa Seksis biasanya lebih menyajikan stereotip-stereotip tentang adanya istilah nama untuk pria dan wanita. terkadang merugikan keduanya. Akan tetapi makna yang tersirat lebih sering merugikan kaum wanita. Dalam Bahasa Seksis penggunaannya untuk memposisikan salah satu gender pada tataran bahasa

subordinasi (inferior) atau tidak adanya kesetaraan. Seksisme lebih cocok pada bahasa yang merupakan produk budaya masyarakat moderen. kata yang khususnya wanita yang sudah tidak lagi muda.. kata-kata atau ungkapan yang tergolong mengandung makna istilah seksis. Awalnya diciptakan oleh masyarakat yang dipengaruhi oleh sudut pandangan terhadap kedua jenis gender. Bahasa yang dipandang mengandung banyak kosakata maupun ungkapan Bahasa Seksis adalah Bahasa Inggris. Hal ini juga disebabkan karena Bahasa Inggris sebagai Bahasa Internasional. Bahasa Inggris kaya akan serapan perbendaharaankata Bahasa dari negara lain. Dengan demikian maka Bahasa Inggris dikategorikan bahasa dikategorikan sebagai Bahasa Moderen.

## DAFTAR ACUAN

- Budiwati, T. R. (2011). REPRESENTASI WACANA GENDER DALAM UNGKAPAN BERBAHASA INDONESIA DAN BAHASA INGGRIS: ANALISIS WACANA KRITIS. *Kawistara*, 1(3), 298–310.
- Harwan, R. (2015). Model Terjemahan Bahasa Inggris Indonesia Ragam Negara. In *model terjemahan bahasa inggris indonesia ragam negara*.
- Macduff Hughes. (n.d.). Engineering Director Google Translate melalui video conference yang telah dtayangkan di Jakarta, Hal itu dimungkinkan karena Google Translate tidak dapat menerjemahkan kata per kata dalam kalimat. Dengan cara memanfaatkan pada sistem neura.
- Nababan, Nuraeni, dan Sumardiono. (2012). Sistem model penilaian dari kualitas terjemahan bahasa.
- Och Franz- Josef. (n.d.). ”. *Teory Reaches, Developing of Translation Mechin Moderen*.
- Palupi, M. E. (2019). Analisis Google Terjemahan Yang Mengandung Ungkapan Bahasa Seksisme Terjemahan Bahasa Inggris. *Wanastra*, 11(1), 01–06.
- Pattalung, P. N. (2008). *An Analysis of Sexist Language in ESL*. Texas: Universitas of north texas.
- Roberton, M. P. dan. (n.d.). , berpendapat bahwa, “sexist language includes words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender”.
- Shams, A. (n.d.). *Görüş :Türkiye ortak bir dildir ve*

*erkekler ve kadınlar arasında fark yoktur. Her şey "O".*

Wareing. (2007). 106. *Bahasa Seksis Sebagai Bahasa Yang Merepresentasikan Pria Dan Wanita Secara Tidak Setara*, 106.

## **PROFIL PENULIS**

Muji Endah Palupi lahir di Jakarta pada tahun 1973. Penulis memperoleh gelar Sarjana Sastra, Jurusan Bahasa dan Sastra Inggris di STIBA IEC Pada tahun 2012 dan Gelar Magister, Fakultas Pendidikan Bahasa Inggris di Universitas Indraprasta PGRI Pada tahun 2015. Penulis sebagai Dosen Bahasa Inggris Fakultas Komunikasi dan Bahasa di Universitas Bina Sarana Informatika dari tahun 2013 hingga saat ini. Aktifitas lain Penulis sebagai Tutor Bahasa Inggris di Bimbingan Belajar Primagama dan Guru Bahasa Turki. Penulis juga aktif di Ruhum *Türkçe* Kursu, KSE. Selain itu Penulis juga di acara Seminar, Workshop dan kegiatan lain yang berkaitan dengan bidang pendidikan khususnya Ilmu Bahasa Asing. Bahasa sebagai jembatan komunikasi antar Bangsa Bahasa adalah alat pemersatu Bangsa. Dengan Bahasa kita bisa memahami arti kehidupan dibelahan bumi.

## Praanggapan Pada Tuturan Neneng Garut: Kajian Pragmatik dalam *Stand Up Comedy Academy* (SUCA 3)

**Prapti Wigati Purwaningrum**  
Fakultas Komunikasi dan Bahasa  
Program Studi Bahasa Inggris,  
Universitas Bina Sarana Informatika Jakarta  
Prapti.pwp@bsi.ac.id

---

### Cara Sitasi:

Purwaningrum, P. W. (2019). Praanggapan Pada Tuturan Neneng Garut: Kajian Pragmatik dalam *Stand Up Comedy Academy* (SUCA 3). *Wanastra*, 11(1), 07–14.

---

**Abstract** - In stand up comedy show komika often uses presupposition to convey the message. The audiences must have knowledge background in understanding it. The aim of this study is to examine the presuppositions of Neneng Garut's utterances through pragmatic studies. This is a qualitative study with content analysis method because this study prioritizes the content approach of the speech. The data source of this research is Neneng Garut's utterances which contains presuppositions and implicature in *Stand Up Comedy Academy* (SUCA 3). Data provision of this analysis is done by using simak method that is applied through note-taking techniques. The results of this study indicate that Neneng Garut would like to convey that at present more and more cases of corruption have occurred and are increasingly difficult to stop it. This is said through the punline and if we ask Indonesia for corruption free, it is very difficult, especially when we ask Radit to marry, it is more difficult. In addition, in this study also found some presuppositions in her utterances such as, presuppositions about the difficulty and limited transportation in remote region of Garut, the lack of entertainment, trust in mysticism that is still very thick, and a way of thinking in society. In addition, through pragmatic, presupposition, and understanding the implicit meanings, the writer hopes that the results of this paper will be able to contribute ideas to the reading community about the importance of hearing and understanding the speech of the partners in a society that has lately faded.

**Keywords:** *Presupposition, Implicatures, Stand Up Comedy Academy Indosiar 3*

### PENDAHULUAN

Beberapa tahun terakhir ini *Stand Up Comedy* menjadi salah satu hiburan yang cukup dinantikan oleh penonton televisi. Seni komedi ini disuguhkan secara individu *one man show* dengan materi-materi yang cukup menggelitik tidak jarang berisi kritikan dan sindiran tentang sesuatu hal. Cara berhumor dengan *stand up comedy* ini sangat berbeda dengan jenis humor atau lawakan lain yang sudah pernah ada. Pada *Stand up comedy* penonton harus memiliki kesamaan pengetahuan tentang apa yang sedang dibawakan oleh para komika, karena komedi ini dibawakan hanya dengan menggunakan bahasa dan cara bercerita serta *act out* yang mendukung agar pesan dapat sampai dan diterima oleh penonton.

Dalam beberapa penampilannya terkadang para komika tidak secara tersirat menyampaikan pesan dalam tiap lawakannya. Mereka lebih sering menggiring penonton untuk mencerna dan berfikir kritis tentang pesan dalam setiap materi yang mereka bawakan, lalu munculah praanggapan dari penonton yang biasanya segera dipatahkan melalui *punchline* oleh komika.

Dalam stand up komedi sering dikenal dengan istilah *punchline*, dalam tulisannya (Widya, 2015) menyebutkan bahwa *punchline* adalah bagian lucu dari jokes. Bagian inilah yang mematahkan pranggapan yang terbangun dipikiran penonton, yang menimbulkan kelucuan. Untuk memahami sebuah pesan yang tersirat dalam sebuah tuturan diperlukan sebuah kajian pragmatik.

Menurut Gazdar dalam (Nadar, 2009) Pragmatik adalah kajian antara lain mengenai deiksis, implikatur, presuposisi, tindak tutur, dan aspek-aspek struktur wacana. Dalam mengkaji makna tidak semata-mata memahami makna pesan yang tersurat melainkan makna tersirat yang dapat dipahami melalui sebuah konteks.

Konteks akan selalu ada dalam sebuah tuturan. Menurut (Leech, 1993) konteks merupakan latar belakang pemahaman yang dimiliki oleh penutur maupun lawan tutur sehingga lawan tutur dapat membuat interpretasi mengenai apa yang dimaksud oleh penutur pada waktu membuat tuturan tertentu. Selain konteks Praanggapan menjadi hal yang sangat penting untuk memahami sebuah pesan dalam tuturan yang dituturkan oleh para komika.

Menurut (Wijana, 1996) menyatakan bahwa sebuah kalimat dinyatakan mempresuposisikan kalimat yang lain jika ketidakbenaran kalimat yang kedua (kalimat yang dipresuposisikan) mengakibatkan kalimat pertama (kalimat yang mempresuposisikan) tidak dapat dikatakan benar atau salah. Praanggapan merupakan apa yang digunakan penutur sebagai dasar bersama bagi para peserta percakapan. Melalui sebuah praanggapan petutur akan dapat memberikan asumsi terhadap apa yang penutur tuturkan dalam konteks tertentu.

Menurut (Yule, 1996), praanggapan merupakan apa yang digunakan penutur sebagai dasar bersama bagi para peserta percakapan. Pendapat lain juga diungkapkan oleh (Rahardi, 2005) sebuah tuturan dapat dikatakan mempraanggapkan tuturan yang lain apabila ketidakbenaran tuturan yang diproposisikan mengakibatkan ketidakbenaran atau kebenaran. Praanggapan merupakan suatu tuturan yang mengandung makna kebenaran atau ketidakbenaran sesuai dengan tuturannya.

Berawal tayang di Metro TV lalu Kompas TV dan 4 tahun terkhir ini juga tayang di Indosiar dengan nama program *Stand Up Comedy Academy* (SUCA). Suca 1 dijuarai oleh Cemen dari Cikarang, Suca 2 dijuarai oleh Aci Resti Jakarta, Bintang Emon dari Jakarta sebagai juara ketiga, dan yang baru-baru ini muncul sebagai juara SUCA 4 adalah Oki dari Palu.

Namun dari sekian banyak juara ada satu peserta yang cukup menarik perhatian penulis, dia dikenal dengan keluguan dan kejujurannya. Bahkan Pandji salah satu juri di SUCA 4 berpendapat bahwa kejujurannya terlalu “brutal”, dia adalah Neneng. Peserta ini masih muda, siswa SMEA dan yang menjadi ciri khasnya adalah logat Sunda. Dia berasal dari Garut Jawa Barat. Meskipun Neneng hanya berada diperingkat 4, namun hampir setiap penampilannya mampu memancing tawa penonton dan juga para juri.

Di setiap penampilannya Neneng selalu menyelipkan materi yang berkaitan dengan kampungnya di Garut. Hal inilah yang membawa penonton ikut serta mengembalikan pengetahuan serta membayangkan tentang keadaan di kampung yang masih jauh dari jangkauan teknologi dan hiburan layaknya di kota. Neneng membawakan materi selalu menggiring asumsi penonton bahwa di kampungnya yaitu Garut masih sangat jauh dari teknologi, pendidikan, transportasi, kepercayaan, dan kehidupan sosial masyarakatnya. Semua itu dituturkan dengan kentalnya logat sunda dan kepolosan serta kejujuran yang brutal. Dalam tulisan ini penulis hanya memfokuskan pada maksud dari praanggapan dalam tuturan Neneng pada stand up comedy academy (SUCA 5)

## METODOLOGI PENELITIAN

### Pendekatan penelitian

Penelitian ini menggunakan pendekatan kualitatif. Analisis isi merupakan metode yang digunakan dalam penelitian ini karena penelitian ini lebih mengutamakan pendekatan konten dari Neneng Garut dalam *Stand Up Comedy* Indosiar season 3 (SUCA 3) Penulis memilih acara tersebut karena merupakan jenis komedi terbaru, humornya mudah dipahami, dan mengajak penonton untuk berfikir untuk dapat memahami setiap materi khususnya yang dibawakan oleh Neneng dari Garut, dan yang terpenting banyak terdapat tuturan yang mengandung implikatur dan praanggapan yang dipatahkan melalui *punchline* dan menimbulkan tawa. Data penelitian berupa penggalan tuturan dari komika yang bernama Neneng berasal dari Garut SUCA 3.

### Proses penyediaan data

Menurut Sudaryanto (Sudaryanto, 2015) ada dua metode penyediaan data yaitu metode simak dan cakap. Pada penelitian ini penulis menggunakan metode simak untuk proses penyediaan data. Metode ini dipilih karena objek yang diteliti berupa teks yang berupa penggalan tuturan. Untuk menerapkan metode tersebut penulis menggunakan teknik catat untuk mencatat tuturan dalam tuturan yang mengandung implikatur dan praanggapan.

Sumber data penulisan ini adalah tuturan dari komika bernama Neneng yang berasal dari Garut finalis *Stand Up Comedy Academy* (SUCA 3) yang ditayangkan di Indosiar. Penyediaan data dilakukan dengan menonton penampilan Neneng Garut, mengidentifikasi tuturan yang mengandung implikatur dan praanggapan lalu menelaah maksud yang dihadirkan melalui raanggapan.

Telah banyak pembahasan tentang praanggapan salah satunya dari (Andryanto, S.F., Andayani, Rohmadi, 2014) yang membahas tentang praanggapan yang ada di tayangan SKETSAs dengan simpulan bahwa penting untuk memahami praanggapan agar tidak terjadi kesalahpahaman antara penutur dan petutur.

Pembahasan praanggapan lainnya disampaikan oleh (Retnosari, 2014) yang menyimpulkan bahwa adanya kemampuan lebih untuk mampu memahami praanggapan maka dapat meningkatkan kualitas komunikasi.

Pendapat lain dari (Liang & Liu, 2016) tentang pentingnya praanggapan dalam tuturan dapat memperkuat serta membuat pesan yang ingin disampaikan oleh penutur pada petutur menjadi lebih jelas. Dalam tulisannya Liang dan Liu jika



praanggapan muncul dalam sebuah pidato akan sangat membantu terjadinya interaksi yang baik antara penutur dan audience dalam memahami pesan dari pidato tersebut.

## HASIL DAN PEMBAHASAN

Menurut Grice dalam (Yule, 1996) menyatakan bahwa implikatur merupakan makna lain dari sebuah tuturan atau dapat disebut efek dari sebuah tuturan. Berdasarkan definisi tersebut dapat disimpulkan bahwa implikatur merupakan makna lain yang tersirat dalam sebuah tuturan yang ingin disampaikan dalam sebuah tuturan. Terkadang implikatur muncul untuk menyampaikan sebuah perintah, kritik bahkan untuk menyindir terhadap suatu hal. Berikut beberapa implikatur yang muncul dalam tuturan Neneng Garut dalam *Stand Up Comedy* SUCA 3 di Indosiar.

### A. Implikatur dari tuturan Neneng Garut di SUCA 3

Tuturan bermaksud menyindir tentang maraknya korupsi di Indonesia saat.

Data 6 : (0:30-0:38) dan (1:16-1:30/SUCA 3)

*Neneng teh pengangguran, Jadi pengangguran di Garut mah engga enak, sering dibanding-bandingin, masih mending dibandingin sama tetangga, Neneng sama domba (0:30-0:38).*

*Tapi sebenarnya teh Neneng pengangguran sebenarnya bukan tanpa alasan, Neneng pengangguran teh gara-gara Neneng belum punya KTP, jadi jangan salahkan Neneng atuh kalo Neneng pengangguran, salahin mah orang yang makan dana uang KTP (1:16-1:30).*

Dalam penggalan tuturan di atas, Neneng tidak ingin hanya sekedar melemparkan humor tetapi ada sebuah pesan yang ingin dia sampaikan yang mungkin saja hal itu merupakan keresahan dia atau bahkan warga kampung di pelosok Garut. Berawal dari tuturan Neneng tentang dia yang pengangguran, dengan keadaannya tersebut tidak jarang disindir bahkan oleh ayahnya sering disamakan dengan domba peliharaan yang mampu menghasilkan uang, sementara Neneng tidak ada yang dapat dia lakukan.

Neneng bertutur mencoba memberikan pernyataan atas apa yang dia rasakan tentang yang dia alami sebagai pelanggaran. Dia tidak ingin selalu dipertanyakan mengapa sampai sekarang dia masih menganggur, Neneng bertutur *jadi jangan salahkan Neneng atuh kalo Neneng pengangguran, salahin mah orang yang makan dana uang KTP*. Dalam tuturan tersebut tidak semata-mata Neneng bertutur tetapi ada sebuah pesan yang tersirat bahwa dia

ingin menyuarakan bahwa salah satu alasan dia belum memiliki KTP adalah adanya kendala pendistribusian ke desanya yang disebabkan oleh penyalahgunaan dana KTP yang hingga saat ini belum jelas penanggannya.

Melalui tuturan tersebut antara Neneng dan penonton memiliki pengetahuan yang sama tentang merebaknya kasus korupsi penyelewengan dana KTP sehingga berimbas pada tertundanya pendistribusian dana KTP ke pelosok-pelosok desa termasuk desa Neneng. Meskipun tuturan tersebut bersifat menyindir, namun mampu memancing penonton untuk tertawa.

Data 13 : (4:14-4:50/SUCA 3)

*Kalo orang-orang di kampung Neneng liat kapal udara mereka the teriak kapal minta uang. Maklum atuh yah orng kampung masih minta uang, kalo minta Indonesia bebas korupsi mah sulit. Apalagi kalo minta bang Radit untuk nikah, itu lebih sulit.... Bahkan itu teh mustahil, walaupun bang Radit dapat jodoh itu teh itungannya mukjizat (4:14-4:50)*

Pada data 13 ini Neneng kembali tidak sekedar bertutur tetapi juga ingin menyampaikan sesuatu yang masih menjadi keresahan dia. Diawali dengan penggingiran opini penonton tentang keadaan di kampungnya yang digambarkan dengan begitu polosnya *Kalo orang-orang di kampung Neneng liat kapal udara mereka teh teriak kapal minta uang. Maklum atuh yah orang kampung masih minta uang, kalo minta Indonesia bebas korupsi mah sulit*. Ada pesan dibalik tuturan Neneng bahwa saat ini korupsi sudah merajalela bahkan sudah mendarah daging, hingga untuk menghapusnya menjadi sesuatu hal yang sulit bahkan mustahil untuk dilakukan di Indonesia.

Melalui tuturan tersebut ada kesamaan pengetahuan antara Neneng dan penonton dalam hal korupsi yang sudah merebak di Indonesia dan sangat sulit untuk dihapus. Dengan demikian sindiran yang disampaikan Neneng tetap mampu memancing tawa ditambah dituturkan dengan keluguan dan kepolosan Neneng, selain itu implikatur tersebut juga dipatahkan oleh Neneng melalui *punchline* *Apalagi kalo minta bang Radit untuk nikah, itu lebih sulit.... Bahkan itu teh mustahil, walaupun bang Radit dapat jodoh itu teh itungannya mukjizat*. Dua hal antara menghentikan korupsi di Indonesia dan meminta bang Radit menikah merupakan dua hal yang sangat berlawanan tetapi disinilah muncul lawakan sekaligus pesan yang justru keduanya dapat diterima oleh penonton.

### B. Praanggapan dalam tuturan Neneng Garut SUCA 3

### 1. Praanggapan tentang transportasi di daerah pelosok Garut.

Melalui tuturannya Neneng Garut mencoba memunculkan praanggapan tentang berbagai transportasi murah yang masih jauh dari kesan modern di pelosok Garut. Transportasi di pelosok Garut masih relatif murah, jarang atau jumlahnya sangat sedikit, sehingga saat masyarakat ingin menggunakannya harus antre atau rela berdesak-desakan. Transportasi yang ada di pelosok Garut seperti angkot, ojek, kol bunting, dan delman. Dari jenis transportasi yang telah disebutkan oleh Neneng hanya ojek yang tergolong mahal. Dari tuturan tersebut penonton akan terdorong untuk memiliki praanggapan tentang gambaran tentang desa Neneng di pelosok Garut. Hal ini dapat dilihat dari beberapa tuturan berikut:

Data 1, 2, dan 3

*(1) saya Neneng dari Garut, akang teh di Garut mah angkot susah, ojek mahal. (2) Ojek online modal harus ada kuota, di kampung Neneng mah mahal kalo mau murah harus pacaran ama anak kepala desa.*

Dari data (1) dan (2) Neneng menggunakan alat transportasi yang ada di desanya untuk menggiring praanggapan penonton tentang desanya yang masih memiliki alat transportasi langka, murah dan sederhana. Dari tuturan *angkot susah, ojek mahal* mendorong opini penonton untuk membayangkan dan sedikit merasakan masih adanya keterbatasan dalam transportasi. Tapi praanggapan tersebut dimainkan melalui *punchline* Ojek online modal harus ada kuota, di kampung Neneng mah mahal kalo mau murah harus pacaran ama anak kepala desa. Hal ini dapat diartikan bahwa sebuah kelucuan dapat dibangun oleh Neneng melalui *punchline* atau memainkan presuposisi yang sudah ada.

*(3) tapi ada solusinya naik angkot, Cuma angkotnya selalu penuh. Ada tukang ayam, tukang ikan makanya warga kampung Neneng lebih pilih naik delman kayak delman pribadi bisa selonjoran, tiduran, bayar bulanan.*

Hal yang serupa juga terjadi pada data (3) bahwa Neneng mencoba kembali membangun praanggapan pada penonton dengan memanfaatkan alat transportasi yang murah yaitu delman melalui tuturan *makanya warga kampung Neneng lebih pilih naik delman*. Penonton pada umumnya telah memiliki pengetahuan tentang delman yaitu transportasi tradisional yang dikendalikan oleh tenaga kuda. Maka Neneng berhasil memberikan praanggapan tentang keterbatasan, kesederhanaan, dan harga sangat murah dengan hanya 2 ribu rupiah. Neneng kembali memainkan presuposisi tersebut melalui tuturan *kayak delman pribadi bisa*

*selonjoran, tiduran, bayar bulanan*. Penonton yang awalnya sedikit tersentuh dengan praanggapan tentang desa di pelosok Garut sesaat tertawa, hal ini menjadi suatu hal yang unik dan jauh dari kesan memprihatinkan.

### 2. Praanggapan keadaan wilayah di Pelosok Garut

Penonton telah memiliki pengetahuan tentang Garut sebuah kota di Jawa Barat, tetapi dalam tuturannya Neneng selalu membangun praanggapan penonton bahwa dia tinggal di pelosok Garut yang jauh dari mana-mana, transportasi terbatas, sulit, dan mahal selain itu kondisi geografisnya pun digambarkan dengan jalanan rusak, banyak lobang, dan banyak sungai. Berikut praanggapan yang dihadirkan oleh Neneng tentang keadaan geografis di kampungnya:

Data 5 (0:01-0:16)

*saya teh Neneng dari Garut, rumah Neneng di Garut the dipelosok banget. Saking pelosoknya nih sinyal itu ga ada, sinyal hp juga ga ada, dan sinyal-sinyal bang Radit bakal nikah juga ga akan pernah ada.*

Dari penggalan tuturan di atas Neneng mencoba mengaitkan kondisi sekarang yang serba canggih, akses internet dengan mudah dan murah, namun tidak demikian yang terjadi di kampung Neneng di pelosok Garut. Praanggapan yang dibangun adalah di kampung Neneng sangat terpencil hingga internet pun tidak dapat menjangkau daerah disana. Praanggapan tersebut dibangun untuk mengarahkan penonton berfikir, membayangkan bahkan berempati tentang keadaan yang sangat bertolak belakang dengan kota-kota besar yang begitu mudah mengakses internet. Namun praanggapan tersebut dinyatakan melalui *punchline* *Dan sinyal-sinyal bang Radit mau nikah juga ga ada*. Hal ini menunjukkan bahwa dengan menggunakan *punchline* pada praanggapan yang sudah dibangun akan memberikan kelucuan dan mengundang tawa penonton karena penonton juga mengetahui bahwa bang Radit saat itu pun masih belum menikah.

Data 11 (2:50-3:25/SUCA 3)

*Dasana delman pake speaker, lagunya-lagu dugem. Udah gitu bayarnya teh murah karena setara dengan tingkat keselamatannya Cuma 2 ribu, ngelewat in jalanan yang rusak, trus pinggirnya sungai, udah banyak korbannya. Sampai ada papan informasinya hati-hati banyak delman masuk sungai. Tiga orang luka ringan, 4 kusir basah kuyup, dua kuda ngambang.*

Dalam tuturan *ngelewat in jalanan yang rusak, trus pinggirnya sungai, udah banyak korbannya*, merupakan praanggapan yang dibangun Neneng

tentang keadaan jalan di desanya. Hal ini menggiring opini penonton bahwa daerahnya jauh dari kesan modern, nyaman yang ada hanya rasa khawatir saat melintasi jalan tersebut, tidak ada jaminan keselamatan hanya peringatan tentang apa saja yang sudah terjadi di jalan tersebut, hal ini terlihat dalam tuturan *Sampai ada papan informasinya hati-hati banyak delman masuk sungai*. Praanggapan tersebut dimainkan melalui punchline *Tiga orang luka ringan, 4 kusir basah kuyup, dua kuda ngambang* yang mampu memancing tawa penonton.

Data 9 (0:42-0:50) dan (3:10-3:41/SUCA 3)

*Di kampung Neneng mah ga ada mall, jadi tempat nongkrong paling murah mah teh ya di indomerit. Rumah Neneng jauh kemana-mana, jadi jauh ke indomerit, teteh bisa kapan aja ke indomerit neng mah satu bulan sekali, jadi di kampung Neneng teh ke indomerit tuh jauh itungannya udah kayak merantau. Jadi kalo neneg mau berangkat ke indomerit sun tangan sama emak, abah minta keselamatan di jalan supaya ga dicegat begal. Bagi orang-orang di kampung Neneng pergi ke indomaret wajib bagi yang mampu.*

Selain pasar malam, tayangan film bioskop di TV, ternyata indomerit (tuturan Neneng) menjadi salah satu tempat hiburan atau nongkrong di desa Neneng. Dalam tuturannya Neneng memanfaatkan keadaan desanya yang saat itu tidak ada mall, yang ada hanya indomerit itupun jaraknya jauh dari kampung Neneng *Rumah Neneng jauh kemana-mana, jadi jauh ke indomerit, teteh bisa kapan aja ke indomerit neng mah satu bulan sekali, ke indomerit udah kayak merantau*. Tuturan tersebut diperjelas lagi dengan *ke indomerit udah kayak merantau Jadi kalo neneg mau berangkat ke indomerit sun tangan sama emak, abah minta keselamatan di jalan supaya ga dicegat begal* praanggapan yang dibangun oleh Neneng di depan penonton membuat penonton memahami betapa terencilnya daerah Neneng dan melewati daerah sepi yang rawan kejahatan untuk dapat sampai ke indomerit, jarak tempuh yang jauh membuat desa Neneng kurang dapat menikmati berbagai hiburan.

Namun praanggapan tersebut kembali dimainkan neneng melalui patahan atau punchline *Jadi bagi orang-orang di kampung Neneng pergi ke indomaret wajib bagi yang mampu*, yang mampu memancing tawa penonton, karena penonton memiliki pengetahuan tentang tuturan *wajib bagi yang mampu* biasanya untuk pengetahuan tentang melaksanakan ibadah haji, ini dikaitkan dengan pergi ke indomerit (jd bisa saja berkunjung ke indomerit hanya sebuah impian bagi orang-orang yang benar-benar belum memiliki uang lebih).

### 3. Praanggapan mengenai hiburan di Pelosok Garut

Di jaman modern seperti sekarang ini, hiburan telah menjadi sebuah kebutuhan hidup harus dipenuhi. Berbagai macam hiburan dapat ditemui khususnya di kota besar. Namun hal ini sangat bertolak belakang di kampung Neneng di pelosok Garut yang masih sangat terbatas dan sulit untuk mendapatkan hiburan.

Data 4 (0:15-0:45/SUCA 3)

*Kadang Neneng teh suka iri sama akang teteh rumah di kota. Rumah Neng di kampung jarang ketemu hiburan, hiburan 3 bulan sekali itupun pasar malem, wahana Cuma 2 komedi puter sama tukang arumanis. Jadi kalo misal komedi putarnya penuh, ya neneng naik mesin arumanis sama-sama muter, sama-sama pusing.*

Pada data 4 di atas, Neneng dengan kepolosannya berusaha membangun praanggapan tentang hiburan di kampung Neneng yang masih jauh dari kesan modern, namun demikian tetap terkesan seru. *Rumah Neng di kampung jarang ketemu hiburan, hiburan 3 bulan sekali itupun pasar malem, wahana Cuma 2 komedi puter sama tukang arumanis*. Dari tuturan tersebut penuntun pemahaman penonton tentang jenis hiburan di desa neneng, sebuah pasar malam dengan komedi putar dan tukang arumanis menjadi suatu hiburan di masyarakat. Hiburan ini sangat dinantikan karena hanya dapat mereka nikmati tiga bulan sekali itupun belum tentu dapat naik komedi putar, karena banyaknya warga yang ingin naik jadi terkadang neneng tidak kebagian.

Praanggapan tersebut menggiring penonton bahwa desa neneng masih dalam keterbatasan termasuk dalam memperoleh hiburan. Neneng mengajak penonton untuk sebentar membayangkan dan berempati tentang daerah dengan minimnya hiburan, namun praanggapan tersebut dialihkan melalui punchline *Jadi kalo misal komedi putarnya penuh, ya neneng naik mesin arumanis sama-sama muter, sama-sama pusing*. Memancing tawa penonton, karena penonton telah memiliki pengetahuan tentang seperti apa dan seberapa besar mesin arumanis untuk dapat dinaiki oleh neneng.

### 4. Praanggapan mengenai kepercayaan di Pelosok Garut

Di era yang sudah dipenuhi dengan kecanggihan teknologi ternyata di pelosok Garut masih banyak sekali yang percaya pada hal yang ghoib. Neneng kembali menceritakan tentang hal mistis yang masih ada. Barikut tuturan neneng yang mendorong

praanggapan penonton tentang hal mistis yang masih sering dilakukan warga disana.

Data 7: (2:00-2:30)

*Rumah Neneng kan di pelosok ya, jadi kuat sama hal-hal yang mistis. Di kampung Neneng dukun lebih laku daripada dokter. Abah Neneng pengen punya banyak uang pergi ke dokter, ade Neneng pengen punya pacar pergi ke dukun, sampai dokternya pengen punya banyak pasien pergi ke dukun.*

Neneng memiliki praanggapan bahwa masyarakat di desanya tepatnya di pelosok Garut masih erat dengan hal mistis terlihat dalam tuturan *Di kampung Neneng dukun lebih laku daripada dokter. Abah Neneng pengen punya banyak uang pergi ke dokter, ade Neneng pengen punya pacar pergi ke dukun.* Tuturan tersebut mengantar kanpenonton tentang hal-hal mistis yang mungkin saja masih berlaku di pelosok-pelosok seperti yang Neneng ceritakan, sehingga penonton memahami apa yang dipraanggapkan oleh Neneng.

Praanggapan tersebut dimainkan melalui punchline yang menyusul dalam tuturan tersebut yaitu sampai *dokternya pengen punya banyak pasien pergi ke dukun.* Tuturan ini menjadi lemparan humor yang mampu menarik penonton untuk tertawa karena pengetahuan selama ini bahwa seorang dokter sudah paham teknologi, dan segala sesuatu diukur dengan teori atau ilmu yang masuk kedalam logika, tetapi ternyata Neneng bertutur *sampai dokternya* Data 8 (3:28-3:53/SUCA)

*Di Garut mah ga ada bioskop, jadi sekalinya film bioskop tayang di TV Neneng sama keluarga teh antusias banget gitu. Sebisa mungkin suasana di rumah bisa main sama kayak suasana di bioskop, lampu teh Neneng matiin, bangku Neneng jejerin, orang pacaran Neneng masukin.*

Berdasarkan data 8 Neneng menuturkan bahwa di pelosok Garut tepatnya desa Neneng tidak ada bioskop, hal ini sangat berlawanan dengan keadaan sekarang saat orang dengan begitu mudahnya menikmati tontonan di bioskop. Hal ini dituturkan melalui *Di Garut mah ga ada bioskop, jadi sekalinya film bioskop tayang di TV Neneng sama keluarga teh antusias banget gitu.* Tuturan tersebut mengarahkan penonton bahwa di pelosok Garut masih sangat jauh tertinggal dalam hal hiburan, hingga digambarkan dengan betapa gembiranya jika salah satu film bioskop tayang di TV.

Praanggapan tersebut dimainkan melalui punchline *Sebisa mungkin suasana di rumah bisa main sama kayak suasana di bioskop, lampu teh Neneng matiin, bangku Neneng jejerin, orang pacaran Neneng masukin.* Hal ini memancing tawa penonton

sekaligus ikut membayangkan sebuah rumah dengan TV yang sedang menayangkan film bioskop lalu rumah ditata seperti bioskop, bapak ibunya sebagai penjual *popcorn* alangkah lucu dan konyol keluarga tersebut, sekaligus mengingatkan semuanya bahwa masih ada di pelosok desa yang masih sangat sulit untuk mendapatkan hiburan.

Data 10 (2:45-2:55/SUCA 3)

*Neneng dateng teh mall nya gede banget ada kali 3 kelurahan disatuin. Sesampainya ditempat karaoke ternyata harganya teh 75 ribu 1 jam mahal banget. Di kampung neneng mah 70 ribu bisa buat sewa dangdut dorong, 75 ribu plus biduan.*

Praanggapan yang dibawakan Neneng menawarkan sebuah pengetahuan bahwa di era yang sudah modern sekarang ini, ternyata dangdut dorong masih merupakan salah satu bentuk hiburan yang dapat dinikmati oleh warga pelosok desa Garut. Hal ini dikaitkan dengan pengalaman dia saat berkunjung ke mall melalui tuturan *Sesampainya ditempat karaoke ternyata harganya teh 75 ribu 1 jam mahal banget. Di kampung neneng mah 70 ribu bisa buat sewa dangdut dorong.* Dengan biaya tersebut praanggapan yang muncul bahwa Neneng dan bahkan mungkin warga lainnya akan lebih memilih untuk tetap di kampung untuk menikmati hiburan meskipun hanya dangdut dorong, daripada dengan 70 ribu hanya digunakan dalam satu jam, di ruangan gelap dan tidak jelas baca liriknya.

Praanggapan tersebut mengarahkan penonton bahwa di pelosok Garut dangdut dorong masih ada hingga kini masih menjadi bentuk hiburan masyarakat disana yang dapat dinikmati dengan harga murah. Lalu praanggapan tersebut dimainkan oleh Neneng dengan punchline *75 ribu plus biduan* memancing tawa penonton dan menjadi sebuah hal yang menggelitik karena dengan harga terjangkau mereka yang dipelosok desa Garut dapat memiliki hiburan.

*pengen punya banyak pasien pergi ke dukun* merupakan dua hal yang bertolak belakang, tapi memang itu yang terjadi tawa penonton pecah.

## 5. Praanggapan kehidupan masyarakat di Pelosok Garut

Menurut tuturan Neneng dalam materi stand up bahwa khususnya anak-anak cewe sudah ditekan oleh orang tuanya untuk segera memiliki pacar, karena dengan memiliki pacar para orang tua akan merasa memiliki kebanggaan tersendiri terhadap anaknya.

Data 12 (2:30-2:48)

*Anak-anak lain mah yah dilarang pacaran sama orang tuanya, neneng mah diteken, karena cewe-cewe di kampung neneng SMP udah nikah, udah janda, malah udah bisa ngrebut suami orang. Itu SMP lho Neneng Yang SMA belum bisa apa-apa, boro-boro ngrebut suami orang pacaran aja Neneng mah belum pernah, tapi sekalinya pacaran ngrebut suami orang.*

Sebelumnya penonton telah memiliki pengetahuan bersama bahwa biasanya di pelosok-pelosok cenderung para orang tua menyuruh anaknya khususnya cewe untuk segera memiliki pacar lalu menikah, meskipun hal tersebut tidak seluruhnya. Hal ini didukung oleh praanggapan Neneng yang disampaikan melalui tuturan *Anak-anak lain mah yah dilarang pacaran sama orang tuanya, Neneng mah diteken, karena cewe-cewe di kampung neneng SMP udah nikah, udah janda, malah udah bisa ngrebut suami orang*. Data 12 ini membangkitkan skema tentang pemikiran sebagian masyarakat disana yaitu anak cewe khususnya harus nikah diusia muda karena jika telat dari teman-teman seusianya akan dianggap sebagai perawan tua.

Praanggapan yang telah dituturkan Neneng tentang ana-anak cewe seusianya yang harus cepat punya pacar dimainkan kembali oleh Neneng dengan punchline *Itu SMP lho Neneng Yang SMA belum bisa apa-apa, boro-boro ngrebut suami orang pacaran aja Neneng mah belum pernah, tapi sekalinya pacaran ngrebut suami orang*. Hal ini seketika memancing tawa penonton karena pengetahuan yang telah dibangun sebelumnya bahwa Neneng resah karena terus didesak oleh orang tuanya untuk segera punya pacar, lalu dipatahkan dengan *sekalinya pacaran ngrebut suami orang*. Hal ini bisa diterima oleh penonton sebagian dari kepolosan neneng.

## KESIMPULAN

Praanggapan yang dibangun oleh Neneng seorang peserta SUCA 3 berasal dari pelosok Garut dengan logat sunda yang kental mampu membangkitkan tentang skema pemikiran sebagian masyarakat di pelosok Garut. Dengan adanya kesamaan pengetahuan antara penonton dan materi yang Neneng bawakan, maka pesan yang tersirat dalam setiap tuturan neneng dapat diterima dan dipahami oleh penonton. Selain itu dengan adanya beberapa praanggapan yang dihadirkan oleh Neneng Garut lalu dimainkan melalui punchline dapat menghadirkan humor, memancing tawa penonton.

Berikut beberapa pesan tersirat yang disampaikan melalui tuturan Neneng dalam SUCA 3 yaitu Neneng ingin menyampaikan bahwa saat ini semakin banyak kasus korupsi yang terjadi dan

semakin sulit untuk diberantas dan dihentikan. Hal ini dituturkan melalui dua punline *jadi jangan salahkan Neneng atuh kalo Neneng pengangguran, salahin mah orang yang makan dana uang KTP dan Maklum atuh yah org kampung masih minta uang, kalo minta Indonesia bebas korupsi mah sulit*. Apalagi kalo minta bang Radit untuk nikah, itu lebih sulit... Bahkan itu teh mustahil, walaupun bang Radit dapat jodoh itu teh itungannya mukjizat.

Selain itu berikut beberapa praanggapan yang muncul dalam tuturan neneng di SUCA 3 yaitu Praanggapan tentang transportasi di daerah pelosok Garut, Praanggapan keadaan wilayah di Pelosok Garut, Praanggapan mengenai hiburan di Pelosok Garut, Praanggapan mengenai kepercayaan di Pelosok Garut, dan tentang kehidupan masyarakat. Dengan demikian dapat disimpulkan bahwa praanggapan memiliki peran sangat penting dalam sebuah komunikasi, melalui sebuah praanggapan maka penutur dan petutur dapat saling memahami maksud turannya bahkan pesan yang tersirat di dalamnya. Dengan demikian maka akan lebih dapat meminimalkan konflik antara penutur dan petutur. Melalui praanggapan sebuah komunikasi dapat lebih berkualitas.

Penelitian ini diharapkan dapat membantu membuka wawasan mahasiswa tentang pembahasan dalam ranah pragmatik dan dapat digunakan sebagai acuan. Jika ada penulis yang ingin melakukan penelitian lanjutan maka diharapkan untuk dapat lebih memahami praanggapan terlebih dahulu serta membahasnya dalam ranah yang lebih luas dari penelitian sebelumnya.

## REFERENSI

- Andryanto, S.F., Andayani, Rohmadi, M. (2014). Analisis praanggapan pada percakapan tayangan “. *BASASTRA*, 2, 1–16.
- Leech, G. (1993). *Prinsip-Prinsip Pragmatik (diterjemahkan oleh M.D.D. Oka dan Setyadi Setyapranata)*. Jakarta: Penerbit Universitas Indonesia.
- Liang, R., & Liu, Y. (2016). An Analysis of Presupposition Triggers in Hilary Clinton 's First Campaign Speech, 6(5), 68–73. <https://doi.org/10.5539/ijel.v6n5p68>
- Nadar, F. . (2009). *Pragmatik dan Penelitian Pragmatik (Pertama)*. Graha Ilmu.
- Purwaningrum, P. W. (2019). Praanggapan Pada Tuturan Neneng Garut: Kajian Pragmatik dalam Stand Up Comedy Academy (SUCA 3). *Wanastra*, 11(1), 07–14.

Rahardi, R. K. (2005). *Pragmatik Kesantunan Imperatif Bahasa Indonesia*. Jakarta: Erlangga.

Retnosari, I. E. (2014). Praanggapan dan Implikatur Dalam Mr. Pecut Pada Jawa Pos. *WAHANA*, 63, 15–20.

Sudaryanto, S. (2015). *Metode dan Aneka Teknik Analisa Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta: Sanata Dharma University Press.

Widya, W. (2015). *STAND UP ZONE: Istilah-Istilah dalam Stand Up Comedy*.

Wijana, I. D. P. (1996). *Dasar-Dasar Pragmatik*. Yogyakarta: Penerbit Andi.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

### **PROFIL PENULIS**

Prapti Wigati Purwaningrum was born in Kebumen 3 Mei 1984. She graduated from Sekolah Tinggi Bahasa Asing LIA Jakarta majoring in English Linguistics and post graduat program state University of Jakarta majoring applied linguistics. She has been teaching for almost 12 years in Universitas Bina Sarana Informatika.

## An Analysis Of Error On The Use Of Simple Past Tense In Writing Narrative Text Of 42 State Smk In Jakarta

Fadilah

Fakultas Komunikasi dan Bahasa  
Universitas Bina Sarana Informatika  
Fadilah.flh@bsi.ac.id

---

### Cara Sitasi:

Fadilah. (2019). An Analysis Of Error On The Use Of Simple Past Tense In Writing Narrative Text Of 42 State SMK In Jakarta. *Wanastra*, 11(1), 15–24

---

**Abstract:** Mastering grammar is not easy for learners. It makes students often make errors on their writing when related to grammar. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. The purpose of this research is to identify the errors of simple past tense that is made by students in 42 State SMK in Jakarta in writing narrative composition. The qualitative method is used by researcher in finishing the research. She took 38 writing of students of 42 State SMK in west Jakarta. The research was held for a month start from June to July. The errors made by students influence the English narrative composition. It can be seen in the writing they made which is showing the sentences they made became meaningless. The learners weren't used to write or made an English narrative composition by the English teachers so they got some difficulties when they were asked to make an English narrative composition. After having research on the learners' English narrative composition, the errors happened in simple past tense are 32 mistakes; they are the use of simple past tense 20 mistakes or 62,5% and the form of simple past tense 12 mistakes or 37,5%.

**Keywords:** Error Analysis, Narrative Composition Writing, Simple Past Tense.

### INTRODUCTION

Very common grammar lesson is discussing about tenses. There are 16 tenses including in English grammar lesson. Despite, for learners used to only master the big five of grammar tenses such as simple present tenses, present perfect tense, present continuous tense, past continuous tense, and past perfect.

Mastering grammar is not easy for learners. It makes students often make errors on their writing when related to grammar. It as Tomas (2011) and Zinsser in (Saputra, Prof. Dr. Dewa Komang Tantra, M.Sc., & Ma Ni Made Ratminingsih, 2014) stated that errors can be caused by "Absence of knowledge, less practice, and forgetting". The study result shows many students do not make a good score in writing task.

Tenses especially simple past in a writing has become a big homework for the learner who tries to make writing. More, for the beginner writing, simple past tense tenses becomes a thing that adds the feeling of lazy to write. Errors or mistakes may occurs in this part mostly.

Based on the study that had been done on the tenth grade students of State SMK in Jakarta, the writer brought the title "An Analysis of Error on the Use

of Simple Past Tense in Writing Narrative Text of 42 State SMK in Jakarta".

(Brown, 2007) stated that a mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

The errors can be happened because of some factors, based on (Norrish, 1983) there are some factors that can cause the errors, they are:

1. The carelessness from the foreign learners.
2. The interferences from the learners' mother tongue which was believed as one of the aspects that caused the errors.
3. The translation from their mother tongue to another language so it caused the difficulty where there aren't any synonyms between those two languages.
4. The learners couldn't translate the materials which were given to them based on what was expected by the native speaker.

5. The mistake analogy which was might be made to ignore the exact patterns.

6. The language couldn't be predicted and the learners might be made the errors using the language that they have studied but they haven't heard the certain words.

The writer quotes from Hopper in (Brisard, Otsman, & Jef Verschueren, 2009), "Grammar is discrete set of rules which are logically and mentally presupposed by discourse." According to Hopper, grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which make the text acceptable and easily understood by the reader.

(Carter & David Nunan, 2001) exposed, "Grammar is the subconscious internal system of the language user linguist' explicit codification of this system to reflect the structural organization of the language, normally up to the level of the sentence." Grammar is the system of the language master in grammar to reflect the structural organization of a language. It is important for everyone because a sentence with a correct grammar will bring the reader understands to what the writer or speaker means on that sentence.

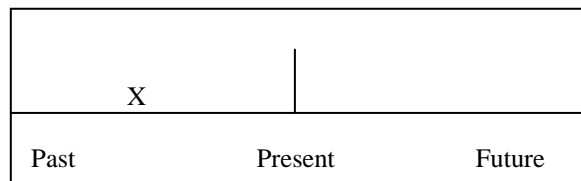
Although grammar is not a high priority, it does not mean that grammar is not important to lean. Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said the grammar plays an important role in how learner can master a language. Without learning grammar, learners cannot arrange sentences properly and without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

(Azar, 1992) states that the simple past indicates that an activity or situation ended at a particular time in the past.

### 1. The Use of Simple Past

#### a. Complete Action in the Past

Simple past is used to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.



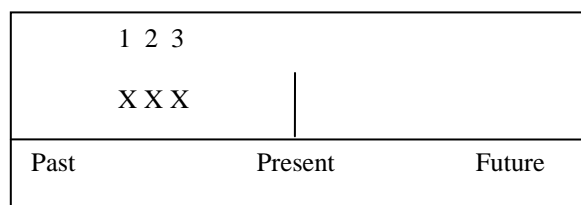
Picture 1. A Series of Completed Actions

Examples:

- I bought a new CD Yesterday.
- I didn't buy a book yesterday.
- Last month, he visited his grandmother in Malang.
- Last week, she didn't visit her aunt in the hospital.
- Did you have lunch this afternoon?
- We watched a new movie in the cinema.
- Mary didn't see my passport.

#### b. A Series of Completed Actions

Simple Past is used to list a series of completed actions in the past. These actions happen 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and so on.



Picture 2. A series of Completed Actions

Examples:

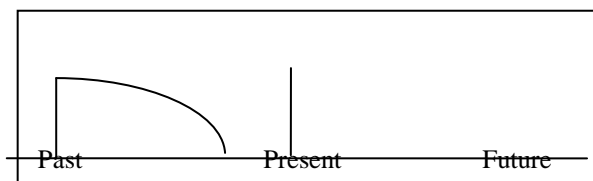
- I closed the door, opened the window, took a long breath, and I was ready to start all over again.
- When I was young, I went swimming every day.
- Did you see your phone, read the message, and reply it?
- The students entered the class, collected the book, and started the test at 9 o'clock.

#### c. Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. Duration is a longer



action often indicated by expressions such as: for ten minutes, for five hours, all day, for three weeks, for six months, for a year, all year, etc.



Picture 3. Duration in Past

Examples:

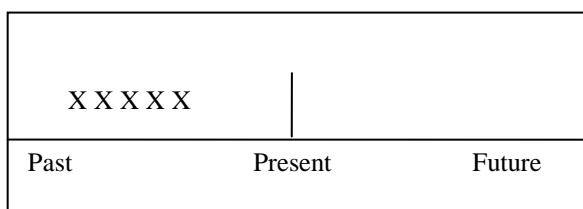
- She lived in Mecca for 3 months.
- Aliya met Aufar all day.
- We read the book for two hours.
- I did not stay at the class the entire time.
- They talked on the phone for thirty minutes.

A: How Long did you study today?

B: I studied for six hours.

**d. Habits in the Past**

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to.” To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.



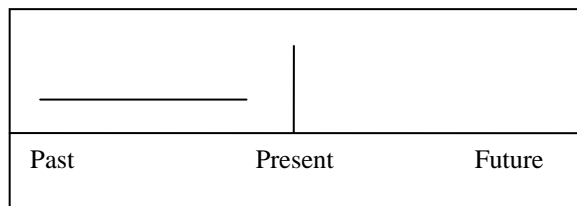
Picture 4. Habits in the Past

Examples:

- I played congklak when I was child.
- I studied Japanese
- Rio didn’t play badminton.
- Did you study Japanese when you were child?
- She worked at the cinema after college.
- They never went to school, they always skipped class.

**e. Past Facts or Generalizations**

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in use 4 above, this use of the Simple Past is quite similar to the expression “used to.”



Picture 5. Past Facts or Generalizations

Examples:

- You were so ugly, but now you are so beautiful.
- Yulia didn’t like cucumber before.
- Did she live in Bandung when she was a little?
- People paid much more to make cell phone calls in the past.

**2. The Form of Simple Past**

**a. Most Verbs**

Most verbs conjugate by adding –ed like the verb “play” in Table 1.

Table 1. The Example of the Use of Most Verbs in Simple Past Tense

Positive	Negative	Question
They played	They did not play	Did they play?
We played	We did not play	Did we play?
I played	I did not play	Did I play?
You played	You did not play	Did you play?
She played	She did not play	Did she play?
He played	He did not play	Did he play?
Shinta played	Shinta did not play	Did Shinta play?

**b. Irregular Verbs**

There are many verbs people can find. In this thesis paper, the researcher takes word *write* that takes irregular forms in the Simple Past. Notice that the irregular verbs are only used in positive statements. In negative form and questions, *did* indicates Simple Past. The application of *write* in simple past sentence can be seen in Table 2.

Table 2. The Example of the Use of Irregular Verbs in Simple Past Tense

Positive	Negative	Question
They wrote	They did not write	Did they write?
We wrote	We did not write	Did we write?
I wrote	I did not write	Did I write?
You wrote	You did not write	Did you write?
She wrote	She did not write	Did she write?
He wrote	He did not write	Did he write?
Rian wrote	Ria did not write	Did Ria write?

### c. To be

The verb “be” is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: *was* and *were*. It also has different question forms and negative forms. Notice that *I did* is not used with the verb *be* in the Simple Past. The use of the verb *be* in simple past sentence can be seen in Table 3.

Table 3. The Example of the Use of To Be in Simple Past Tense

Positive	Negative	Question
They were	They were not	Were they?
We were	We were not	Were we?
You were	You were not	Were you?
I was	I was not	Was I?
She was	She was not	Was she?
He was	He was not	Was he?
It was	It was not	Was it?

### d. Modal Verbs

Modal verbs behave very strangely in the Simple Past. The most important verb to remember is *must*. Notice how it becomes *had to* in the Simple Past.

*Must* becomes *had to*:

- I must call my mom now => I had to call my mom yesterday
- She must meet the chairman now => She had to meet the chairman yesterday
- They must study now => They had to study yesterday

### 3. The Evaluation of Simple Past Tense

In evaluating simple past tense, most verbs, irregular verbs, and to be form are used.

## RESEARCH METHODOLOGY

Descriptive qualitative is applied by the researcher to finish this paper because it was the most

appropriate approach to describe the result of the research. Descriptive research collects information that can be used for statistical inference on the target audience through data analysis. As a result, this type of research takes the form of closed-ended questions, which limits its ability to provide a unique insight.

In collecting data, the writer used test as an instrument of the research as a secondary resource because in collecting the data, the material is not given directly to the learner but the English teacher gave the material to the learners. The data collected from the written test which is about the English narrative composition. First, the researcher asks the learners to make an English narrative composition, and checked the errors found in it. Then the she takes some conclusions about the errors found in the learners’ English narrative composition.

Passive observation is also done in collecting the data. When doing the passive observation, the researcher do not involve with the learner.

In qualitative research, the research instrument is the researcher herself, so the validation is done by observing some things, such as 1) the researcher’s understanding to the qualitative research method, 2) the knowledge about the observed objects that should be mastered, and 3) the writer’s readiness to involve with the observation object both academically or logically.

The research instrument in this research is taken from the learner’s English narrative composition. Based on the learner’s English narrative composition, the evaluation is done in order not only to get the errors done by the learner but also to analyze them.

The first step is preparing the research instrument. The second step is implementing the test. In this step; the researcher asked the students to make narrative composition. In this case, the researcher asked the students to make a writing that uses simple past tense contains in it.

Then, the researcher collected the tests that are done by the students. The researcher analyzed the students’ writing in order that she could see what the students made in their writing, focusing in simple past tense.

The technique used in this research is descriptive analysis. Descriptive analysis functions as a technique used to describe something in details. It means that the data were analyzed and described in details to know the simple past tense errors made by the students in their writing English. In this research, the researcher tries to list, identify, and

describe them. It is descriptive since the errors will be identified and described in the form of category, in this case the type of errors, and the causes of errors.

Population and Sample

a. Population

The population of this research is all the tenth grade students of SMK Negeri in West Jakarta.

b. Sample

The researcher has consulted to English teacher of SMK Negeri in West Jakarta before deciding to have data of example of the narrative composition. Based on the topic of the researcher which is about past tense, the teacher recommend to take data from the grade who has been given the material about, that is at tenth grade.

To make the process of analyzing data easier, the researcher decided to take only 38 students as the sample of the research. The method used in taking the sample is simple random sampling which means the sample is taken randomly from the population.

a. The Use of Simple Past

RESULT AND DISCUSSION

After having been corrected and analyzed, some errors were found and most of the errors are about the using of the simple past tense which is divided into two categories, the use of simple past tense and the form of simple past tense. In the category of the use of simple past tense, the errors found in sentences such as complete action in the past, a series of completed actions, duration in the past, habits in the past, and past facts or generalizations. From the category of the form of simple past tense, the researcher found errors in most verbs, irregular verbs, to be, and modal verbs.

*In simple past tense errors*, the learner still did not change the tense of the sentence. In narrative composition, past tense should be used by the learner because the learner told something that had happened in the past or used to be called “retells” the story to the readers. Example: **There were visitors who come to ask for his money back.** The word “came” should be used by the learner to replace the word “come” in order to make the parallelism in the sentence. The word “Were” was used in the main clause so the word “come” should be changed into “came” in order to make the parallelism. So the sentence became “**There were visitors who came to ask for his money back.**”

Table 4. Error Description On The Use Of Simple Past Tense

No.	Data	Corrections	Category
1.	I serve visitors who came to pay electricity bills, water bills and soon.	I <u>served</u> visitors who came to pay electricity, water, and other bills.	Complete action in the past
2.	There is a ghost that makes me run so fast.	There was a ghost that <u>made</u> me run so fast.	Complete action in the past
3.	After I worked all day, I feel very tired and relieve fatigue with sleep.	After I worked all day, I <u>felt</u> very tired and relieve fatigue with sleep.	Complete action in the past
4.	I don't know what to do there.	I did not know what to do there.	Complete action in the past
5.	I looked into the car and I feel like this is mine.	I looked into the car and I <u>felt</u> like this was mine.	Complete action in the past
6.	The class' leader ask us to silence and pray before starting lessons.	The class' leader <u>asked</u> us to silence and pray before starting lessons.	Complete action in the past
7.	After our discussion we immediately begin to create a power point.	After our discussion we immediately <u>began</u> to create a power point.	Complete action in the past

8.	All the passengers get off and felt disappointed.	All the passengers <u>got</u> off and felt disappointed.	Complete action in the past
9.	It spends about three hours.	It <u>spent</u> about three hours.	Complete action in the past
10.	We take some picture.	We <u>took</u> some picture.	Complete action in the past
11.	I see blood was coming out of my head.	I <u>saw</u> blood was coming out of my head.	Complete action in the past
12.	I started waking up at 5 a.m. then I got up to perform the dawn prayer. After that, I tidy up the bedroom is to open the windows, turn off the lights, and arranging pillows, bolsters, and a folded blanket.	I started waking up at 5 a.m. then, I got up to perform the dawn prayer. After that, I arranged the bedroom, opened the windows, turned off the lights, and arranged pillows, bolsters, and a folded blanket.	A series of completed actions
13.	I jogged around my house then push up and sit ups to build muscle.	I jogged around my house; then, pushed up and sat ups to build muscle.	A series of completed actions
14.	My classmates invited me to play futsal against another class and told me to gather in the field, I go home first to take futsal equipment and I go to a place that has been notified.	My classmates invited me to play futsal against another class and told me to gather in the field; therefore, I went home first to take futsal equipment and then I went to a place that had been notified.	A series of completed actions
15.	I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.	I brushed my teeth and took a bath; then I prayed subuh and cleaned my bedroom.	A series of completed actions
16.	Next, I putted off my uniform and changed the to clothes. Then I pray Ashar and have lunch delayed.	Next, I put off my uniform and changed the clothes; then I prayed Ashar and had lunch delayed.	A series of completed actions
17.	The rain fall for only 15 minutes,	The rain <u>fell</u> for only 15 minutes,	Duration in the past
18.	It spends about four hours.	It <u>spent for</u> four hours.	Duration in the past
19.	I always feel the atmosphere repeatedly.	I always <u>felt</u> the atmosphere repeatedly.	Habits in the past
20.	Shortly, many people came to the swimming pool and the most of them is children.	Shortly, many people came to the swimming pool and the most of them was children.	Past facts or generalizations

The above descriptions showed about the errors happened in derivational morphology. The errors are about derivational in noun, adverb, gerund after preposition and after certain verb, to-infinitive, participle in present and passive, modals and adjective.

**a. Complete action in the past**

1. *I serve visitors who came to pay electricity bills, water bills and soon.* The word “serve” is wrong because the activity is happened in the past time. So, the verb “serve” must be changed into verb 2 “served”, so the sentence becomes, “*I served visitors who came to pay electricity bills, water bills, and soon.*”

2. *There is a ghost that makes me run so fast.* The time when this activity occurs in the past,

exactly the writer told his experience, so to be “is” in the sentence is incorrect. The correct one is by using word “was”, then the sentence becomes, “*There was a ghost that makes me run so fast.*”

3. *After I worked all day, I feel very tired and relieve fatigue with sleep.* The sentence is wrong

4. *I don't know what to do there.* The word “don't” is not appropriate to be used in this sentence, because the formula is in the past. The writer should use verb that indicates the activity is stopped at the time, so the correct sentence is “*I did not know what to do there.*”

5. *I looked into the car and I feel like this is mine.* As has been explained in the sentence three, that there is parallelism between the first word “looked” which used the verb 2, so the word “feel” must also be change into “felt” to make the sentence is correct. Then the sentence becomes “*I looked into the car and I felt like this is mine.*”

6. *The class' leader ask us to silence and pray before starting lessons.* This sentence is definitely wrong. Even if the sentence is in the present, the verb “ask” must be added “s” in order to make it appropriate “asks” because the subject is singular. Moreover, in this writing, students were asked to make narration in the past tense, so the verb “ask” must be in past condition. So, the correct verb is “asked”. So, “*The class' leader asked us to silence and pray before starting lessons.*” Is the right sentence.

7. *After our discussion we immediately begin to create a power point.* The word “began” must be used to change “begin” in order to build the right sentence above. Thus, the sentence becomes “*After our discussion we immediately began to create a power point.*”

8. *All the passengers get off and felt disappointed.* As has been explained in the sentence three and five, that there is parallelism between the second word “felt” which uses the verb1, so the word “get” must also be changed into “got” to make the sentence is correct. Then the sentence becomes “*All the passengers got off and felt disappointed.*”

9. *It spends about three hours.* The word “spends” is used in present time, while this activity occurs in the past, so the right verb used is “spent”; then the sentence becomes “*It spent about three hours.*”

10. *We take some picture.* This sentence has same explanation with sentence 10 where the activity is happened in the past. So, the using of word “take” is wrong. It must be changed to “took”, while the word “some” is to show quantity which the ting is more

because “worked” is used as the first verb so the second verb must be also in past tense and it is also a parallelism in the sentence. The past tense of “feel” is “felt” and the correct sentence is “*After I worked all day, I felt very tired and relieve fatigue with sleep.*”

than one, so the word after “some” must show the quantity that is more than one. So, the thing after “some” must be added by “s”. Finally, the correct sentence is “*We took some pictures.*”

11. *I see blood was coming out of my head.* This is also has same error of the use of simple past tense. The word “see” is incorrect because the sentence has indicated the past by using to be “was”. To create the parallelism between the words in the sentence, verb “see” must be changed into “saw” in order to create the right sentence, “*I saw blood was coming out of my head.*”

#### b. A series of completed actions

12. *I started waking up at 5 a.m. then I got up to perform the dawn prayer. After that, I tidy up the bedroom is to open the windows, turn off the lights, and arranging pillows, bolsters, and a folded blanket.* The sentence is wrong because it does not show the parallelism between one clause to another clause. The correct sentence is “*I started waking up at 5 a.m. then, I got up to perform the dawn prayer. After that, I arranged the bedroom, opened the windows, turned off the lights, and arranged pillows, bolsters, and a folded blanket.*”

13. *I jogged around my house then push up and sit ups to build muscle.*

This case has same problem with the above one. It doesn't have parallelism among each other. One uses simple past tense, but other doesn't use.” *I jogged around my house, then pushed up and sit up to build muscle.*” is the correct sentence.

14. *My classmates invited me to play futsal against another class and told me to gather in the field, I go home first to take futsal equipment and I go to a place that has been notified.* The explanation of this sentence is the same with the first explanation, the correct sentence is “*My classmates invited me to play futsal against another class and told me to gather in the field; therefore, I went home first to take futsal equipment and then I went to a place that had been notified.*”

15. *I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.* The same case with the previous sentence where there is inconsistency in the tenses used, the correct sentence

is “*I brushed my teeth and took a bath; then I prayed subuh and cleaned my bedroom.*”

16. *Next, I putted off my uniform and changed the to clothes. Then I pray Ashar and have lunch delayed.* In this sentence, can be seen there is not parallelism applied. If one activity in the same time show the past tense, so the other must in the same tense. “*Next, I put off my uniform and changed the clothes; then I prayed Ashar and had lunch delayed.*”

**c. Duration in past**

17. *The rain fall for only 15 minutes.* The sentence is wrong because it does not show activity that has ended in the past. The right sentence is “*The rain fell for only 15 minutes,*”

18. *It spends about four hours.* The sentence is wrong, and the explanation is the same with the sentence right before it. The word “*spends*” is used

in present time, while the activity in the sentence is in the past, so the correct sentence is “*It spent for four hours.*”

**d. Habits in the past**

19. *I always feel the atmosphere repeatedly.* The sentence is wrong because after the word “*feel*” is still in the present time. Eventhough this is the habits, but the habits in the past time, so the correct sentence is “*I always felt the atmosphere repeatedly*”

**e. Past facts or generalizations**

20. *Shortly, many people came to the swimming pool and the most of them is children.* The sentence is wrong because the wrong using of to be “*is*” should be replaced in the past form, which is “*was*”. So, the correct sentence is “*Shortly, many people came to the swimming pool and the most of them was children*”

**b. The Form of Simple Past Tense**

Table 5. Error Descriptions On The Form od Simple Past Tense

No.	Sentence	Correction	Level
1.	I don't know what to do there, but I was attracted by my invitation then I accepted.	I did not know what to do there, but I was attracted by my invitation then I accepted.	Most verbs
2.	I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.	I brushed my teeth and take a bath. Then I pray subuh and <u>cleaned</u> my bedroom.	Most verbs
3.	I have to go home to rest, because tomorrow afternoon I had to return to Jakarta.	I <u>had</u> to go home to take a rest, because tomorrow afternoon I had to return to Jakarta.	Irregular verbs
4.	Next, I putted off my uniform and changed to clothes.	Next, I <u>put</u> off my uniform and changed to clothes.	Irregular verbs
5.	It telled us that our class was over.	It <u>told</u> us that our class was over.	Irregular verbs
6.	I am so tired and I am so happy for this holiday.	I was so tired and I was so happy for this holiday.	To be
7.	Time is running fast, it was night.	Time <u>was</u> running fast, it was night.	To be
8.	It is a very nice holiday.	It <u>was</u> a very nice holiday.	To be
9.	There I can play water, and making sand castles.	There I <u>could</u> play water, and making sand castles.	Modal verbs
10.	I can't longer on the market.	I <u>could no</u> longer on the market.	Modal verbs

11.	There were so many animals that can be seen.	There were so many animals that <u>could</u> be seen.	Modal verbs
12.	My family and I will visit Cetho Temple, Solo.	My family and I <u>would</u> visit Cetho Temple, Solo.	Modal verbs

The above descriptions showed about the errors happened in inflectional morphology. The errors are about inflectional in past tense, progressive, plural, superlative, possessive, present participle, gerund after preposition, passive form and perfect time.

**a. Most verbs**

1. *I don't know what to do there, but I was attracted by my invitation then I accepted.* The word "don't" is used in present, while the time of the activity is in the past. So the best sentence is "*I did not know what to do there, but I was attracted by my invitation then I accepted.*"

2. *I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.* The sequel in this sentence is happening in the same time which is in the past. So, all verbs in this sentence must be in past form and in the right rules. As everyone knows that the past form of word "clean" is "cleaned" "*I brushed my teeth and took a bath. Then I prayed subuh and cleaned my bedroom.*"

**b. Irregular verbs**

3. *I have to go home to rest, because tomorrow afternoon I had to return to Jakarta.* "have" is the base form, while in the past tense must use "had". So, the correct sentence is "*I had to go home to take a rest, because tomorrow afternoon I had to return to Jakarta.*"

4. *Next, I putted off my uniform and changed to clothes.* Wrong form of verb is occurring in this sentence where there is no word "putted", the right one is "put". So the sentence becomes "*Next, I put off my uniform and changed to clothes.*"

5. *It telled us that our class was over.* The right changes from base form of "tell" is "told". So, the correct sentence is "*It told us that our class was over.*"

**c. To be**

6. *I am so tired and I am so happy for this holiday.* The changes form of to be "is" into past form is "was". So, the right sentence is "*I was so tired and I was so happy for this holiday.*"

7. *Time is running fast, it was night.* The parallelism is not occurring in this sentence where

the second sentence used the right by "was", while the first word still in the present form "is". The right sentence is "*Time was running fast, it was night.*"

8. *It is a very nice holiday.* The holiday in this sentence is showing an experience or something has done in the past time. So the using "is" incorrect because it is used in present time. The correct sentence is "*It was a very nice holiday.*"

**d. Modal verbs**

9. *There I can play water, and making sand castles.* The using of modal "can" is wrong because this is used in the present time. For using in the past time it must be changed into "could". Then the sentence becomes "*There I could play water, and making sand castles.*"

10. *I can't longer on the market.* The explanation of the error in this sentence is the same with the sentence before. So, the correct sentence is "*I could no longer on the market.*"

11. *There were so many animals that can be seen.* The explanation in this sentence is the same with the previous sentence, where the activity is done in the past time. So the correct sentence is "*There were so many animals that could be seen.*"

12. *My family and I will visit Cetho Temple, Solo.* This sentence describes the plan that has been done in the past. So "will" must be changed by "would" in order to create correct sentence "*My family and I would visit Cetho Temple, Solo.*"

Table 6. The Errors' Description And Percentage

DESCRIPTION OF ERRORS	QUANTITY	PERCENTAGE (%)
1. The use of simple past tense	20	62,5%
2. The form of simple past tense	12	37,5%
THE TOTAL ERRORS	32	100%

Based on the chart above, the most common errors happened in both of simple past tense and conjunctions level. Both of them have same amount of the errors, while the errors happened in kinds of errors have less amount with the other errors.

After having research on the learners' English narrative composition, most of the learners' errors happened in the textual errors. The errors happened in simple past tense are 32 mistakes; they are the use of simple past tense 20 mistakes or 62,5% and the form of simple past tense 12 mistakes or 37.5%.

## CONCLUSION

Based on the research on chapter IV, some analyses about the errors made by the learner are concluded by the writer. The conclusions are simple past indicates that an activity or situation ended at a particular time in the past. In this research, the simple past tense errors made by students in making English narrative composition were found. After analyzing the writing they made, the researcher found the errors happened in simple past tense were 32 mistakes; they are the use of simple past tense 20 mistakes or 62.5% and the form of simple past tense 12 mistakes or 37.5%..

By the result above, the English teacher should pay attention of simple past tense in making a good English narrative composition

## REFERENCES

Azar, B. S. (1992). *Fundamentals of English Grammar*. New Jersey: Prentice Hall in Corporation.

Brisard, F., Otsman, J.-O., & Jef Verschueren. (2009). *Grammar, Meaning, and Pragmatics*. United State of America: John Benjain Publishing Company.

Brown, H. D. (2007). *Principle of Language Learning and Teaching. 5th Edition*. New York: Pearson Education Inc.

Carter, R., & David Nunan. (2001). *The Cambridge Guide to Teaching English to Speaking of Other Language*. United Kingdom: Cambridge University Press.

Fadilah. (2019). An Analysis Of Error On The Use Of Simple Past Tense In Writing Narrative Text Of 42 State SMK In Jakarta. *Wanastra*, 11(1), 15–24.

Norrish, J. (1983). *Language Learners and Their Errors*. Hongkong: MacMillan Press.

Saputra, I. P. W. A., Prof. Dr. Dewa Komang Tantra, M.Sc., P., & Ma Ni Made Ratminingsih. (2014). An Analysis of Errors on Writing of Eleventh Grade Students of SMA Negeri 1 Abiansemal. *Jurnal Pendidikan Bahasa Inggris (JPBI)*.

## PROFIL PENULIS

Fadilah lahir di Jakarta 12 Pebruari 1988. Lulus tahun 2015 pada jurusan Master Pendidikan Bahasa Inggris Universitas Indraprasta PGRI.



## The Analysis of Teaching Writing to English Young Learners (EYL) through a Movie: An ICT Perspective

Paramita Kusumawardhani<sup>1</sup>, Nurhayati<sup>2</sup>

<sup>1</sup>University of Bina Sarana Informatika Jakarta, Indonesia  
paramita.pmi@bsi.ac.id

<sup>2</sup>University of Bina Sarana Informatika, Jakarta, Indonesia  
nurhayati.nhi@bsi.ac.id

---

### Cara Sitasi:

Kusumawardhani, P., & Nurhayati. (2019). The Analysis of Teaching Writing to English Young Learners (EYL) through a Movie: An ICT Perspective. *Wanastra*, 11(1), 25–34.

---

**Abstract** - This research has a purpose about how to use a movie to improve the learners', especially English Young Learners', writing skills. EYL has special characteristics that also need special approach and method in teaching. The development of technology has made some changing in teaching learning activity. Technology is one of the teaching aids which are now commonly used. It can be used to teach not only to adult but also to children. Movie, as a part of the development of technology, can be used to improve the learners' writing skill. The participants of this research are English Young Learners (EYL) in of the English Course at Gading Serpong, Tangerang. Descriptive qualitative was used as the method of the research and the English Young Learners' (EYL) story paper are used as the instruments of the research. The results of the research are: (1) Most learners were excited when they are asked to watch a movie; (2) Learners who have good writing skill could retell the story well, and (3) Learners who are not really master in writing, got some difficulties in retelling the story in written.

**Keywords:** Technology, ICT, Movie, Writing Skill, English Young Learners (EYL)

### INTRODUCTION

Technology has entranced into almost in every home and schools. It makes the educators consider the way of its usage in education. It also makes the changing of the way of teaching learning. Technology has become common in usage and it cannot be excluded from teaching or learning. The activity of teaching learning has also got the impact of them. It means that not only the learners but also the teachers or educators should adapt with this changing. Teachers or educators who cannot implement the technology in their life, will "lose contact" with their students. Before teaching the learners or students about using technology in teaching learning process, the teacher or educators themselves have to invest technology as much as they can. By using technology, the information, references related to teaching learning activity are easily accessed both for teachers and learners.

One changing in teaching learning activity is the use of technology. Computer, video, movie, CD, radio, etc can be used to help in teaching learning process. It is used in order to help the English learners, especially English Young Learners (EYL) to master English skills, especially writing skill. Besides, the use of technology can also enhance the learners'

learning motivation and attention. Shyamlee (2012: 155) has analyzed the necessity of using multimedia technology to language teaching. He also recommends of using technology, especially multimedia technology in classrooms due to its positive effect on the teaching process without overlooking the teaching's role.

Technology is related to ICT. The term of 'ICT' is defined as "Forms of technology used for creating, displaying, storing, manipulating and exchanging information", (Meleisea, 2007; Nguyen & Williams, 2012:3 cited in Tri & Nguyen, 2014:33). The fast-growing advance of information and communication technologies (ICTs) has made potential contributions to English language education for the past few decades. The ICTs can be applied in many teaching methods in order to ease the learners, especially the EYLs to learn English.

Technology can be used effectively as a cognitive tool as well as an instructional media. (Bruce and Levin, 2001) suggested that technology can be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self expression. Muir-Herzig (2004:113) states that teaching and learning via technology engage learners in active

situations of critical thinking to solve problems, share ideas with others and reflect what they have known. Classes which use technology shift from teacher-centered to student-centered classes. Pitler et. al. (2007: 3) refers to the advantages of using technology in classes; they state that it enhances learning and understanding, and it encourages students to take active part in the learning process. It also has a positive impact to shift education from being teacher-centered to student-centered.

The use of ICT can also be implemented in writing skill. Learners can use blog or weblog, facebook, twitter, messenger, email or any platform social media to express their ideas or opinions through writing. By writing, the learners or students can encourage themselves to write better and more effective.

(Haswani, 2014) explained that since ICT's fast development, it has become a very important component which is now seen both as a necessity and an opportunity. UNESCO has stated in the Dakar Framework for action in April 2000, the use of ICT as one of the main strategies for achieving the EFA (Education for All) goal has been identified, (UNESCO-Ck.htm, 2005in Haswani, 2014). (Jung, 2006) also stated that both English and ICT have become essential literacy skills for a growing number of non-native speakers of English to ensure full participation in the information society. The use of ICT can add new dimension of literacy work when it is implemented in the teaching learning classroom activity, (Merchant, 2003).

(Pelgrum, 1996) stated that ICT: (1) encourages pupils to collaborate with one another and take responsibility for their own learning; (2) helps to nurture individual talent, independence and a strong sense of self worth and confidence; (3) encourages pupils to use their imaginations and promotes creativity, and (4) develops inquiry and communication skills and creates appropriate contexts for critical thinking, decision making, and problem solving activities.

Still based on (Pelgrum, 1996), he stated that ICT can help the learners or students to: (1) use a wide range of strategies to explore contrast, comparisons, and connections dynamically; (2) annotate text in innovative ways; (3) enrich or broaden the context of literacy study; (4) see texts in alternative versions; (5) use a wide range of analytical and critical techniques; (6) sort and process text and data quickly and efficiently; (7) order and arrange text and data experimentally, using combinations of word, image, sound and hypertext; (8) save, record, edit, and adapt their work quickly and efficiently; (9) retain evidence of the editing process so that it can be examined; (10)

change the organizational structure and qualities of texts to suit different audiences and purposes; (11) compose multi-authored texts; (12) select from a wider range of audiences, throughout the world, and (13) exercise choice of medium and design while composing.

ICT can be implemented for four languages skills, such as listening, speaking, reading, and writing. Interactive teaching and learning activity can be improved by using ICT. The use of ICT in writing, for example using computer for writing, can improve the amounts of writing that the learners or students could perform. The use of ICT can also extend the learners or students ability to work independently and make connections among them.

But, not all kinds of technology can be used to improve the educational process. The teachers or educators should know what kinds of technology that can be applied in their teaching learning activity. Dunmire (2010: 3) states that not all kinds of technology are effective to improve the educational process.

Based on the explanations above, technology is created to ease human's life. Technology can be used in teaching or learning activity. It can be used to enhance the learners' English skills, such as listening, speaking, reading and writing. Technology then is expanded into ICT which is meant to be implemented in every aspects such as education, especially English lesson. Web sites, computers programs, presentation software, electronic dictionaries, chatting and emails, CDs and video clips are kinds of technology which can be used in teaching learning activity in the classrooms. The application of the technology depends on the English skills that are going to teach, the condition in the classrooms and also the learners' ability.

### **The Nature of Movie**

There are many barriers in learning English, such as poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills. Many language instructors, school designers, educators, teachers, lecturers are still investigating the way of teaching English to EYL. They keep investigating the way of teaching English to EYL effectively. There are also many strategies and methods that can be implemented to facilitate and to improve the EYL's mastery of English skills and movie are one of them. Movie can help the English learners, especially EYL to improve their English skills. Movie gives original language input and a stimulate framework for classroom discussions. They

also provide a realistic view of the language and culture providing insights into the reality of life of native English speakers (Florence, 2009). By using movie, as one of the teaching media, English skills such as listening, speaking, reading and writing can be improved. Movies can become an integral part of the curriculum due to their significant effect on the development of the basic language skills: reading, listening, speaking, and writing, (Baratta & Jones, 2008; Martín & Jaén, 2009; Ismaili, 2013; & Rokni & Atae, 2014; Yaseen & Shakir, 2015). The learners' academic writing can also be reached by implementing a movie as a teaching tool. The "visuality" of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool, (Khan, 2015). Still based on her, movie gives a variety of methods and resources for not only teaching the target language but also helping the learners to improve their listening and communicative skills.

There are some previous findings of using movie to teach English skills. Studies have also reported some advantages to the integration of movies into foreign language classes. For instance, movies can capture the students' attention towards the target language (Tognozzi, 2010); increase the students' motivation to learn the language (Ruusunen, 2011); supply good material to teach conversations (Martín & Jaén, 2009); and improve the students' awareness of the target language culture (Zhang, 2013).

There are some benefits of using movie as a teaching tool. The learners' enjoyment and engagement with the movie are kinds of the benefits. The learners can share their understanding about the movie that they have watched. Based on (Kusumaningrum, 2015), using English movies can also be an attractive strategy to teach English. It can be used to teach listening, speaking and writing skill. Besides, it provides fun learning environment to teach grammar and vocabulary to learners. There are also some advantageous to gain by using movie as a teaching tool, they are:

1. English movies present more natural language, since the speakers in the movie are native speakers. Because of that, students can learn how to pronounce the words appropriately.
2. English movies provide students a lot of contexts which can help them to learn how to use such expressions appropriately and contextually.
3. Students love watching movies. Fun learning environment gives them motivation to learn English as a Foreign Language.

4. Students can also learn English culture. While watching English movies, students can see cultural aspects included in the plot to illustrate social customs such as table manners to weddings and funerals, holidays, and celebrations. Thus, students' understanding in cross cultural communication is also improved.

There are also some disadvantageous related to use a movie as a teaching tool, they are:

1. While the movie is playing, students try to understand word by word instead of the main point of the movie. This may frustrate the students. Therefore, before playing the movie, teacher should explain clearly what the students have to do. Thus, students can enjoy watching the movie and learning English at the same time.
2. If the movie takes too much time to play, it is possible that students will get bored. To anticipate that, teacher should consider the length of the movie to watch or break the movie into several segments.
3. English movies can be American or British movies to give students different varieties of English. Different varieties entail different pronunciation and vocabulary. These differences may make students confused. Therefore, before or after watching the movie, teacher can explain or lead a class discussion about the English variety used in the movie.
4. The limited facilities in school can also pose an obstacle in teaching EFL using movies. If school has an English laboratory, then teacher can play the movie in the lab. However, if the school does not have an LCD or big screen TV, it is almost impossible to play the movie in the class. In addition, the activity might disturb the teaching and learning process of other classes.

Movie can also help on all counts. Since 1970s, educators experienced in using film as a teaching tool and it has been adopted by others, (Culkin, 1970: Maynard, 1969: 1971: 1977). Wegner (1977) was a pioneer in using this medium. His 1977 pamphlet described various film types and how to use them in the classroom. The learners' attention can be captured by using movies.

(Champoux, 1999:5) says, "Film can also be used to improve the learners' English skills, such as listening, speaking, reading and writing. (Kasper, 2002) demonstrates how screenings can be used to help develop writing skills. (Stewarts, 2006:1) says that vocabulary and listening comprehension are not the only skills improved by watching films; subtitles

and closed captioning (dialogue and other sound information printed across the bottom of the frame) can help students increasing reading speed; films can also serve as the basis of writing assignments and oral presentations, especially when they are combined with the diverse. (Kasper, 2002) demonstrates how screenings can be used to develop writing skills.

(Masruddin, 2015: 242) said, “The using of technology as media in EYL classroom is very helpful. Furthermore, media technology can increase the students’ interesting in learning process. Movie as a one of the kind of modern technology, it can be used as a good media since it is an enjoyable things for students”.

Movie is one of the media that can be used as the teaching tools. By using movie, the EYL can learn about listening, speaking, reading and writing. The use of movie is related to technology. Technology has also used in education, especially in English education. It gives some influences in teaching method. It attracts the learners, especially English Young Learners (EYL) to learn English. The EYLs become more excited in learning English. Although some debates regarding to the effectiveness of technology have existed (Kleiman, 2004; Kozma, 1994), most researchers agree that technology can be used effectively as a cognitive tool as well as an instructional media. Technology can also be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students’ self-expression. (Kramsch & Thorne, 2002) explained that the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use. The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature, (Amiri, 2012:103).

So based on the theories above, movie is as a part of technology and one of the teaching tools that can be used to facilitate, encourage and improve the learners or students skills, such as listening, speaking, reading, and writing.

### **The Nature of Writing**

The four languages skills and components should be known by the learners or students in learning English. It is very important for the learners or students, especially EYL to be able to write in English for their future life. Informal writing can be

used as a start to learn to write, and ICT can be used to accommodate this.

Writing is the most difficult part in English subject as what it is said different from what it is written. (Ron White and Valerie Arndt, 2011) stated that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right. So, before the learners starting to write an English composition, they should master the English pattern correctly.

Writing is one of the skills in learning English. Writing skill is related to the learners’ competence. It emphasizes on writing ability such as the production of a variety of genres and rhetorical features, but also including language-specific abilities like the use of a range of vocabulary and syntactic structures. Some learners, especially EYL have difficulties to express their ideas through writing. The difficulties are sometimes about choosing the topic of their writing. Therefore, they need some helps to find out the inspiration about what to write so they can express their ideas through writing easily. A good technique in writing should be chosen to ease the teaching learning process.

Writing can be said well if it can give information or messages clearly and creates effective verbal dialogue to readers. It aims to give point of view of the ideas in text where it organizes in different way of writing such as narration, description, exposition, and argumentation. When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language.

Writing must be related to the content; the language and grammatical rule are related to writing. They should be done well in order to avoid misunderstood so the learners have to use correct sentences by creating a well written text and giving attention to the arrangement of words their composition to express their idea and to give the value of the writing to readers.

Writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar-a means of reinforcing language patterns through habit formation and testing learners’ ability to produce well-formed sentences.

Developing writing is related to the writer’s knowledge of language and writing exposure and

writing process is the way the writers give their ideas and messages to readers in the form of text. Various ways of writing such as narration, description, classification, comparison and contrast, argumentation and etc. can be used to express or share the writers' ideas. Here are some ways to express and share the writers' ideas, (1) **Narration**. It is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and support ideas with anecdotes, to entertain readers with revealing stories, to analyze causes and possible effects with scenarios, and to explain procedures with process narrative; (2) **Description**. It is a strategy used to create a dominant impression. For example, describing a place in order to set a scene and make readers aware of its atmosphere and to describe people to show a kind of person's performance; (3) **Classification**. It aims to classify number of items or ideas into a small number of classes. In a classification of paragraph, it is important to set up adequate categories and define what goes into categories; (4) **Comparison and contrast** are to compare similar aspects or to contrast different aspects of two subjects, people or things, and (5) **Argumentation**. It is to argue ideas or opinion by giving some argues to proof the concept or research. A good paragraph must give readers complete information and unified by a controlling idea. It is organized form and can be understood what the paragraph is going to be about.

Based on the theories above, it can be concluded that there are some kinds in writing, such as narration, description, classification, comparison and argumentation. Writing is the most difficult part in learning English as it needs to master all English aspects, such as grammar, vocabulary, spelling, punctuation, etc to make a good writing. They are needed in order to avoid misunderstanding between the writer and the readers or between the teachers and the learners.

### **The Nature of EYL**

There is a phenomenon in learning English. Learning English has started in the early age. It has happened since the second half of the century. It is also happened because now English is used in order to face the global demand which emphasis on the need for communication skills.

The process information between EYL and adult is different. Children, start from an early age, begin to sort out words involving concrete subjects. It happens when EYL study about vocabulary. They need objects which they can see or handle. EYL do not comprehend abstract subjects such as grammar.

Bourke (2006: 280) notes that young learners don't have a concept of ideas such as parts of speech, discourse or phonology.

(Cameron, 2001:1) says that:

Some differences are immediately obvious: children are more enthusiastic and lively as learners. They want to please the teacher rather than peer-groups. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse. Children often seem embarrassed than adults at talking in a new language, and their lack inhibition seems to help them get a more native-like accent.

EYL's characteristics are necessary to be known and understood by EYL's teachers. It is done because it will influence many aspects in teaching English to EYL. The aspects are: teaching style, methods, teaching materials, lesson plan and the way of getting along with them. The aspects becomes important to be understood by EYL's teachers as EYL usually want to know about everything, as Pinter (2006) said that young learners have a great curiosity to try new things and to explore concrete to abstract things. Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it).

(Juhana, 2014:43) said that teaching English as a foreign language to young learners needs special approach since young learners have special characteristics. It is stated that the improvement of abilities to learn foreign language is started from the early age. Teaching EYL needs interesting materials. It is done in order to get the EYLs' attention as EYLs' knowledge, especially about language, is limited. (Slattery and Willis, 2001) said that young learners have a quite short attention span and are easy to get bored. So, comprehending the EYL's characteristics and selecting the suitable materials are important in order to be successful in teaching EYL.

Based on the theories above, it can be concluded that English learners, especially EYL can improve their writing skills through watching a movie. It can be said as EYL tends to see the pictures than read a book, a novel, a comic, etc. Educators should also select the materials which will provide the

knowledge that is most applicable to their classroom as EYL have special characteristics.

### RESEARCH METHOD

The data for this research was taken from the learners' story paper and there were about 5 pieces of the learners' story paper used as the sample.

Descriptive method was used to do the research. There are three types of descriptive method, they are an observational method, case study method, and survey method. The observational method as a part of a descriptive method was used to take the data.

Descriptive method was used as (Best, 1974) explained that descriptive method is the method which tries to give the explanation about the symptoms relating to the recent situation. It consists

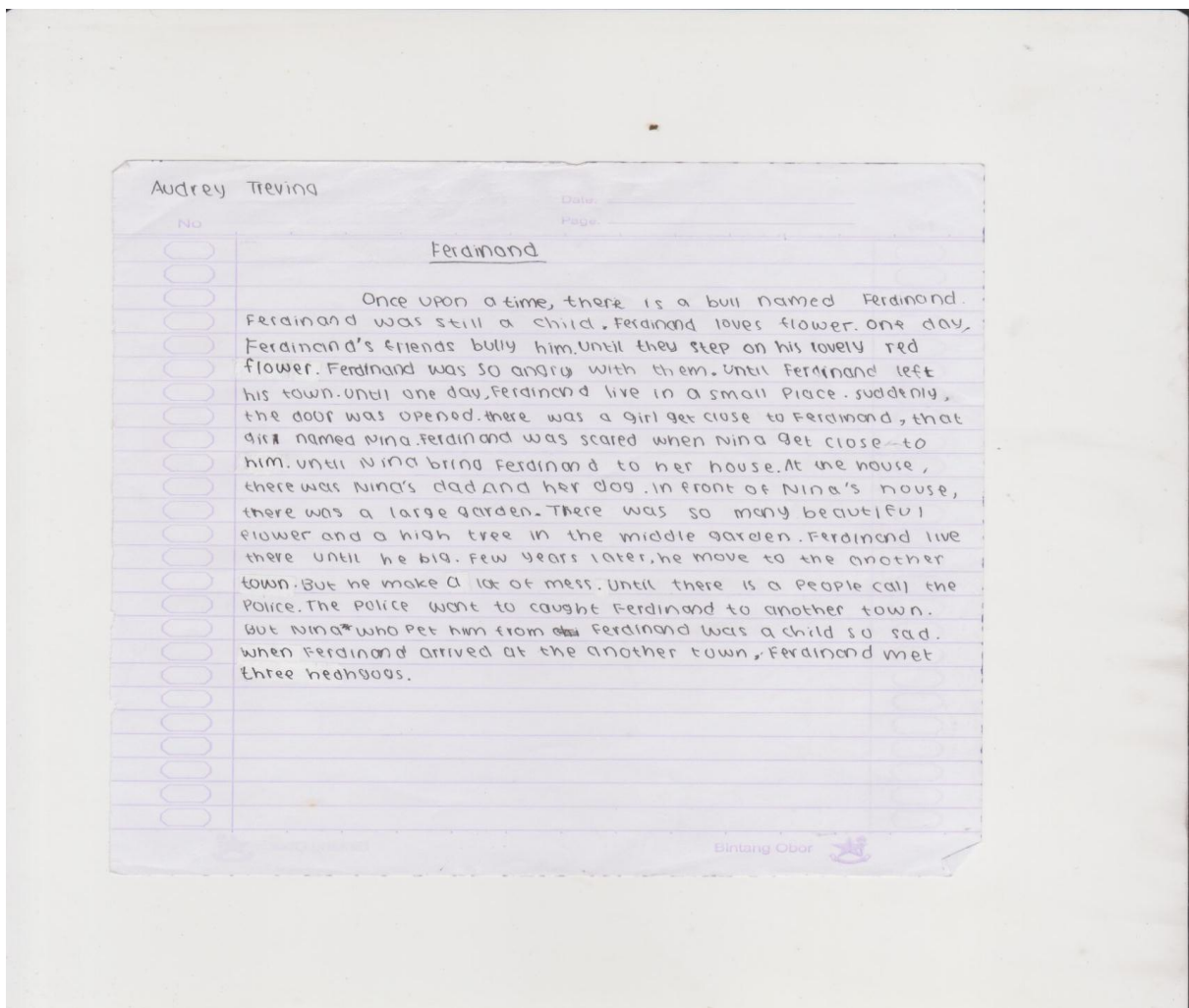
Here is the EYLs' Ferdinand Movie written stories.

on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the recent variables aren't manipulated by the researcher.

Identifying, classifying, analyzing and correcting were done as the procedures of the research. They were done in order to know about the advantageous and disadvantageous of using a movie for teaching writing for EYL.

### RESULTS AND DISCUSSION

After doing some researches to the EYL, some findings related to the research are found. Most EYL watched the movie that they liked and most of them could retell the story well even there are still some grammatical errors on their written stories.




Picture 1. Audrey's Written Story

Date: \_\_\_\_\_  
Page: \_\_\_\_\_

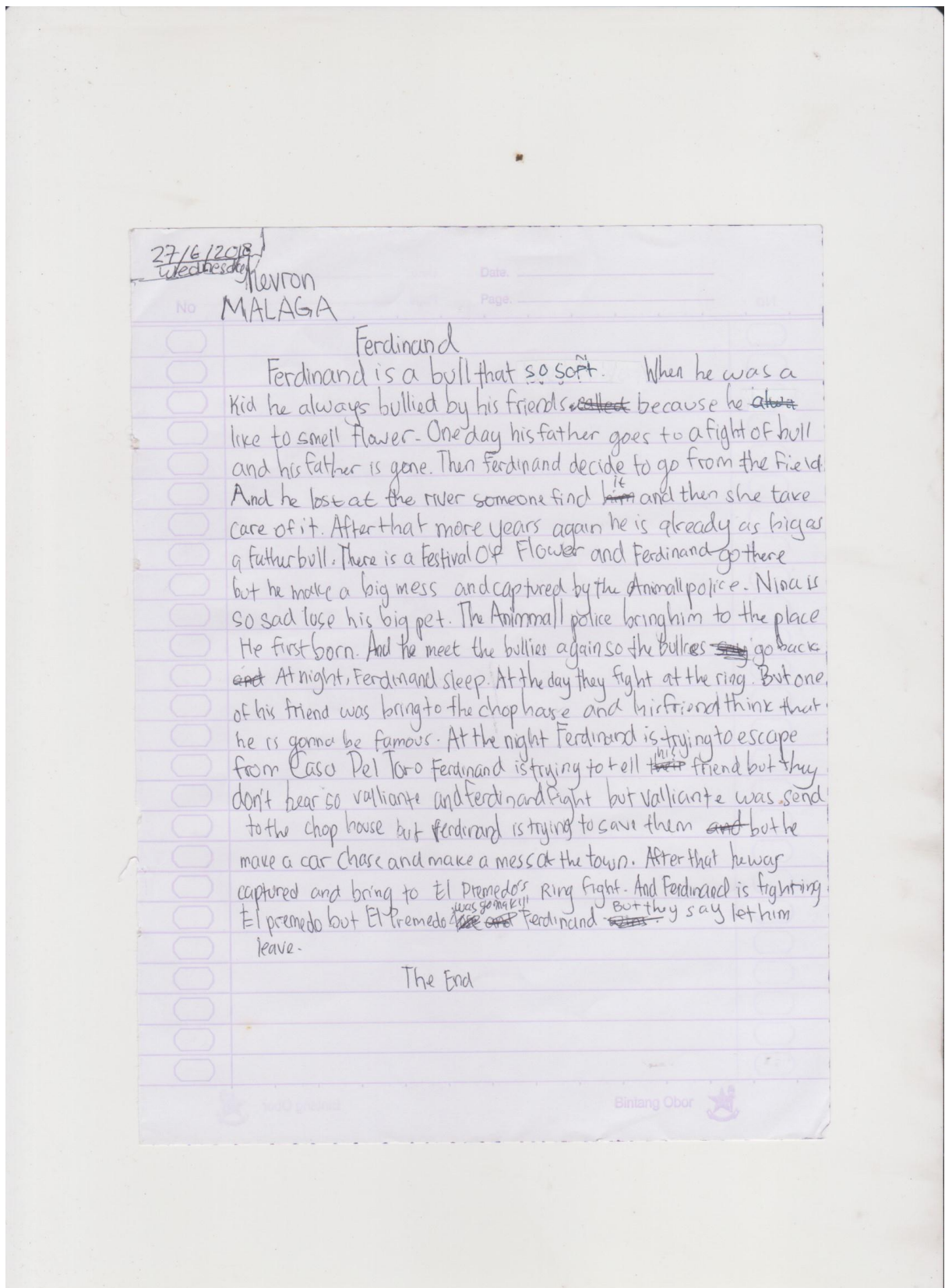
No.  June 27<sup>th</sup>/18 (Retelling story) Dave M,H  
 Wednesday

Ferdinand

One upon of time, there was a little black bull that was  
 named Ferdinand, back then he was a coward because he  
 doesn't like to fight. He likes flowers and his dad was  
 a champion, but he fainted away and Ferdinand escaped  
 the barn and was found by little girl named Nina.  
 Over time, he grew up and went to a carnival but he  
 ruined everything. So, he was successfully captured  
 back and to his barn. Then, he was partnered with  
 a helping female goat, but she did not help to much.  
 When he came back, his friends grew up to but not as  
 big as Ferdina and they are still as mean. At night,  
 Whizzls came and try to steal food but he let them  
 go. The next day, they had a tournament and one of  
 them failed and got chopped of. That night, Ferdinand  
 planned to escape the barn with the Whizzls and  
 everyone as well. Then, they went on the truck and  
 was chased by the owner. Then, they arrived at  
 a city and went crazy. After that, they tried to  
 go on the train. But it didn't went well with Ferdinand  
 because he was captured back and went to the  
 tournament. He fought in the tournament and won  
 and became famous. And they lived happily  
ever after.

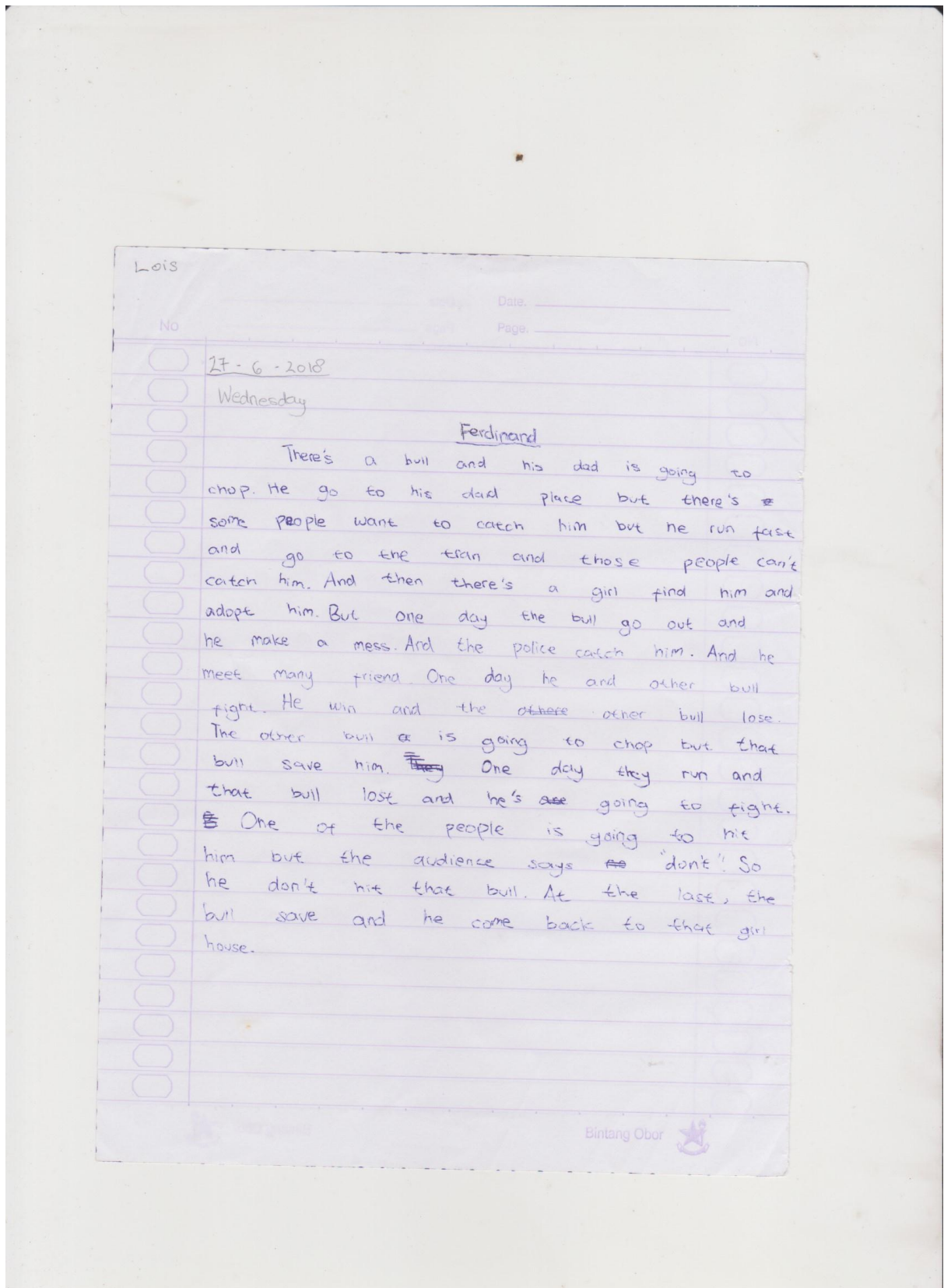
Bintang Obor 

Picture 2. Dave's Written Story

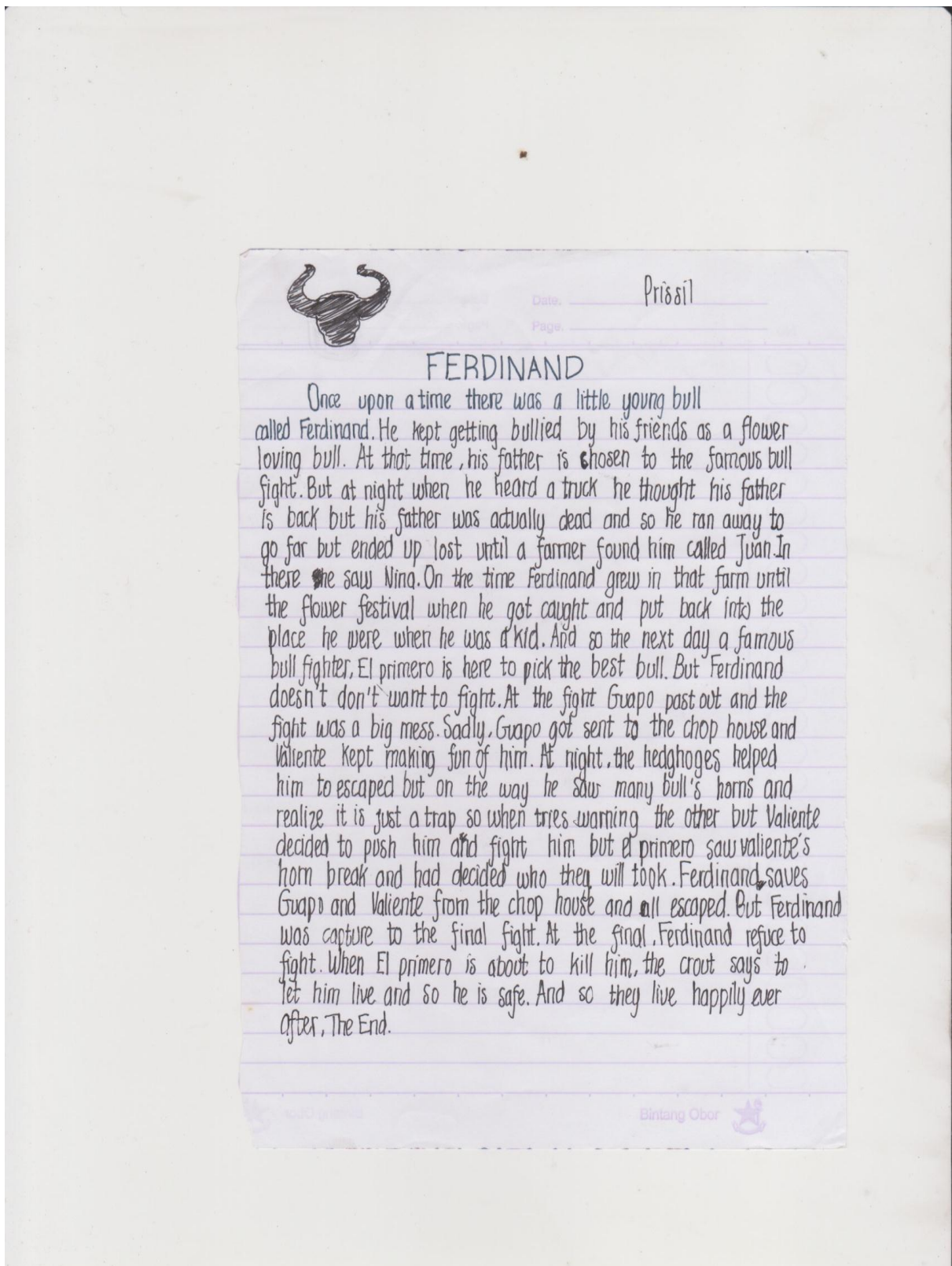


Picture 3. Kevron's Written Story





Picture 4. Lois' Written Story



Picture 5. Prissil's Written Story

Based on the pictures above, they showed that the learners could retell the story well even there were still some mistakes on their grammar such inconsistency of using the tenses. It means that a movie can also help the learners, especially EYL to improve their writing skill.

## CONCLUSION

From the theories, findings and discussions above, it can be concluded that EYL have special characteristics that can make teachers provide suitable materials to be taught to them and teaching English for young learners should be appropriately conducted in order to be successful. Movies, as one of the teaching learning media, are powerful instructional tools which can help the learners, especially the EYL to improve their English skills, especially writing skill. By using a movie in improving English skills, there are some factors that can be acquired, such as vocabularies, grammar, listening, speaking, reading and writing.

## REFERENCES

- Amiri, Elsa. (2012). A Study of the Application of Digital Technologies in Teaching and Learning English Language and Literature. *International Journal of Scientific & Technology Research*, 1(5), 103-107.
- Baratta, A., & Jones, S. (2008). Using film to introduce and develop academic writing skills among UK undergraduate students. *Journal of Educational Enquiry*, 8(2), 15-37.
- Best, John, W. (2006). *Research in Education*. New Jersey: Prentice Hall.
- Bourke, J. (2006). Designing a topic-based syllabus for young learners. *ELT Journal*, 60(3), 279-286.
- Bruce, B., & Levin, J. (2001). Roles for new technologies in language arts: inquiry, communication, construction, and expression. In J. Jenson, J. Flood, D. Cameron, L. (2003). Challenges for ELT from the Expansion in Teaching Children. *ELT Journal*, 57, 105-112.
- Champoux, Joseph E. (1999). Film as a Teaching Resource. *Journal of Management Inquiry*, 8(2), 240-251.
- Culkin, J. M. (1970). *Films Deliver: Teaching Creatively with Film*. New York: Citation Press.
- Dunmire, Ryan E. (2010). The Use of Instructional Technology in the Classroom: Selection and Effectiveness. [http://www.usma.edu/cfe/literature/dunmire\\_10.pdf](http://www.usma.edu/cfe/literature/dunmire_10.pdf).
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Haswani, Fahri. (2014). The Role of Technology in EFL Classroom. *Indonesian Journal of English Education*, Vol. 1(2), 107-118.
- Ismaili, M. (2013). The Effectiveness of Using Movies in the EFL Classroom: A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132. <http://dx.doi.org/10.5901/ajis.2012.v2n4p121>.
- Juhana. (2014). Teaching English to Young Learners: Some Points to be Considered. *Asian Journal of Education and E-Learning*, 2(01), 43-46.
- Jung, Sei Hwa. (2006). The Use of ICT in Learning English as an International Language. <http://Education.uci.edu/Person/warshauer-in/docs/networksed.pdf>.
- Merchant, G. (2003). E-mail me your Thoughts: Digital Communication and Narrative Writing. *Reading*, Vol 37(3), 104-110. DOI: 10.1046/j.00340472.2003.03703003.
- Kasper, L. (2002). The Imagery of Rhetoric: Film and Academic Writing in the Discipline-Based ESL Course. *Teaching English in the Two-Year College*, 28(1), 52-59.
- Khan, A. (2015). Using Films in the EFL Classroom to Improve Communication Skills of Non-Native Learners. *ELT Voices*, Vol. 5(4), 46-52.
- Kleiman, G. M. (2004). Myths and Realities about Technology in K-12 Schools: Five Years Later. *Contemporary Issues in Technology and Teacher Education*, Vol. 4(2), 248-253.
- Kozma, R.B. (1994). Will Media Influence Learning? Reframing the Debate. *Educational Technology Research and Development*, Vol. 42(2), 7-19.

- Kusumaningrum, Maria Asumpta Deny. (2015). Using English Movie as an Attractive Strategy to Teach Senior High School Students English as a Foreign Language. *LLT Journal*, Vol. 18(1), 11-18.
- Kramersch, C., & Thorne, S. L. (2002). Foreign Language Learning as Global Communicative Practice. In D. Block and D. Cameron (Eds), *Globalization and Language Teaching*. London and New York: Routledge.
- Martín, M., & Jaén, M. (2009). Teaching conversation through films: A Comparison of Conversational Features and Collocations in the BNC and a Micro-Corpus of Movies. *The International Journal of Learning*, 16(7), 445-458.
- Masruddin, M. (2015). Using Movie in Teaching Writing (A Classroom Action Research). *Ethical Lingua: Journal of Language Teaching and Literature*, 2(2), 241-249.
- Maynard, R. A. (1969). The Social Studies and Media. *The Social Studies Journal*, 327-329.
- Maynard, R. A. (1971). The Celluloid Curriculum: How to Use Movies in the Classroom. New York: Hayden Book Company, Inc.
- Maynard, R. A. (1977). Classroom Cinema. New York: Teacher College, Columbia University.
- Muir-Herzig, Rozalind G. (2004). Technology and Its Impact in the Classroom. *Computers and Education*. Vol. 42, 111-131.
- Nguyen, Nhung Hong Thi, & Tri, Dang Hoang. (2014). An Exploratory Study of ICT Use in English Language Learning among EFL University Students. *Teaching English with Technology*, 14(4), 32-46.
- Pinter, A. (2006). Teaching Young Language Learners. London: Oxford University Press.
- Pitler, Howard; Hubbell, Elizabeth R.; Kuhn, Matt. (2007). Using Technology with Classroom Instruction that Works. [http://thelearningweb.wikispaces.com/file/view/Using\\_Technology\\_with\\_Classroom\\_Instruction\\_That\\_Works.pdf](http://thelearningweb.wikispaces.com/file/view/Using_Technology_with_Classroom_Instruction_That_Works.pdf).
- Rokni, S., & Ataee, A. (2014). Movies in EFL Classrooms: With or without subtitles. *The Dawn Journal*, 3(1), 715-726.
- Ron, White, and Valerie Arndt. (2011). Process Writing. London: Longman Group.
- Ruusunen, V. (2011). Using Movies in EFL Teaching: The Point of View of Teachers. *Masters Thesis*.
- Shyamlee, Solanki D. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *Medias and Culture IPEDR*, Vol.33.
- Slatery, M. and Willis, J. (2001). English for Primary Teachers. London: Oxford University Press.
- Stewart, David M. (2006). Film English: Using Films to Teach English. *Electronic Journal of English Education* 24, 1-17.
- Tognozzi, E. (2010). Teaching and Evaluating Language and Culture through Language. *ITALICA*, Vol. 87(1), 69-91.
- Wegner, H. (1977). Teaching with Film. Bloomington, IN: The Phi Delta Kappa Educational Foundation.
- Yaseen, B., & Shakir, H. (2015). Movies Effects on EFL Learners at Iraqi School in Kuala Lumpur. *International Journal of Education and Literacy Studies*, 3(3), 31-36. <http://dx.doi.org/10.7575/aiac.ijels.v.3n.3p.3>
1. Zhang, Q. (2013). The Impact of Film and Film-Based Activities on the Attitudes of English Speaking Secondary-School Students toward L2 Chinese. *Creative Practices in Language Learning and Teaching*, Vol. 1(2), 1-17.

## The Effect of Learning Motivation and Vocabulary Mastery Towards Students' Writing Skill in Argumentative Text

Sayyid Khairunas<sup>1</sup>, Rizky Mirani Desi Pratama<sup>2</sup>, Ary Iswanto<sup>3</sup>

<sup>1</sup>Universitas Bina Sarana Informatika  
sayyid.skh@bsi.ac.id

<sup>2</sup>Universitas Bina Sarana Informatika  
rizky.rrr@bsi.ac.id

<sup>3</sup>Universitas Bina Sarana Informatika  
ary.anb@bsi.ac.id

---

### Cara sitasi:

Khairunas, S., Pratama, R. M. D., & Wibowo, A. I. (2019). The Effect of Learning Motivation and Vocabulary Mastery Towards Students' Writing Skill in Argumentative Text. *Wanastra*, 11(1), 37–46.

---

**Abstract**-The purpose of this study was to determine the effect of learning motivation and vocabulary mastery of the argument text writing skills of students, the influence of learning motivation of the argumentative text writing skills of students, the influence of vocabulary on the argumentative text writing skills of students. This study used survey method. The subjects were all students of class XII in private senior high school in Kabupaten Serang. Data was collected by distributing a questionnaire and giving examination to writing. The data analysis was conducted using descriptive statistics, Pearson's correlation coefficient, coefficient of determination and regression analysis. Statistical test using the T test and F test study was conducted in November 2015 - January 2016. The results showed: (1) there is a significant effect of vocabulary mastery and learning motivation towards writing skills of argumentative English text. This is proven by the Sig = 0.018 < 0.05 and 7.749 F<sub>μ</sub>, (2) there is a significant influence on the vocabulary skills of argumentative English text. This is proven by the Sig value by 0.008 < 0.05 and 3.953 t<sub>μ</sub>, (3) there is a significant influence on the learning motivation towards writing skills of argumentative English text. This is shown by the Sig value 0.004 < 0.05 and t<sub>μ</sub> 5.288.

**Keyword:** Learning Motivation, Vocabulary Mastery, and Writing Skill

### PENDAHULUAN

Bahasa adalah alat untuk mencapai tujuan dan menyelesaikan berbagai masalah dalam kehidupan nyata. Menurut Financhiro dalam Pratama (2018) "Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of culture, to communicate, or to interact." Bahasa dipandang sebagai alat yang efektif untuk menciptakan peserta didik yang tangguh dan kompetitif, oleh karena itu dalam pembelajaran bahasa Inggris dikembangkan empat aspek keterampilan berbahasa diantaranya: (1) membaca, (1) menyimak, (3) berbicara dan (4) menulis.

Kemampuan menulis merupakan bagian dari aspek yang dikembangkan dalam pembelajaran bahasa Inggris sesuai dengan tujuan pengajaran mata pelajaran Bahasa Inggris di SMA yaitu membina keterampilan berbahasa secara lisan dan tertulis serta

dapat menggunakan bahasa sebagai alat komunikasi dan sarana pemahaman terhadap IPTEK.

Bygate (1987: 26) mengatakan bahwa dalam menulis seseorang harus mempunyai pengetahuan keterampilan perspektif motorik, dan keterampilan interaktif. Maka, agar dapat bercerita dengan baik seseorang harus mempunyai kompetensi kebahasaan yang memadai serta unsur-unsur yang menjadi syarat agar proses menulisnya dapat lancar, baik, dan benar. Unsur-unsur tersebut adalah minat, motivasi, latihan, kosakata dan sebagainya. Sementara itu kemampuan menulis dianggap sebagai salah satu kemampuan berbahasa yang menjadi tolak ukur dalam menentukan kualitas kemampuan berfikir seseorang.

Pada hakikatnya, siswa seharusnya telah menyadari bahwa kemampuan menulis merupakan sarana untuk menyampaikan ide, atau bekal untuk melanjutkan studi ke jenjang yang lebih tinggi. Namun ketika mendapatkan tugas menulis, siswa seringkali

menemui kesulitan. Kesulitan tersebut dapat berupa kesulitan dalam pemilihan kosakata, kesesuaian antara paragraf satu dengan yang lainnya, maupun gagasan yang masih kurang jelas.

Kosakata sebagai salah satu unsur bahasa memegang peranan penting dalam kegiatan menulis. Melalui kata-kata, kita dapat mengekspresikan pikiran, gagasan, serta perasaan terhadap suatu hal. Kualitas dan keterampilan berbahasa seseorang jelas bergantung kepada kuantitas dan kualitas kosakata yang dimilikinya.

Kemampuan menguasai kosakata bukanlah masalah tunggal yang dihadapi dalam pengajaran menulis argumentasi. Semangat belajar yang tidak sama pada setiap siswa membawa dampak terhadap proses pengajaran menulis. Siswa yang memiliki semangat tinggi untuk belajar akan lebih mudah untuk berlatih menulis. Demikian sebaliknya, siswa yang rendah semangat belajarnya akan kesulitan mengikuti pelajaran menulis. Siswa akan lebih termotivasi mengikuti kegiatan belajar mengajar yang dilaksanakan dengan suasana kelas yang menyenangkan. Suasana kelas yang dirancang menarik mampu membangkitkan semangat belajar siswa sehingga mudah menyerap materi yang disampaikan, sebagaimana pendapat ahli, karena dengan menciptakan kondisi-kondisi tertentu dapat membangkitkan motivasi belajar (Slameto, 2010).

Tarigan (1984:53), menyatakan bahwa tanpa kemampuan menulis argumentasi yang memadai, siswa tidak dapat mengekspresikan, menyatakan dan menyampaikan gagasan, pikiran, ide dengan baik. Kemampuan menulis argumentasi siswa tidak dapat dimiliki dengan tiba-tiba, tetapi harus melalui latihan yang rutin. Mengacu kepada beberapa argumentasi-argumentasi di atas, penulis tertarik untuk melakukan penelitian guna menguji ada tidaknya hubungan signifikan antara motivasi belajar dan penguasaan kosakata dengan kemampuan menulis argumentasi. Oleh karena itu, penelitian ini bertolak dari anggapan bahwa motivasi belajar berpengaruh terhadap kemampuan menulis argumentasi. Keduanya diduga mempunyai hubungan yang sangat erat. Selain itu penguasaan kosakata seseorang juga dianggap berpengaruh terhadap kemampuan menulis argumentasi sehingga antara motivasi belajar, penguasaan kosakata, dan kemampuan menulis argumentasi saling berhubungan dan berpengaruh.

## METODOLOGI PENELITIAN

Penelitian ini termasuk jenis penelitian deskriptif korelasional. Penelitian deskriptif adalah penelitian yang menuturkan, menganalisa, dan mengklarifikasikan penelitian dengan teknik survey,

interview, angket, observasi, tes, dan teknik lainnya. Sedangkan penelitian korelasional merupakan penelitian yang dimaksudkan untuk mengetahui ada tidaknya hubungan antara dua atau beberapa variabel. Dapat dikatakan, penelitian jenis deskriptif korelasional merupakan penelitian yang berusaha untuk mengetahui atau menemukan ada tidaknya hubungan atau pengaruh variabel yang satu dengan variabel yang lain. Analisis data yang digunakan adalah analisis data statistik inferensial.

Wilayah atau obyek penelitian ini dikhususkan di SMA Swasta di Kabupaten Serang untuk kemudian dilakukan proses inferensial dan penyelesaian laporan penelitian

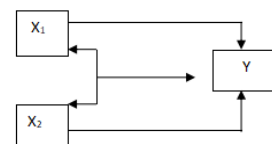
Penelitian yang akan penulis lakukan ini bersifat penelitian sampel, yaitu penelitian yang menjadikan sebagian subyek penelitian untuk mewakili keseluruhan populasi. Kebalikan dari penelitian ini adalah penelitian yang bersifat populasi artinya bahwa seluruh subyek penelitian dijadikan obyek penelitian.

Sebagai penelitian sampel, penelitian ini menggunakan salah satu metode yang ada dalam penelitian ilmiah, yaitu metode survei. Menurut Wallace dalam Singarimbun (1989: 25) bahwa "Penelitian survei merupakan suatu proses untuk mentransformasikan lima komponen informasi ilmiah, yaitu: (1) teori, (2) hipotesa, (3) observasi, (4) generalisasi empiris, dan (5) penerimaan atau penolakan hipotesan".

Dalam proses pengumpulan data, penulis menggunakan instrumen yang telah diuji validitas soalnya. Sedangkan bentuk penelitian adalah kajian analitis dengan menggunakan metode survei langsung ke lapangan. Sementara teknik analisis data yang telah diperoleh dengan menggunakan statistik inferensial korelasi sederhana dan korelasi ganda, serta regresi sederhana dan ganda.

Pengujian validitas instrumen dilakukan untuk mengetahui mutu bagi instrumen itu sendiri, yaitu merupakan ketepatan dan kecermatan suatu instrumen dalam melakukan fungsi ukur. Selain validitas soal, dalam pembuatan instrumen juga harus diperhatikan reliabilitasnya, yaitu merupakan konsistensi dalam mengukur atau derajat ketepatan dan ketelitian serta akurasi yang ditunjukkan oleh instrumen tersebut (Sevilla, 1993: 175).

Model konstelasi masalah pengaruh antara ketiga variabel:



Gambar 1. Variabel Penelitian

Keterangan :

X<sub>1</sub>= Motivasi Belajar

X<sub>2</sub>= Penguasaan Kosakata

Y =Keterampilan Menulis Argumentasi Bahasa Inggris

Prosedur Penelitian :

- 1) Menentukan Populasi penelitian yaitu kelas XII Siswa SMA Swasta di Kabupaten Serang
- 2) Menentukan Ukuran sampel terpilih dengan teknik gabungan antara proporsional dan random sampling
- 3) Membuat instrument Motivasi Belajar, Penguasaan Kosakata dan Keterampilan Menulis Argumentasi Bahasa Inggris
- 4) Tahap perlakuan uji coba penelitian (evaluasi)
- 5) Menentukan analisis korelasional antara 2 variabel independen dan variabel dependen
- 6) Mengumpulkan data Pengolahan dan analisis data
- 7) Penyusunan data
- 8) Membuat kesimpulan hipotesis data

### Populasi dan Teknik Pengambilan Sampel

Menurut Singarimbun dan Effendi, populasi adalah jumlah keseluruhan dari unit data analisa yang ciri-cirinya akan diduga (Singarimbun dan Effendi, 1995:152).

Sedangkan menurut Sutrisno Hadi (1984:70), "Populasi penelitian adalah seluruh individu yang akan dikenakan sasaran generalisasi dan sampel-sampel yang akan diambil pada satu penelitian."

Menurut Nasir, Populasi sebagai kumpulan dari individu dengan kualitas serta ciri-ciri yang ditetapkan dan menjadi perhatian dalam ruang dan waktu yang ditentukan (Nasir, 1988:325).

Sedangkan menurut Sugiyono Populasi adalah generalisasi yang terdiri atas objek/subyek yang

mempunyai kuantitas dan karakteristik tertentu yang ditetapkan peneliti untuk dipelajari dan kemudian di tarik kesimpulannya (Sugiyono, 2008:215).

Dengan demikian dapat diambil kesimpulan bahwa populasi adalah sekumpulan dari individu yang memiliki ciri dan karakteristik tertentu yang diduga, ditetapkan dan menjadi perhatian untuk dipelajari oleh peneliti kemudian ditarik kesimpulan dalam ruang dan waktu tertentu

### 1. Populasi Target

Populasi target dalam penelitian ini adalah seluruh siswa kelas XII SMA Swasta di Kabupaten Serang pada semester ganjil tahun pelajaran 2015/2016.

### 2. Populasi Terjangkau

Populasi terjangkau dalam penelitian ini adalah siswa kelas XII SMA Swasta di Kabupaten Serang pada semester ganjil tahun pelajaran 2015/2016.

### 3. Sampel

Menurut Sudjana sampel adalah sebagian dari yang diambil populasi (Sudjana, 2005:6) sedangkan menurut supranto, sampel yaitu sebagian dari obyek atau elemen dari populasi (Supranto, 2000:4).

Nasution mengatakan bahwa apabila akan mengambil sampel maka sampel itu harus representative yaitu mewakili keseluruhan populasi itu (Nasution, 2003:101).

Sugiyono mengemukakan bahwa sampel adalah sebagian dari jumlah karakteristik yang dimiliki populasi tersebut (Sugiyono, 2001:57).

Dari beberapa teori dalam penelitian tidak ada ketentuan yang pasti berapa jumlah sampel yang paling ideal dan mewakili seluruh populasi. Nasution menjelaskan bahwa mutu penelitian tidak ditentukan oleh banyaknya sampel, tetapi oleh kokohnya dasar-dasar teori, mutu pelaksanaan dan pengolahannya (Nasution, 2003:101).

Selanjutnya Roscoe dalam Sugiyono (2013:74) mengatakan bahwa bila dalam penelitian akan melakukan analisis *multivariate*, maka jumlah sampel minimal 10 kali jumlah variabel yang akan diteliti (minimal 30 orang sampel).

Tabel.1. Teknik Pengumpulan Data

Variabel Penelitian	Teknik Pengumpulan Data
Motivasi Belajar	Tes Prefensial
Penguasaan Kosakata	Tes Soal
Keterampilan menulis argumentasi bahasa Inggris	Tes obvektif

Adapun sampel dalam uji coba instrument penelitian dalam rangka menguji validitas dan reabilitas suatu instrument penelitian sebelum dilakukan penelitian sebenarnya adalah siswa/i kelas XII SMA Swasta di Kabupaten Serang. Dalam penelitian ini pengambilan sampelnya menggunakan teknik random dan jumlah anggota sampelnya adalah 150 orang.

#### 4. Teknik Sampling

Di dalam penelitian ada ada 3 jenis data yang dikumpulkan. Ketiga sumber data tersebut didasarkan pada 3 jenis tabel penelitian tentang variabel  $X_1$  yaitu motivasi belajar, variabel  $X_2$  tentang penguasaan kosakata dan variabel Y tentang keterampilan menulis argumentasi bahasa Inggris. Data tersebut dirancang berdasarkan kajian teori indicator untuk dijadikan kuesioner. Kuesioner disusun dalam bentuk skala sikap.

### Teknik Pengumpulan Data

#### 1. Variabel Penelitian

Variabel yang dipakai dalam penelitian ini adalah:

- a. **Variabel bebas 1**, dalam hal ini sebagai variabel atribut (B), yaitu motivasi yang dibedakan dengan motivasi ekstrinsik dan intrinsik.
- b. **Variabel bebas 2**, dalam hal ini merupakan penguasaan kosakata siswa pada mata pelajaran menulis bahasa Inggris yang meliputi kemampuan siswa dalam memilih kata.
- c. **Variabel terikat**, dalam hal ini sebagai variabel kriterium (Y), yaitu keterampilan menulis argumentasi bahasa Inggris berdasarkan kemampuan yang telah dirancang.

#### 2. Sumber Data

Dalam penelitian ini sumber data diperoleh dari siswa. Untuk lebih jelas dapat dilihat dalam tabel berikut ini:

Tabel.2. Sumber Data Penelitian

Variabel Penelitian	Sumber Data
Motivasi belajar	Siswa
Penguasaan kosakata	Siswa
Keterampilan menulis argumentasi bahasa Inggris.	Siswa

Metode pengumpulan data yang digunakan adalah metode survey dan teknik pengumpulan data dalam penelitian ini menggunakan instrument dalam bentuk kuesioner dan tes. Untuk variabel motivasi belajar menggunakan kuesioner motivasi belajar berupa angket motivasi belajar siswa menggunakan skala likert dengan pilihan jawaban SS (Sangat Setuju), S (Setuju), RR (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju). Dimana untuk setiap pernyataan dengan kriteria positif (favourable) maka penentuan skornya adalah sebagai berikut. Skor 1 untuk STS, skor 2 untuk TS, skor 3 untuk RR, skor 4 untuk S dan skor 5 untuk SS.

Sedangkan untuk kriteria negative (unfavourable) maka penentuan skornya 5 untuk STS, skor 4 untuk TS, skor 3 untuk RR, skor 2 untuk S dan skor 1 untuk SS. Teknik pengumpulan data untuk variabel penguasaan kosakata yaitu dengan menggunakan tes logika berupa penalaran kualitatif yang terdiri dari 30 soal pilihan ganda. Skor tes penguasaan kosakata untuk pernyataan benar adalah 1 dan pernyataan salah adalah 0.

Teknik pengumpulan data untuk keterampilan menulis argumentasi bahasa Inggris adalah dengan cara menyebarkan tes menulis argumentasi dengan memilih satu dari lima tema yang diberikan.

### Instrumen Penelitian

Instrumen atau alat yang dipergunakan dalam upaya pengumpulan data penelitian ini adalah model kuesioner (angket) yang disusun menurut model skala Likert dengan 5 option.

Instrumen ini disusun dalam bentuk pertanyaan-pertanyaan yang terbagi menjadi dua bentuk yaitu bentuk positif dan bentuk negatif, sedangkan model datanya adalah kontinum. Instrumen yang digunakan didalam penelitian ini adalah variabel bebas yang terdiri dari ( $X_1$ ) yaitu motivasi belajar, ( $X_2$ ) yaitu penguasaan kosakata dan variabel terikatnya (Y) yaitu keterampilan menulis argumentasi bahasa Inggris.

Di dalam penelitian ini digunakan beberapa instrument yang digunakan untuk melihat hubungan antara dua variabel bebas dan satu variabel terikat. Sebelum kuesioner dijadikan alat pengumpul data terlebih dahulu dilakukan analisis validitas instrument, analisis ini dilakukan melalui uji coba instrument. Uji coba instrument ini dilakukan untuk mengetahui kelayakan dari instrument penelitian itu sendiri.

Instrumen terdiri dari 2 jenis yaitu instrument tes dan instrument non-tes yang berupa kuesioner atau angket dengan rincian sebagai berikut:



## 1. Tes

Tes menulis berbentuk teks digunakan untuk mendapatkan data tentang keterampilan menulis. Penilaian menulis siswa dilakukan oleh peneliti dengan melihat kerangka tulisan, isi dan tata bahasa yang digunakan apakah sudah sesuai atau tidak dengan tema yang diberikan.

Teknik tes dilakukan melalui prosedur sebagai berikut:

- a. Menyusun kisi-kisi.
- b. Mengembangkan butir soal disertai dengan kunci jawaban dan pedoman penskoran.
  - a. Penggandaan soal dilanjutkan pendistribusian kepada sampel uji coba.
  - b. Mengumpulkan hasil dan merekap skor dalam tabel induk data.
  - c. Uji coba instrumen yang meliputi: uji validitas, tingkat kesukaran soal (P), daya pembeda (d), uji validitas butir, dan uji reliabilitas.

## 2. Non Tes

Dengan menggunakan angket atau kuesioner. Teknik ini digunakan untuk mendapatkan data tentang kepercayaan diri siswa yaitu dengan kuesioner skala sikap. Suharsimi Arikunto, (2010:268) "Memang kuesioner baik, asal cara dan pengadaannya mengikuti persyaratan yang telah digariskan dalam penelitian. Sekali lagi, sebelum kuesioner disusun, maka harus dilalui prosedur:

1. Merumuskan tujuan yang akan dicapai dengan kuesioner
2. Mengidentifikasi variabel yang akan dijadikan sasaran kuesioner.
3. Menjabarkan setiap variabel menjadi sub-variabel yang lebih spesifik dan tunggal.
4. Menentukan garis data yang akan dikumpulkan, sekaligus untuk menentukan teknik analisisnya.

## Teknik Analisis Data

### 1. Teknik Analisis Deskriptif Data

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 21 for Windows*, dengan rumusan sebagai berikut:

$$A. \text{Rata-rata (Mean)} = \frac{\sum Y_i}{n}$$

$$\sum Y_i = \text{jumlah nilai } n \text{ sampai } j$$

$$n = \text{jumlah sampel}$$

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

$b$  = 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

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

$b$  = batas bawah, dimana median terletak

$n$  = banyak data atau sampel

$F$  = jumlah semua frekuensi sebelum kelas median

$f$  = frekuensi kelas median

$$D. \text{Simpangan Baku} = \frac{\sqrt{\sum Y^2 - \frac{(\sum Y)^2}{n}}}{n_1}$$

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

$n$  = jumlah sampel

## HASIL PENELITIAN DAN PEMBAHASAN

Penelitian ini terdiri dari 3 variabel, yaitu variabel keterampilan menulis argumentasi Bahasa Inggris (Y) sebagai variabel terikat, dan variabel Motivasi Belajar (X1) dan Penguasaan Kosakata (X2) sebagai variabel bebas.

Tabel.3. Statistic Descriptif

Statistics				
		Penilaian Kosakata	Motivasi Belajar	Kemampuan Menulis
N	Valid	35	35	35
	Missing	0	0	0
Mean		24.8857	71.8857	28.6286
Std. Error of Mean		.82886	1.13816	1.20370
Median		26.0000	71.0000	27.0000
Mode		26.00	69.00	26.00
Std. Deviation		4.90361	6.73346	7.12116
Variance		24.045	45.339	50.711
Skewness		-1.092	-.307	3.698
Std. Error of Skewness		.398	.398	.398
Kurtosis		.362	-.360	13.244
Std. Error of Kurtosis		.778	.778	.778
Range		18.00	25.00	33.00
Minimum		12.00	59.00	24.00
Maximum		30.00	84.00	57.00
Sum		871.00	2516.00	1002.00

a. Multiple modes exist. The smallest value is shown

### 1. Keterampilan Menulis Argumentasi Bahasa Inggris (Y)

Berdasarkan data yang diperoleh seperti yang tertera di dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan keterampilan menulis argumentasi bahasa Inggris siswa adalah sebesar 24,00 dan nilai tertinggi dari jawaban responden yang terkait dengan keterampilan menulis argumentasi bahasa Inggris siswa adalah sebesar 57. Simpangan baku sebesar 7,12116. Mean sebesar 24,8857. Median sebesar 26,0000. Modus sebesar 26,00 dengan range 18,00 serta varians 50,711.

### 2. Penguasaan Kosakata (X1)

Berdasarkan data yang diperoleh seperti yang tertera di dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan penguasaan kosakata adalah sebesar 12,00 dan nilai tertinggi dari jawaban responden yang terkait dengan penguasaan kosakata adalah sebesar 30,00. Simpangan baku sebesar 4,90361. Mean sebesar 24,8857. Median sebesar 26,00. Modus sebesar 26,00 dengan range 18,00 serta varian 24,045.

### 3. Motivasi belajar (X2)

Berdasarkan data yang berhasil diperoleh seperti yang tertera di dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan motivasi belajar adalah sebesar 59,00 dan nilai tertinggi dari jawaban responden yang terkait dengan motivasi belajar adalah sebesar 84,00. Simpangan baku sebesar 6,73346. Mean sebesar 71,8857. Median sebesar 71,0000. Modus sebesar 69,00 dengan range 25,00 serta varian 45,339.

## Persyaratan Analisis

### 1. Uji Normalitas

Uji normalitas data adalah untuk mengetahui apakah data yang diperoleh terdistribusi normal atau tidak. Dalam penelitian ini pengujian terhadap normalitas data dilakukan dengan menggunakan SPSS.

Tabel.4. Hasil Uji Normalitas

One-Sample Kolmogorov-Smirnov Test				
		Penilaian Kosakata	Motivasi Belajar	Kemampuan Menulis
N		35	35	35
Normal Parameters <sup>a,b</sup>	Mean	24.8857	71.8857	28.6286
	Std. Deviation	4.90361	6.73346	7.12116
Most Extreme Differences	Absolute	.195	.148	.366
	Positive	.148	.122	.366
	Negative	-.195	-.148	-.258
Kolmogorov-Smirnov Z		1.154	.874	2.168
Asymp. Sig. (2-tailed)		.140	.430	.650

a. Test distribution is Normal.

b. Calculated from data.

Berdasarkan table One-Sample Kolmogorov-Smirnov Test untuk menguji normalitas dependen variable dalam hal ini keterampilan menulis argumentasi bahasa Inggris, kriteria jika sig > 0,05 maka hipotesis yang menyatakan variable dependen adalah normal bisa diterima. Pada data penelitian menunjukkan sig = 0,650 > 0,05 maka data dinyatakan berdistribusi normal, selain itu variable independen dalam hal ini penguasaan kosakata dan motivasi belajar hipotesis yang menyatakan variable independen adalah normal bisa diterima. Pada data penelitian menunjukkan sig = 0,140 > 0,05 dan 0,430 > 0,05 maka data dinyatakan berdistribusi normal, seperti terlihat pada table 4.2

### 2. Uji Linearitas

Selain uji normalitas, salah satu syarat yang diperlukan dalam menganalisis data dengan uji linearitas dimaksudkan untuk melihat bentuk persamaan regresi yang terbentuk dari tiap variable bebas terhadap variable terikat, dalam hal ini X1 terhadap Y dan X2 terhadap Y. Hipotesis yang diuji adalah:

Ho: persamaan regresi berbentuk linier

H1: persamaan regresi tidak berbentuk linier

Dengan kriteria uji jika sig deviation from linearity > 0,05; maka H<sub>1</sub> ditolak dan Ho diterima, dan sebaliknya dari hasil perhitungan didapat seluruh persamaan regresi yang terbentuk merupakan garis lurus. Adapun tujuan uji linearitas untuk mengetahui apakah varians populasi linear antara variable bebas dengan variable terikat atau tidak. Pengujian linearitas pada kelompok sampel dilakukan dengan F hitung < F<sub>table</sub> pada taraf signifikansi α = 5 %. Adapun ringkasan perhitungan uji linear kelompok sampel diberikan penguasaan kosakata (X1) terhadap

keterampilan menulis argumentasi bahasa Inggris (Y) pada tabel sebagai berikut:

Tabel.5. Hasil Uji Linearitas Penguasaan Kosakata

ANOVA Tabel						
Penguasaan Kosakata						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	867.097	25	34.684	3.388	.000
	Linear	621.179	1	621.179	60.674	.000
	Weighted Term	245.918	24	10.247	1.001	.481
Within Groups		552.853	54	10.238		
Total		1419.950	79			

Dengan nilai  $sig = 0,481 > 0,05$  dan  $F_{hit} = 1,001 < F_{tab} = 4,08$  untuk kemampuan awal maka hipotesis nol diterima artinya sampel berasal dari populasi yang memiliki model regresi berpola linear. Sementara untuk motivasi belajar (X2) terhadap keterampilan menulis argumentasi bahasa Inggris (Y) terlihat pada tabel sebagai berikut:

Tabel.6. Hasil Uji Linearitas Motivasi Belajar

ANOVA Tabel						
Motivasi Belajar						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	2461.744	25	98.470	1.211	.273
	Linear	38.589	1	38.589	.475	.494
	Weighted Term	2423.156	24	100.965	1.242	.250
Within Groups		4390.056	54	81.297		
Total		6851.800	79			

Dengan nilai  $sig = 0,250 > 0,05$  dan  $F_{hit} = 1,242 < F_{tab} = 4,08$  untuk motivasi belajar maka hipotesis nol diterima artinya sampel berasal dari populasi yang memiliki model regresi berpola linear.

### 3. Uji Heteroskedistisitas

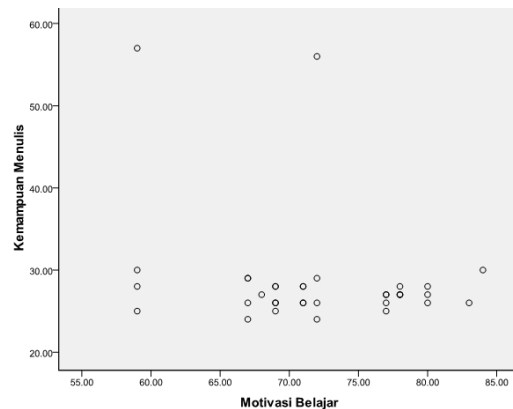
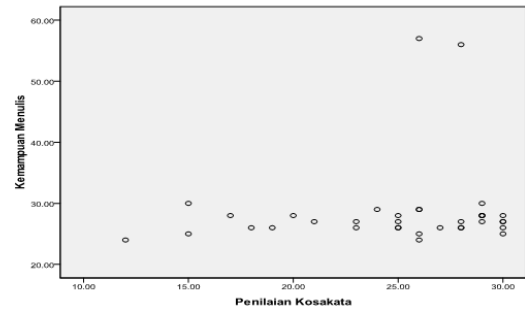
Heterokedastisitas menunjukkan bahwa setiap error bersifat heterogen yang berarti melanggar asumsi klasik yang mensyaratkan bahwa varians error bersifat homogen. Pengujian dilakukan dengan menggunakan grafik *Scatterplot* (diagram pencar) antara *standardized residual (Zresid)* dan *standardized predicture (Y topi)*

Nilai standar galat biasanya di SPSS sebagai variabel *Zresid* dan *standardized predicture* biasanya sebagai *Zpred*, dengan kriteria keputusan sebagai berikut:

- Jika penyebaran residual teratur maka  $H_0$  ditolak (homokedastisitas)

- Jika penyebaran residual tidak teratur maka  $H_0$  diterima (heterokedastisitas)

Berikut adalah gambar-gambar yang memperlihatkan masing-masing variabel.



Gambar.1. Hasil Uji Heteroskedistisitas

### 4. Uji Multikolinieritas

Uji Multikolinieritas dimaksudkan untuk melihat apakah antar variable bebas terjadi korelasi yang sangat kuat atau tidak. Seperti yang diungkapkan oleh Kusnadi (2008: 148) bahwa untuk dapat dianalisis dengan analisis jalur, harus dipenuhi asumsi, yaitu: antar variable penyebab tidak terdapat problem multikolinieritas artinya matriks kovarian/korelasi yang dihasilkan data sampel adalah matriks positive definite.

Hipotesis yang diuji adalah:

$H_0$ : tidak terjadi multikolinieritas

$H_1$ : terjadi multikolinieritas

Dengan kreteria uji sebagai berikut:

Jika Variance Inflation Factor (VIF)  $> 10$ : maka terima  $H_1$  dan tolak  $H_0$ , atau sebaliknya. Dengan hasil perhitungan didapat nilai  $VIF = 1,358 < 10$ , artinya tidak terjadi multikolinieritas antara

penguasaan kosakata dan motivasi dapat dilihat pada tabel.

5. Uji Multikolinieritas

Uji Multikolinieritas dimaksudkan untuk melihat apakah antar variable bebas terjadi korelasi yang sangat kuat atau tidak. Seperti yang diungkapkan oleh Kusnadi (2008: 148) bahwa untuk dapat dianalisis dengan analisis jalur, harus dipenuhi asumsi, yaitu: antar variable penyebab tidak terdapat problem multikolinieritas artinya matriks kovarian/korelasi yang dihasilkan data sampel adalah matriks positive definite.

Hipotesis yang diuji adalah:

Ho: tidak terjadi multikolinieritas

H1: terjadi multikolinieritas

Dengan kreteria uji sebagai berikut:

Jika Variance Inflation Factor (VIF) >10: maka terima H1 dan tolak Ho, atau sebaliknya. Dengan hasil perhitungan didapat nilai VIF = 1,358 < 10, artinya tidak terjadi multikolinieritas antara penguasaan kosakata dan motivasi dapat dilihat pada tabel.

Tabel.7. Hasil Uji Multikolinieritas

Model		Collinearity Statistics	
		Tolerance	VIF
1	Penilaian Kosakata	.736	1.358
	Motivasi Belajar	.736	1.358

a. Dependent Variable: Kemampuan Menulis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	249.360	2	124.680	7.749	.018 <sup>a</sup>
	Residual	1474.812	32	16.088		
	Total	1724.171	34			

a. Predictors: (Constant), Motivasi Belajar, Penilaian Kosakata  
b. Dependent Variable: Kemampuan Menulis

Uji Hipotesis

Berdasarkan hasil perhitungan dengan menggunakan SPSS dan dianalisis pengaruh penguasaan kosakata

(X1) dan motivasi belajar (X2) terhadap keterampilan menulis argumentasi bahasa Inggris (Y) didapat sebagai berikut:

Tabel.8. Hasil Uji Hipotesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 <sup>a</sup>	.633	.619	6.78880

a. Predictors: (Constant), Motivasi Belajar, Penilaian Kosakata  
b. Dependent Variable: Kemampuan Menulis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.703	12.495		3.818	.001
	Penilaian Kosakata	.502	.127	.346	3.953	.018
	Motivasi Belajar	.539	.090	.654	5.988	.004

a. Dependent Variable: Kemampuan Menulis

Peningkatan Keterampilan menulis argumentasi bahasa Inggris dapat tercapai apabila siswa tersebut menguasai kosakata yang diberikan di sekolah dan diharapkan pula peran serta seorang guru untuk dapat membangkitkan motivasi belajar peserta didiknya agar siswa tersebut dapat merasa nyaman saat menerima materi yang diberikan dan tidak merasa terbebani dalam mengikuti pelajaran.

### **1. Pengaruh Penguasaan Kosakata ( $X_1$ ) dan Motivasi Belajar ( $X_2$ ) Secara Bersama-sama Terhadap Keterampilan Menulis argumentasi Bahasa Inggris (Y).**

Dari 150 siswa yang menjadi responden dapat mencerminkan secara keseluruhan bahwa keterampilan menulis argumentasi bahasa Inggris yang dicapai oleh siswa Sekolah Menengah Atas di kabupaten Serang.

Berdasarkan persamaan nilai keterampilan menulis argumentasi bahasa Inggris dapat diperoleh dengan memberikan perhatian pada variabel bebas secara bersama-sama sehingga kemajuan yang dicapai siswa dapat terlihat dengan jelas apabila variabel bebas itu diabaikan maka nilai variabel terikat sebesar 4,770, dapat dilihat dari persamaan regresi  $Y = 4,770 + 0,502 X_1 + 0,539 X_2$ . Angka koefisien regresi tersebut menunjukkan bahwa setiap ada kenaikan satu nilai penguasaan kosakata maka akan terdapat kenaikan keterampilan menulis argumentasi bahasa Inggris sebesar 0,0502 dan setiap kenaikan satu nilai motivasi belajar maka akan naik keterampilan menulis argumentasi bahasa Inggris sebesar 0,539.

Semakin tinggi penguasaan kosakata dan motivasi belajar secara bersama-sama dalam proses belajar mengajar maka semakin tinggi pula keterampilan menulis argumentasi bahasa Inggris yang bisa diraih. Penguasaan Kosakata dan motivasi belajar yang tinggi khususnya pelajaran bahasa Inggris akan menjadikan seseorang memiliki keterampilan dalam menulis argumentasi, serta  $\text{sig} = 0.018 < 0.05$ . dengan demikian hipotesis pertama teruji kebenarannya yaitu terdapat pengaruh penguasaan kosakata dan motivasi belajar secara bersama-sama terhadap keterampilan menulis argumentasi bahasa Inggris. Dengan penguasaan kosakata yang dimiliki siswa dan mendorong siswa tersebut untuk menguasai tata bahasa secara bersama-sama maka akan meningkatkan keterampilannya dalam menulis argumentasi terutama pada pelajaran bahasa Inggris.

Dari informasi kuantitatif dan teori peneliti berpendapat bahwa penguasaan kosakata dan motivasi belajar berpengaruh secara bersama-sama terhadap keterampilan menulis argumentasi bahasa Inggris

### **2. Pengaruh Penguasaan Kosakata ( $X_1$ ) Terhadap Keterampilan Menulis argumentasi Bahasa Inggris (Y).**

Berdasarkan persamaan regresi sederhana dan hasil perhitungan dapat terlihat dengan jelas pada nilai  $\text{sig} = 0,018 < 0,05$  dan  $t_{\text{hitung}} = 3,953 > t_{\text{tabel}} = 1,684$  dengan demikian  $H_0$  ditolak dan  $H_1$  diterima yang berarti terdapat pengaruh yang signifikan variabel bebas  $X_1$  (penguasaan kosakata) terhadap Variabel Y (Keterampilan menulis argumentasi bahasa Inggris) hal ini bisa terjadi karena kurangnya penguasaan kosakata setiap siswa. Penguasaan kosakata berpengaruh signifikan dan dapat dilihat dari hasil tes tertulis yang dilakukan sebelumnya. Keadaan ini dapat dijadikan pembelajaran untuk lebih meningkatkan penguasaan kosakata tiap siswa.

Dari informasi kuantitatif dan teori tersebut maka peneliti berpendapat bahwa penguasaan kosakata berpengaruh signifikan terhadap keterampilan menulis argumentasi bahasa Inggris.

### **3. Pengaruh Motivasi Belajar ( $X_2$ ) Terhadap Keterampilan Menulis Argumentasi Bahasa Inggris (Y).**

Berdasarkan persamaan regresi sederhana dan hasil perhitungan dapat terlihat dengan jelas pada nilai  $\text{sig} 0,004 < 0,05$  dan  $t_{\text{hitung}} = 5,988 > t_{\text{tabel}} = 1,671$  dengan demikian  $H_0$  ditolak dan  $H_1$  diterima yang berarti terdapat pengaruh yang signifikan variabel bebas  $X_2$  (Motivasi Belajar) terhadap Variabel Y (Keterampilan Menulis argumentasi Bahasa Inggris) hal ini bisa terjadi karena kurangnya dukungan siswa sehingga motivasi belajar menjadi kurang, motivasi belajar siswa SMA masih membawa pengaruh yang dibawa pada pendidikan sebelumnya. Keadaan siswa bisa dilihat dari hasil angket yang dilakukan bila keadaan itu memungkinkan maka bisa dijadikan suatu pembelajaran yang baik untuk merubah menjadi hal yang positif.

## **KESIMPULAN**

1. Terdapat pengaruh yang signifikan penguasaan kosakata ( $X_1$ ) dan motivasi belajar ( $X_2$ ) secara bersama-sama terhadap keterampilan menulis argumentasi bahasa Inggris (Y). Hal ini dibuktikan dengan perolehan nilai  $\text{Sig} = 0,018 < 0,05$  dan  $F_{\text{hitung}} 7,749$ . Koefisien korelasi  $R = 0,796$  dan kuadrat dari koefisien korelasi sebesar 0,633, artinya keterampilan menulis argumentasi bahasa Inggris sebanyak 63,3% dipengaruhi oleh penguasaan kosakata dan motivasi belajar secara bersama-sama, dan sisanya dipengaruhi oleh variabel lain.

2. Terdapat pengaruh yang signifikan penguasaan kosakata ( $X_1$ ) terhadap keterampilan menulis argumentasi bahasa Inggris. Hal tersebut dibuktikan dengan nilai  $Sig$   $0,008 < 0,05$  dan  $T\mu$   $3,953$ . Dengan demikian dapat dikatakan bahwa terdapat pengaruh yang signifikan penguasaan kosakata terhadap keterampilan menulis bahasa Inggris.
3. Terdapat pengaruh yang signifikan Motivasi Belajar ( $X_2$ ) terhadap keterampilan menulis argumentasi bahasa Inggris. Hal tersebut dibuktikan dengan  $Sig$   $0,004 < 0,05$  dan  $T\mu$   $5,988$ . Dengan demikian dapat dikatakan bahwa terdapat pengaruh yang signifikan antara motivasi belajar terhadap keterampilan menulis bahasa Inggris.

#### DAFTAR PUSTAKA

- Bal, Mieke. *Narrative Theory: Critical Concepts in Literary and Cultural Studies*. London: Routledge. 2007.
- Brophy, Jere. *Motivating Students to Learn: Third Edition*. New York: Routledge. 2010.
- Dimiyanti dan Mudjiono. *Belajar dan Pembelajaran*. 1999.
- Feez, S dan Joyce H. *Text Based Syllabus Design*. 2002.
- Gorman, Philip. *Motivation and Emotion*. New York: Routledge. 2004.
- Gebhrad, Jerry G. *Teaching English as a Foreign or Second Language*. Michigan: The University of Michigan. 2006.
- Hyland, Ken. *Teaching and Researching Writing*. London: Longman. 2002.
- I.A, Suparman. *Aplikasi Komputer Dalam Penyusunan Karya Ilmiah (SPSS, Minitab, dan Lisrel)*. Tangerang: PT. Pustaka Mandiri. 2012.
- Knapp, Peter dan Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and*

*Assessing Writing*. Sydney: University of new South Wales Press Ltd. 2005

- Kern, Richard. *Literacy and Language Teaching*. New York: Oxford. 2000
- Long, Martyn. *The Psychology of Education*. New York: RoutledgeFalmer. 2000
- McCrimmon, James M. *Writing With Purpose*. 2006.
- Muhibbinsyah. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta. 2003.
- Passer, Michael W dan Ronald E. Smith. *Motivation and Emotion*. New York: Mc Graw Hill. 2004.
- Pradiyono. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi Offset. 2007.
- Pratama, Rizky Mirani Desi. 2018. Pengaruh metode Pembelajaran dan Kepribadian terhadap Keterampilan Berbicara Bahasa Inggris Siswa SMA Negeri di Cibinong. *Jurnal Wanastra* 10 (1): 59-64
- H. Sumaryoto, Prof. Dr. *Buku Panduan Penulisan Tesis*. Jakarta: Universitas Indraprasta PGRI. 2012
- Tan, Oon Seng, et all. *Educational Psychology: Second Edition*. Cengage Learning Singapore. 2011.
- Sadirman, A. M. *Interaksi dan Motivasi Belajar*. Jakarta: Rajawali Press. 2001.
- Webster, Leonard dan Patricie Mertova. *Using Narrative Inquiry as a Research Method*. 2007.

#### PROFIL PENULIS

Sayyid KHAIRUNAS, was born in Jakarta, 15 October 1989. The second child of three is a graduate of STBA Nusa Mandri Jakarta in 2013 and is currently continuing his master degree at the Indraprasta PGRI University majoring Teaching English and Education. Join the BSI since 2012, in the midst of busy life, he still took time to write articles, ideas, experiences, journeys, and views via his personal blog. HP: 085710222562 and email: sayyid.skh@bsi.ac.id

## Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Hasil Belajar Bahasa Inggris Di Kelas X Smk Swasta Tangerang Selatan

Anggraini<sup>1</sup>; Aspari<sup>2</sup>; Desy Tri<sup>3</sup>; Ani<sup>4</sup>

<sup>1</sup>Program studi Sistem Informasi Universitas BSI.  
[anggraini.ngg@bsi.ac.id](mailto:anggraini.ngg@bsi.ac.id)

<sup>2</sup>Program studi Sistem Informasi Universitas BSI.  
[aspari.spa@bsi.ac.id](mailto:aspari.spa@bsi.ac.id)

<sup>3</sup>Program studi Sistem Informasi Universitas BSI.  
[desy.dra@bsi.ac.id](mailto:desy.dra@bsi.ac.id)

<sup>4</sup>Program studi Administrasi Perkantoran Universitas BSI  
[ani.ark@bsi.ac.id](mailto:ani.ark@bsi.ac.id)

---

### Cara Sitasi:

Anggraini, Aspari, Anggarini, D. T., & Rakhmanita, A. (2019). Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Hasil Belajar Bahasa Inggris Di Kelas X Smk Swasta Tangerang Selatan. *Wanastra*, 11(1), 47–52.

---

**Abstract**—The purpose of this research is to know the influence of parents' educational background on the English language skills of vocational students in South Tangerang. The research method used is survey method. Samples of 72 students were randomly selected with a simple random technique. Data collection was done by documentation technique and questionnaire distribution. Data analysis using descriptive analysis and multiple regression analysis. Statistical test using *t* test and *F* test. The results showed: (1) there is a significant influence between the parent's student education background simultaneously from English Class X. This is evidenced by the value  $F_o = 28,204$  and  $Sig. 0,000 < 0,05$ . Contributions provided with parents' parent background variables contribute 45% to the English proficiency variable. (2) There is a significant influence on the ability of the students of the class X grade in SMK in South Tangerang. This is evidenced by the value of *t* arithmetic = 2.48 and  $Sig. 0.016 < 0.05$ . Variable of parental education background in improving English ability equal to 13,056%. (3) There is a significant influence on English proficiency. Student class X SMK in South Tangerang. This is evidenced by the value of *t* arithmetic = 4.881 and  $Sig. 0,000 < 0,05$ .

**Keywords:** Parents' educational background, English. Knowledge.

### PENDAHULUAN

Pendidikan bagi bangsa yang sedang membangun seperti bangsa Indonesia saat ini merupakan kebutuhan mutlak yang harus dikembangkan sejalan dengan tuntutan pembangunan secara tahap demi tahap. Pendidikan yang dikelola dengan tertib, teratur, efektif dan efisien (berdaya guna dan berhasil guna) akan mampu mempercepat jalannya proses pembudayaan bangsa yang berdasarkan pokok pada penciptaan kesejahteraan umum dan pencerdasan kehidupan bangsa kita sesuai dengan tujuan nasional seperti tercantum dalam alinea IV pembukaan UUD 1945.

Menguasai kemampuan bahasa Inggris sangat penting bagi siswa agar siswa bisa berkomunikasi dengan orang-orang dari negara lain dengan mudah, apalagi jika ingin melakukan perjalanan keluar negeri, adalah kewajiban bagi mereka untuk bisa berkomunikasi (Saputra, 2015)

Keberhasilan mengajar dalam belajar bahasa Inggris sebagian besar ditentukan oleh penguasaan empat kemampuan bahasa mereka; mendengarkan, berbicara, membaca, dan menulis. Salah satu keterampilan yang paling penting adalah berbicara (Arung, 2016) Berbicara adalah keterampilan yang rumit karena membutuhkan banyak elemen untuk sekaligus digunakan sekaligus (Harliana, 2014).

Peneliti ingin mengadakan penelitian di lembaga pendidikan, apakah latar belakang pendidikan formal orang tua yang tinggi berpengaruh terhadap kemampuan berbicara bahasa Inggris siswa. Untuk mencapai suatu tujuan diperlukan adanya sarana belajar yang memadai, pemenuhan belajar yang sangat penting bagi siswa untuk mengejar prestasi, lingkungan tempat tinggal dan adanya dorongan internal yang muncul dari dalam diri anak sehingga timbul suatu kebiasaan pada diri anak, hal itu merupakan pengaruh dasar dari orang tua apalagi pengaruh Religi pada diri anak yang sangat

mendarah daging begitupun pengaruh eksternal yang sangat berpengaruh terhadap kemampuan berbicara bahasa Inggris siswa tersebut.

Hakekatnya sangat berbeda sekali orangtua yang berpendidikan tinggi dengan orang tua yang berpendidikan rendah yang pasti kelihatan dalam pengaplikasiannya seorang anak dalam kehidupan perilaku sehari-hari, (Lee, 2011) orang tua yang berpendidikan tinggi mereka pasti lebih tahu dan mengerti cara mendidik dan mengarahkan anaknya, mereka mampu memberikan respon yang tepat dan pengasuhan yang efektif dan menyenangkan terhadap anaknya (Setyo, 2014). Melalui tercapainya sarana belajar yang memadai, lingkungan tempat tinggal terutama keluarga, minat belajar siswa dan latar belakang pendidikan formal orang tua yang berbeda, semua akan berpengaruh terhadap pencapaian hasil belajarnya terutama kemampuan berbicara bahasa Inggris siswa yang sangat diharapkan orang tua.

Kemampuan berbicara bahasa Inggris siswa tersebut dipengaruhi oleh banyak faktor, diantaranya faktor internal yang timbul dari anak itu sendiri dan faktor eksternal yang timbul diluar pribadinya terutama orang tua sangat berpengaruh dalam pencapaian prestasi anak-anaknya. Proses kemampuan berbicara bahasa Inggris siswa ditentukan oleh banyak faktor, seperti faktor manusia berupa latar belakang pendidikan orangtua dan anak didik itu sendiri, dan faktor non manusia seperti kurikulum, media belajar, metode, sarana dan perlengkapan belajar, gaya belajar siswa, serta faktor penunjang lainnya (Adnyani, 2016) Akan tetapi dari sekian banyak faktor tersebut diatas, faktor manusialah yang paling banyak memiliki peran dalam menentukan berhasil tidaknya pendidikan, yang dalam hal ini adalah kemampuan hasil belajar bahasa Inggris siswa. Oleh karena itu pengembangan sumber daya manusia perlu ditata dan dikelola dengan sebaik-baiknya.

Bukan hal yang fiktif lagi seorang anak yang memiliki kemampuan berbicara bahasa Inggris dan meraih nilai tinggi di setiap catatan buku laporan hasil belajar di sekolahnya, itu karena persepsi atas latar belakang pendidikan orang tua dan gaya belajar sangatlah besar. Namun kenyataannya tidak semua anak memiliki persepsi atas latar belakang pendidikan orang tua yang besar untuk belajar, dengan kata lain persepsi atas latar belakang pendidikan orang tua yang dimiliki anak berbeda (Cowan, 2011).

Berdasarkan pada pemikiran di atas, maka penulis merasa perlu melakukan penelitian tentang pengaruh latar belakang pendidikan orang tua terhadap kemampuan Mata pelajaran Bahasa Inggris dengan Judul **“Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Kemampuan Mata Pelajaran Bahasa Inggris (Hasil Belajar Bahasa**

## **Inggris) Siswa Kelas X SMK Swasta Di Tangerang Selatan”.**

Penelitian ini difokuskan untuk mengetahui seberapa signifikan pengaruh latar belakang pendidikan orang tua terhadap hasil belajar siswa khususnya mata pelajaran bahasa Inggris.

## **METODOLOGI PENELITIAN**

### **A. Populasi dan Sampel**

#### **1. Populasi**

Menurut (Sugiono, 2002) populasi adalah wilayah generalisasi yang terdiri dari objek atau subjek yang menjadi kuantitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan. Sementara itu (Arikunto, 1997) menjelaskan bahwa populasi adalah keseluruhan subjek penelitian. Sementara (Margono, 2003) mengatakan bahwa populasi adalah keseluruhan data yang menjadi perhatian didalam suatu ruang lingkup dan waktu yang sudah ditentukan.

#### **2. Sampel dan teknik pengambilan sampel**

Sampel adalah sebagian dari populasi yang menjadikan responden. Menurut (Winarno, 1982), untuk menentukan besar kecilnya sampel tidak ada ketentuan mutlak. Yang menjadi sampel dalam penelitian ini, sebanyak 72 orang siswa-siswi kelas X SMK Tangerang Selatan. Penentuan sampel ini mengacu pada pendapat Suharsini (Arikunto, 1997) yaitu bahwa apabila objek penelitian lebih besar dari 100 responden diambil 10 % sampai 15% atau 20% sampai dengan 30% tetapi apabila kurang dari 100 responden, maka responden atau sampel diambil seluruh. Dari pernyataan diatas, maka teknik pengambilan sampel dilakukan simple random sampling dengan ketentuan harus siswa-siswi kelas X SMK Swasta Tangerang Selatan. Jumlah sampel yang dilibatkan dalam penelitian adalah 72 siswa (15% dari populasi).

### **B. Teknik Pengumpulan Data**

Teknik pengumpulan data yang digunakan dalam penelitian ini adalah Angket atau kuesioner, Menurut (Arikunto, 1997) kuesioner adalah sejumlah pertanyaan tertulis yang di gunakan dalam arti laporan tentang pribadinya, atau hal-hal yang ia ketahui.

Instrumen Penelitian Instrumen atau alat yang dipergunakan dalam upaya pengumpulan data penelitian ini adalah model kuesioner (angket) yang disusun menurut model skala likert. Instrumen dibuat dengan 4 pilihan, yaitu SS (sangat setuju), S



(setuju), TS (tidak setuju), dan STS (sangat tidak setuju). Adapun tahapan-tahapan pembuatan instrumen ini dimulai dari penentuan variabel, indikator variabel, pembuatan kisi-kisi dan terakhir adalah mengubah kedalam bentuk pernyataan-pernyataan.

Table 1: Kisi-kisi Instrumen

N	Variabel	Indikator	Nomor butir	Jumlah butir
1	Kemampuan Mata Pelajaran bahasa Inggris siswa	Aktivitas melakukan, Membaca, dan <u>mendengarkan</u> Tingkat kesalahan mengucapkan kata, <u>membaca, dan mendengarkan</u> <u>Pencapaian target</u> Keberanian berbicara, membaca, dan mendengarkan	Variabel ini diukur melalui tes dengan skala skor 10 - 100	
Jumlah				
3	Pengaruh latar belakang pendidikan orang tua	Penguasaan bahasa Inggris Kemampuan komunikasi dengan anak Membimbing anak Memberikan dukungan	1,2,3 4,5,6 7,8,9 10,11,12	3 3 3 3
Jumlah				15

Sumber: Anggraini dkk (2018)

### C. Kalibrasi

Untuk mengetahui sejauh mana butir-butir instrumen mewakili apa yang akan diukur dari masing-masing variabel yang diteliti, tentu diperlukan uji instrument terlebih dahulu. Uji coba instrument ini dilaksanakan untuk mengetahui validitas (kesahihan) dan reabilitas (keterandalan) suatu instrument, agar dapat diterima sebagai instrument penelitian. Instrumen dikatakan valid apabila mampu mengukur apa yang hendak diukur. Sedangkan reabilitas mengacu pada konsistensi hasil evaluasi Kalibrasi kemampuan berbicara bahasa Inggris siswa dalam penelitian ini

menjawab pertanyaan dalam bentuk pilihan ganda dengan lima opsi. Dalam hal ini siswa cukup memilih salah satu jawaban yang telah disediakan dan dianggap paling tepat

Kalibrasi instrument kemampuan bahasa Inggris menjawab pertanyaan dari pilihan ganda akan mendapat nilai 1 (satu): benar diberi nilai satu, dan begitu pun sebaliknya apabila menjawab pertanyaan salah maka mendapat nilai 0 (nol): salah diberi nilai nol.

#### a. Validitas butir

Instrument kemampuan dalam mata pelajaran bahasa Inggris (hasil belajar) berupa pernyataan terdiri dari 40 butir pernyataan. Validitas butir instrument ditentukan dengan membandingkan antara besaran  $r_{xy}$  yang diperoleh dengan harga kritis  $r_{pearson}$ 's product moment pada  $N=35$ . Jika  $r_{hitung} > r_{tabel}$ , maka butir tersebut tidak valid dan selanjutnya digunakan untuk pengumpulan data. Sebaliknya, jika  $r_{hitung} < r_{tabel}$ , maka butir tersebut tidak valid dan selanjutnya tidak digunakan dalam penelitian. Dalam tabel harga kritis  $r_{tabel}$  pearson's product moment diketahui 0.334 untuk  $N = 35$  dengan 0.05. uji validitas instrument kemampuan dalam mata pelajaran (hasil belajar) bahasa Inggris dilakukan dengan bantuan SPSS versi 22 for windows.

#### b. Reabilitas Instrumen

Reabilitas terhadap butir-butir instrumen kemampuan berbicara bahasa Inggris siswa yang valid dianalisis dengan teknik Alpha Cronbach. Penghitungan koefisien reabilitas instrument dilakukan setelah butir yang tidak valid tidak digunakan dalam penelitian sehingga tidak diperhitungkan dalam penelitian ini, penghitungan dilakukan dengan menggunakan bantuan program SPSS 22 for windows.

### Teknik Analisis Data

#### 1. Analisis Deskriptif

Setelah data terkumpul peneliti melakukan tabulasi dan menganalisa jawaban dari instrument. Tabulasi data menggunakan SPSS Versi 2.2 for windows. Dalam menganalisa deskripsi akan diperoleh tabel frekuensi data grafik polygon, dan histogram dari variabel. Lebih lanjut, setiap kelompok data akan di proses dan dianalisis untuk mengukur tendensi sentral dan nilai rata-rata, median, varian, standar deviasi dan kurtosis menggunakan SPSS versi 2,2 for windows.

#### 2 .Pengujian Persyaratan Analisis

##### a. Uji Normalitas

Untuk mengetahui persyaratan pengujian hipotesis, maka di gunakan pengujian normalitas sampel dimana untuk mengetahui apakah semua variabel penelitian mengikuti distribusi normal. Pengujian normalitas sampel dalam penelitian ini dilakukan dengan uji kolmogorov-smirnov (KS) dengan taraf signifikan  $\alpha = 0.05$ ; dengan kriteria jika nilai sig  $> 0.05$ ; maka data tidak berdistribusi normal.

**b. Uji Multikolineritas**

Uji multikolineritas bertujuan untuk menguji apakah model regresi ditemukan adanya korelasi yang sempurna antar variabel bebas (independen). Model regresi yang baik seharusnya tidak terjadi korelasi yang sempurna diantara variabel bebas. Salah satu cara untuk mendeteksi adanya multikolinearitas adalah dengan melihat tolerance atau variance inflation factor (VIF). Apabila tolerance lebih kecil dari 0,1 atau nilai VIF diatas 10, maka terjadi multikolineritas. Aturan berikutnya adalah jika nilai tolerance dan VIF mendekati angka 1 maka dalam analisis regresi ganda tidak ada multikolinearitas.

**c. Uji Heteroskedastisitas**

Pengertian tentang heteroskedastisitas adalah apabila kesalahan atau residual yang diamati tidak memiliki varian yang konsta. Salah satu metode untuk menunjukkan heteroskedastisitas adalah dengan membuat scatter plot antara standardized Residual (ZRESID) dan standardized Predicted (ZPRED).

**3. Teknik Pengujian Hipotesis**

Teknik Analisis data yang penulis gunakan adalah regresi ganda (menggunakan program SPSS), Analisis regresi ganda adalah semua alat analisis peramalan nilai pengaruh variabel bebas terhadap satu variabel terikat, untuk membuktikan ada atau tidaknya pengaruh antara variabel bebas dengan variabel terikat. Dalam prakteknya proses perhitungan dilakukan dengan SPSS. Prosedur pengujiannya adalah sebagai berikut.

**Pengujian Signifikan Garis Regresi**

Hasil pengujian signifikan garis regresi dilihat dari output program SPSS melalui analisis PadaTable 2 dibawa ini.

Table 2: Table data Anova

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

Total
X <sub>i</sub> (Constant): Predictors .a,
Y : Variabel Dependent .b

Sumber: Anggraini dkk (2018)

Kriteria Signifikansinya adalah:

Jika digunakan kolom Sig, maka kriteria signifikansinya adalah:

Kriteria signifikansinya adalah:

“ jika sig  $> 0,05$  maka koefisien regresi tersebut signifikan”. Jika digunakan kolom F, maka kriteria signifikansinya adalah

“ jika F hitung  $> F$  tabel maka koefisien regresi tersebut signifikan”.

T tabel dipilih sesuai dengan ketentuan pengujian statistik pada distribusi F, yaitu taraf nyata derajat (dk) pembilang = k dan derajat (dk) penyebut = n-k-1, dimana n adalah banyaknya anggota sampel dan k adalah banyaknya variabel bebas.

**HASIL DAN PEMBAHASAN**

**A. Deskripsi Data**

**1. Data Kemampuan berbicara bahasa Inggris (Y)**

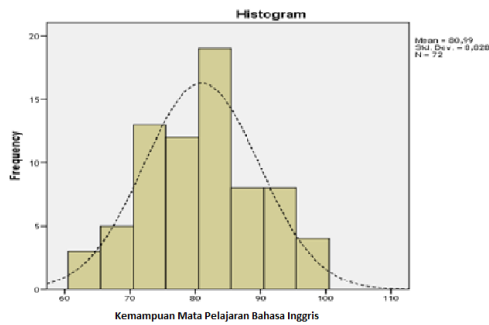
Data kemampuan mata pelajaran (hasil belajar) bahasa Inggris diperoleh dari dari kuisioner yang di jawab oleh 72 siswa. Skor yang di peroleh adalah terendah 63, skor tertinggi 98, skor rata-rata sebesar 80,99, median sebesar 83, modus sebesar 83 dan simpangan baku sebesar 8,828.

Tabel3: Deskripsi Kemampuan Mata Pelajaran (hasil belajar) bahasa Inggris

Statistics		
Kemampuan Mata Pelajaran Bahasa Inggris		
N	Valid	72
	Missing	0
Mean		80,99
Median		83,00
Mode		83
Std. Deviation		8,828
Minimum		63
Maximum		98

Sumber: Anggraini dkk (2018)

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa kemampuan mata pelajaran bahasa Inggris siswa kelas X SMK Swasta di Tangerang Selatan adalah baik. Hal ini diindikasikan dengan perolehan nilai rata-rata sebesar 80,99.



Sumber: Anggraini dkk (2018)

Gambar 2: Histogram Variabel Kemampuan Mata Pelajaran bahasa Inggris

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa data kemampuan mata pelajaran bahasa Inggris siswa kelas X SMK Swasta Tangerang Selatan memiliki sebaran yang normal.

2. Data Persepsi atas latar belakang pendidikan orang tua (X)

Data latar belakang pendidikan orang tua diperoleh dari kuisioner yang di jawab oleh 72 siswa dihasilkan skor terendah 29, skor tertinggi 73, skor rerata sebesar 51,93, median 53, modus sebesar 49, dan simpangan baku sebesar 8,436 Tabel 4. Deskripsi data Penelitian Persepsi atas Latar Belakang Pendidikan orang tua

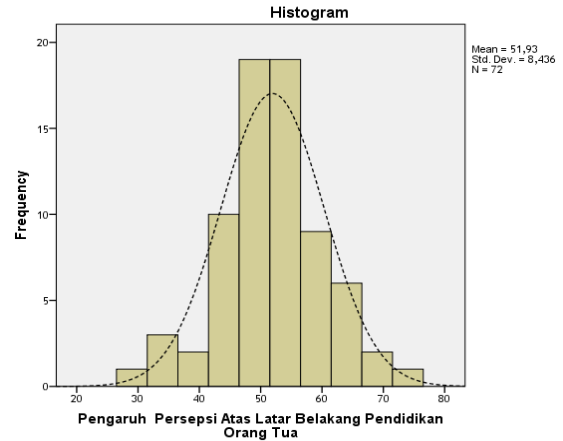
Table 4: Pengaruh persepsi latar belakang orang tua

Statistics		
Pengaruh Persepsi Atas Latar Belakang Pendidikan Orang Tua		
N	Valid	72
	Missing	0
Mean		51,93
Median		53,00
Mode		49
Std. Deviation		8,436
Minimum		29
Maximum		73

Sumber: Anggraini dkk (2018)

Dari hasil perhitungan di atas, maka bisa dikatakan bahwa pengaruh latar belakang pendidikan orang tua siswa kelas X SMK Swasta Tangerang Selatan cukup baik. Hal ini di indikasikan dengan perolehan skor rerata sebesar 51,93 mendekati nilai mediannya.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut



Sumber: Anggraini dkk (2018)

Gambar 3: Persepsi atas latar belakang pendidikan orang tua

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa latar belakang pendidikan orang tua siswa kelas X SMK Swasta Tangerang Selatan memiliki sebaran yang normal.

## B. Uji Persyaratan Analisis Regresi

### 1. Uji Asumsi Klasik

#### a. Uji Multikolinieritas

Uji multikolinieritas bertujuan untuk menguji apakah model regresi ditemukan adanya korelasi yang sempurna antar variabel 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 multikolinieritas.

Table 6 Uji Multikolinieritas

Coefficients <sup>a</sup>		
Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
persepsi atas latar belakang pendidikan orang tua	,747	1,338

Sumber: Anggraini dkk (2018)

Hasil uji multikolinieritas pada tabel di atas diketahui bahwa hasil Tolerance  $0,747 > 0,1$  atau varian inflation factor (VIF)  $1,338 < 10$ . Sehingga dapat dinyatakan bahwa tidak ada multikolinieritas

terhadap persepsi latar belakang pendidikan orang tua siswa pada analisis regresi ini. sumbu Y. Hal ini menunjukkan bahwa tidak terjadi heteroskedastisitas pada model regresi tersebut, sehingga dapat dipakai untuk memprediksi variabel kemampuan mata pelajaran bahasa Inggris berdasarkan persepsi atas latar belakang pendidikan orang tua.

## KESIMPULAN

Pada bagian kesimpulan ini, penulis uraikan secara singkat hasil penelitian yang diperoleh di lapangan dapat ditarik simpulan sebagai berikut; 1) Terdapat pengaruh yang signifikan latar belakang pendidikan orang tua terhadap kemampuan mata pelajaran bahasa Inggris siswa kelas X SMK Swasta Tangerang Selatan. Hal ini dibuktikan dengan perolehan nilai  $F_0 = 28,204$  dan  $Sig. 0,000 < 0,05$ . Kontribusi yang diberikan variabel latar belakang pendidikan orang tua memberikan kontribusi sebesar 45 % terhadap variabel kemampuan mata pelajaran bahasa Inggris. 2) Terdapat pengaruh yang signifikan latar belakang pendidikan orang tua terhadap kemampuan mata pelajaran bahasa Inggris Siswa kelas X SMK Swasta Tangerang Selatan. Hal ini dibuktikan dengan perolehan nilai  $t_{hitung} = 2,48$  dan  $Sig. 0,016 < 0,05$ . Variabel latar belakang pendidikan orang tua dalam meningkatkan kemampuan berbicara bahasa Inggris sebesar 13,056 %.

## REFERENSI

- Anggraini & Aspari. (2018). Laporan Akhir Penelitian Mandiri.
- Adnyani, I. K. (2016). Motivasi dan sikap bahasa mahasiswa jurusan pendidikan bahas Inggris Undiksha. *Research Gate* , 2303-288x.
- Arikunto, S. (1997). *prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka cipta.
- Arung, F. (2016). improving student's speaking skill trough debate technique. *journal of English Education* , 2502-6909.
- cowan, p. a. (2011). parenting and the child's world influences on academic, intellectual, and social-emotional development. *research gate*
- Harliana, S. (2014). Problem of teaching speaking for private SMA in Malang, *research gate journal*.
- Lee, J. (2011). The effect of parent's academic background on children's academic achievement. *Research gate* .

Margono. (2003). *metodologi penelitian pendidikan*. Jakarta: Tineka cipta.

Saputra, J. B. (2015). communivative language teaching:changing students' speaking skill. *premise Journal* , 2442-482x.

Setyo, a. (2014). jurnal ilmiah pendidikan bimbingan konseling.

Sugiono. (2002). *statistik untuk penelitian*. Bandung: cv Alfabeta.

Winarno, S. (1982). *pengantar penelitian ilmiah*. Bandung: Tarsito.

## Profil Penulis

### Penulis 1

Anggraini, M.Pd lahir di Sawahlunto, 19 December 1985. Lulusan dari STKIP Kusuma Negara Jakarta Progra studi Pendidikan Bahasa Inggris and Pasca Sarjana Universitas Indraprasta PGRI Jakarta Program Magister Pendidikan Bahasa Inggris. Sudah mengajar selama 10 tahun. Sekarang aktif sebagai dosen di UBSI Bogor dari sejak 2010 sampai sekarang.

### Penulis 2

Aspari, SS., M.Pd. lahir di Sumenep, 17 Januari 1980. Lulusan Diploma Teknik Informatika MAGMA Malang tahun 2001, S1 Jurusan Sastra Inggris dari STBA Nusamandiri, dan S2 Pendidikan Bahasa Inggris di Universitas Indraprasta PGRI Jakarta. Pengalaman mengajar sudah lebih dari 17 Tahun. Dan aktif sebagai Dosen di UBSI Bogor dari sejak tahun 2010 sampai sekarang.

### Penulis 3

Desy Tri Anggarini, SE, MM. lahir di Semarang, 25 Desember 1978. Lulusan S1 Fakultas Ilmu Ekonomi Studi Pembangunan Universitas Diponegoro Semarang dan S2 Magister Manajemen Universitas Trisakti Jakarta. Mengajar di Universitas BSI sejak 2011 sampai sekarang.

### Penulis 4

Ani Rakhmanita, SE, MM. lahir di Jakarta, 26 Juli 1981. Lulusan S1 Fakultas Ilmu Ekonomi Akuntansi Universitas Krisna Dwiapayana dan S2 Magister Manajemen Universitas BSI Bandung. Mengajar di Universitas BSI sejak 2007 sampai sekarang.

## The Reasons Of The Main Character In Using Slang Words In *Deadpool 2* Movie Directed By David Leitch

Aning Kartina<sup>1</sup>, Maulani Pangestu<sup>2</sup>

<sup>1</sup>Universitas Bina Sarana Informatika  
[aningkar0508@bsi.ac.id](mailto:aningkar0508@bsi.ac.id)

<sup>2</sup>Universitas Bina Sarana Informatika  
[maulani.mpu@bsi.ac.id](mailto:maulani.mpu@bsi.ac.id)

---

### Cara Sitasi:

Kartina, A., & Pangestu, M. (2019). The Reason Of The Main Character In Using Slang Words In *Deadpool 2* Movie Directed By David Leitch. *Wanastra*, 11(1), 53–60.

---

**Abstract:** *In a movie the main character is the most important part beside the story itself. Through the main character, we could know the meaning of the movie, the moral message etc. While in Deadpool movie the dialogue dominant by the slang words since the main character is the one who built the story then this study only focus with the main character only. The objective of this study is to find out how many slang word found and reason the main character using slang word in Deadpool 2 movie directed by David Leitch. The analysis only focused on main character dialogues. The method used in this analysis is descriptive qualitative method with the library and internet research. The analysis comes with several processes. First, watched the movie several times to find out how many slang words used by main character. Second, take note of slang words found based on the theory of Coleman and then analyzing the reason main character using slang word based on the theory of Wijaya. The results of analysis found 66 data applied. The result of analysis also found how slang words can be used by main character to express his emotions.*

**Keywords:** *Deadpool 2, Movie, Main Characters, Slang Words.*

### INTRODUCTION

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

A translator always risks inadvertently introducing source-language words, grammar or syntax into the target-language rendering. On the other hand, such "spill overs" have sometimes imported useful source-language calques and loanwords and have enriched target languages. Translators, including early translator of sacred texts, have helped shape the very languages into which they have translated.

Human beings cannot be separated from language; language is one of way to communicate. Language does not only about writing or speaking, but also about reading and listening. Language is also another way to express feelings. Language can be

expressed through words in poet, song, story, and speech. People communicate to exchange or convey something by speaking or writing. Everyday people need to communicate each other whether directly face-to-face or indirectly, for example through smartphone, or email. Communication can be very easy through calls, text messages, and even video calls.

The important part of communication is language. English become the universal language because most of the countries use English as their first language. Many people are required to be able to speak more than one language, especially English, because if people can speak English fluently they will have no communications problem when go to other countries. In Indonesia English is very important too because now many companies in Indonesia need employees who is able to speak English. Even in elementary school there is already an English lesson.

Now learning English is not very difficult. Besides school, people can learn English by listening to English songs, watch English movies, to do communication with foreigner which are far away

through the application social media or instant messages such as facebook and practice daily conversation with friends or family in English.

Along with the development of the times, language also develops. Many trend words appear and form new terms that called slang. Slang language is the variety of unofficial language consists of words and expressions which will not be found in the dictionary and its seasonal because slang are constantly changing, developing and it is an up-to-date language.

Slang language is usually used every day, but it should be noted that the use of slang should be seen by whom people speak, as some of these slang words and expressions seem rude or disrespectful. Slang words do not only occur in real life, but also in song lyric or movies.

Movie is known as a motion picture, movie is an art that contains moving images that are combined into a story with the actors and actress who have a role. Movie is also a form of expression, thoughts, ideas, concepts, feelings and moods of a human being visualized into a story. Most movies are fictional stories, but there are also based on true stories.

Many movies used the slang words and *Deadpool* is one of them. *Deadpool* is American Superhero film based on the Marvel Comics character of the same name. *Deadpool 2* released on May 2018 directed by David Leitch and distributed by 20th Century Fox. This movie is enjoyable because the genre movie is action with comedy and the main characters use slangwords in many situation and condition.

Based on the reason above, this study would like to analyze the slang words used by the main character in *Deadpool 2* movie, types and the reasons.

#### **A. Definition of Sociolinguistics**

Sociolinguistics is the study of languages that have relationships with society. Sociolinguistics not only learns about languages but also learn about aspects of language used by society. According Herk in (Putra, 2016) Sociolinguistic is "The scientific study of the relationship(s) between language and society." It means that sociolinguistics is a study related to language and society, two fields of science that have a close relationship because language is the object of society to interact or communicate.

Meanwhile Holmes in (Meinawati & Dewi, 2017) explained, "Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different

social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning." It means sociolinguistics as a study that intends or aims to learn how about the relation of language use with social behavior.

In addition (Suhardianto & Ambalegin, 2017) said "Sociolinguistics deals with the social aspects contained in society. Sociolinguistics also discusses the different variations of language used in society in describing social phenomena such as the use of slang." It means that sociolinguistics is not only about language and society, but also variation languages in society and slang is one of them.

Based on the explanation above, it is concluded that sociolinguistics is the study of the relationship of language with society, and the variations of language used to daily communicate.

#### **B. Definition of Slang Words**

Slang is an unofficial language. Slang is not included in the standard language and normally used by certain social groups. Slang language usually used in informal situation. According to Astriyani in (Aryawan, 2017) "Slang is a kind of code or secret language which is used by some people or community group in society." It means that slang language is actually a special and secret, because it has a purpose to prevent others from knowing what a group is talking about.

In addition Yanchung and Yanhong also states in (Aryawan, 2017) "Slang is part of a language that is out from the standard usage of daily life language that may consists of new vocabularies and phrases with extended meanings attached to the original terms or words that belongs to a particular group." It means that slang usually used by particular group of people, teenagers or certain social groups to communicate and varying their language in order to keep the secret of what they are talking about.

According to Keraf in (Egilstiani, Wahya, & Darmayanti, 2015) slang word is "an informal word that arranged typically in a conversation." It means slang language sometimes often used in conversations both in oral and written in social media or instant messaging such as facebook and twitter.

Based on explanation above, it is concluded that slang is an informal language variation and usually used by teenagers and certain people or groups to communicate, expressed feeling and the meaning of the word is only known by themselves.

### C. Reasons of Using Slang Words

Slang word can make people become more creative, because by using slang word people can create new variations of languages. According to (Wijaya, 2014b) "When someone uses slang, she/he exposes ideas, feeling, attitude as how she/he wants to perceive the people that talk to and how she/he wants those people to perceive her/him, to infer what she/he means." That means that when people use slang word, people can express ideas, feelings, moods, emotions and attitudes as they want to show to others.

According to Pardede and Kisno in (Cong & Silitonga, 2015) "Slang can be used by those inside a group who share ideas and attitudes as a way of distinguishing themselves from others." It means slang can be used by certain group to share ideas and they can together form their own identity.

In addition Flexer in (Rachmijati, 2015) said the use of slang is "An efficient and effective way in communicating thoughts and feelings. Through slang people can make communication more quickly, easy and personal." It means that slang concept has a purpose to communication with the expression used, so that the communication process can be delivered easily and concisely.

Based on explanation above, it is concluded that the reason for certain people and group using slang word is for expressing and conveying their emotions or feeling such as love, disappointment, happy, sad and anger, so that people can communicate in easy way.

### D. Movie

Nowadays movie became a popular thing, movie has become the most awaited entertainment today. Watching movies is a hobby most liked by people around the world, adults, teenagers and even children. Movies are progressing a lot, at first the movie is only black and white, noiseless, but with the development of the times, now the movie already has a high quality picture and sound. Movie also has many genres such as action, horror, animation, fantasy, comedy, drama, romance and more.

According to Hornby in (Putra, 2016) "Movie is a series of moving pictures recorded with sound that tells a story, shown at the cinema (movie theatre)–synonym with Film." It means movie is the formation of recorded images and sounds in which there are various elements of art. Movies are produced based on composed stories, and are

played by actors and actresses. In general, movie is a story that is shown in the cinema.

According to (Arfani, 2018) "Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement." It means movie is able to tell a lot in a short time only with pictures and sounds, when watching a movie the audience seems to be able to enter the story.

In addition (Safranji, 2015) states "Movies are motivating media due to encompassing various topics and they are presented with both audio and visual" It means movie can also be considered as a medium of communication and a good educator through the message contained in the film.

Based on the explanation above, it has been concluded that movie has many benefits. First, watching a movie can be for entertainment, because movies become a media that is able to provide entertainment for the public in general. Second, the film can also be a teacher because it can give a huge influence on the audience through the message contained in it.

### E. Main Characters

The success of a movie can not be separated from the leading role or known as the main character, because main character can always be the main focus and the most attention to the audience. According to (Kusumawati, 2013) "Character is the most obvious form of literary representation of an individual within a larger imaginary situation." It means that movie has a wide variety of characters that complement each other, so it can provide conflict, plot, and the development of the story which are desired.

According to Koesnosobroto in (Meinawati & Dewi, 2017) says:

"Characters can be divided into two kindly major or main character and minor character. Major character is the most important character in a story. Basically, story is about main character, but main character cannot stand alone, main character needs other characters to fill the story to be more convincing and feels alive"

From the definition above, it means that the main character plays an important role. But, the main character also needs other roles such as the existence of the supporting roles for success, so the story can be more interesting and relatable because film without another character seems flat.

Stanton also state in (Meinawati & Dewi, 2017) “Main character is commonly used in two ways. The first is that character designates the individuals who appear in the story. The second is that character refers to the mixture of interests, desires, emotions, and moral principles the makes up each of these individuals.” It means that in the film the main character takes the largest part of the story, in other words the main character is the most widely told figure.

Based on the explanation above, it is concluded that main characters can be said as the key to the success of a movie, because the main character is the figure that became central in the story. The main character is also helped by some supporting role so that the story can be more perfect. Therefore, it is indeed important to find the reason of the main character use the slang words and it is the reason why the writer writes this research. This research limits the object of the study on the main character only so that we can focus the reason behind the using of the slang words of the main character. We limit it into main character because the story is mostly built up by the main character.

## METHODOLOGY RESEARCH

The objective of this study is to find out how many slang word found, types of slang words and reason the main character using slang word in *Deadpool 2* movie directed by David Leitch.

The analysis only focused on main character dialogues. The method used in this analysis is using descriptive qualitative method with the library and internet research. The analysis comes with several processes.

The results of analysis found 66 data applied and found the total of 4 types of slang words are used by main character. The most types of slang words used is vulgar slang occurs 49 times, followed by teenager slang occurs 13 times, then sex slang occurs 3 times and hip hop slang occur only one time. The result of analysis also found how slang words can be used by main character to express his emotions.

Based on the explanation above, there are following steps that are done in this study. First, watched the movie several times to find out how many slang words used by main character. Second, take note of slang words found then classify the types of slang words based on the theory of Coleman and analyzing the reason main character using slang word based on the theory of Wijaya.

## FINDINGS AND RESULT

The data in study are slang words spoken by the main character in *Deadpool 2* movie. The movie released in 2018 in Hollywood, The United States of America and directed by David Leitch.

In this part, the writers present the research result slang words found in *Deadpool 2* Movie. The writers analyze each of the main character’s dialog in order to find out the slang word, the types of slang words and the reason why main character using slang word. The writers analyze the slang word used the theory as shown in before.

### A. Most Types of Slang Words Used by Main Character

*Deadpool 2* is American superhero film based on the Marvel Comics. *Deadpool 2* tells a story about Wade Wilson a mutant named Deadpool who trying to protect a mutant named Russell who are targeted by Cable (the time traveller). Slang word can be found in *Deadpool 2* movie, because the main character often used slang words.

In this section, the writer will analyze the slang words then identified types of slang word used by main character. The writer has been watched the movie several times and found many slang words occur in this movie. The writer classify the types of slang words used the theory by Coleman in (Ulhasanah, Yanti, & Rina, 2016) there are teenager slang, vulgar slang, sex slang and hip hop slang.

Based on theory of Coleman, the writer found all types of slang words used by main character in *Deadpool 2* Movie. The types and the meanings of the slang words will be presented in the following discussions.

**Table 1 The types of slang words found in *Deadpool 2* movie**

No.	Types of Slang	Quantity
1.	Teenager Slang	13
2.	Vulgar Slang	49
3.	Sex Slang	3
4.	Hip Hop Slang	1

From the table above, it can be seen that most types of slang words used by main character is vulgar slang then followed by teenager slang, sex slang and the last is hip hop slang. Then each of the types of slang words by the most used will be discussed, they are:



1. Vulgar slang is the most types of slang words used by main character, with “fuck” the most words used. In this movie the usage of vulgar slang is more used than the another types of slang words, because in this movie the main character often used slang words that contain rude, dirty meaning and unpleasant words in many situations and conditions.

### Vulgar slang

Vulgar slang is slang words has dirty meaning, it makes this term considered as a rude. Saying these words is impolite and unplesant may bother some people, such as “fuck”, “bitch” and “shit”. There are 7 examples that belong to vulgar slang.

#### Data 10

Wade : “**Pile of shit** father took off and bailed, and..”

“It's not like I have a lot of strong role models to draw off of for

Todd.“ (In Wade’s house, 00:10:11)

Vanessa : “Hey. Look at me. You are not your father.”

This slang words identified as vulgar slang, because contain shit words which has rude meaning. In slang **pile of shit** can be used to describe a person who totally worthless and useless. In this dialogue when main character and his wife talk about family, main character said **pile of shit** which refer to his father, because his father left him since a kid.

#### Data 16

Negasonic : “Wade, Yukio. Yukio, Wade.”

Deadpool : “What in the **fuck knuckle** is this?”(In the X-Men’s dorm, 00:22:14)

This slang words is identified as vulgar slang, because the fuck word in English has the dirty meaning which is having sexual intercourse with someone, but in slang fuck has several meaning. In this dialogue Deadpool used **fuck knuckle** to Negasonic, because Negasonic came and introduced her girlfriend. **Fuck knuckle** has meaning an idiot or annoying person.

#### Data 20

Deadpool : “One of the **asshole** who killed Vanessa got away.

Colossus : “Wade.. Whoever they are, we track them down and bring them to justice.”

Deadpool : “Its me, I’m the **asshole** who got away.” (In the X-Men’s dorm, 00:24:06)

This slang word is identified as vulgar slang, because **asshole** has dirty meaning. In slang **asshole** is common word for jerk or person who doesn't treat people with respect. In this dialogues main character calling himself **asshole** because he can't save Vanessa, his wife. When Wade and Vanessa celebrate their anniversary, Vanessa was shot by Deadpool’s enemy in their house.

2. Teenager slang is the second often used by main character, but not as much as vulgar slang. In this movie, main character used teenager slang to varieties his languages, such as “jelly” is another word for jealous.

### Teenager Slang

Teenager slang is a trully popular slang word in teenage life because teenage can variation their language to replace some words which sounded too old with a new words that sounded cool. One of many reasons why teenagers like to use slang word in their daily conversation is because slang word make them more creative. There are 6 examples that belong to teenager slang;

#### Data 5

“Hit it **dolly!**” (In the Bar, 00:03:36)

**Dolly** is identified as types of teenager slang. In this dialogue Deadpool called **dolly** to woman who works at the bar, but **Dolly** is not her name, because **dolly** is a way to describing person or anything that is cute or doll-like. **Dolly** also can be used to call a beautiful young woman who is kind and generous, but can also be childish and playful.

#### Data 17

Negasonic : “She’s my girlfriend, you intolerant shit”

Deadpool : “Whoa! **Pump the hate brakes**, fox and friends. I’m just surprised anyone would date you.” (In the X-Man’s dorm, 00:22:19)

This slang words is identified as types of teenager slang, because in this dialogue the main character said **pump the hate brakes** to Negasonic, which the meaning is to ask someone to slow down when trying to make conclusion about someone or something.

3. Sex slang found only a few in this movie. Because in this movie main character used sex slang which is “dick” and “prick” to describe people as fool, annoying or person who like to mess around.

### Sex Slang

Today many people are using sex slang. Sex slang usually insert words like male or female genitals such as “dick” or “cock” to be produce as slang words, but this slang words does not have meaning for sex. There are 2 examples belong to sex slang;

#### Data 45

Domino : “Okay, I’m over the convoy. Where did the rest of the team land?”

Deadpool : “Good news and bad news.” “The good news is I don’t think anyone’s gonna miss Shatterstar. He was a bit of **prick**” (In the street, 01:03:07) ]

This slang word is identified as sex slang, because **prick** is another words for penis or male genitals, but in slang words **prick** has meaning someone who is completely worthless. In this dialogue **prick** used by main character when he talk with Domino. Deadpool called Shatterstar **prick** because he is not helpful as a member of X-Force. When X-force jump from helicopter by parachuting in mission to rescue Russell, Shatterstar dead falling into another helicopter blades.

#### Data 55

“Because honestly, he’s a bit of **dick**, and like a lot of **dicks**.” (In the X-Men’s dorm, 01:22:36)

**Dick** is identified as types of sex slang, because dick in English has meaning the male genital, but in slang words **dick** has meaning fool, idiot or mess around. **Dick** in slang words usually for man, because women can’t describe as dick. In this dialogue Deadpool said **dick** refer to Juggernaut, because Juggernaut want to help Russell to kill the headmaster in mutant rehabilitation.

4. Hip hop slang is less used, in this movie the writer found only one word of the hip hop slang used by main character, which is “momma”. Because hip hop slang is extremely rare in the movie if that has no relation with hip hop.

### Hip Hop Slang

Hip hop slang usually used by certain group like rapper, hip hop slang usually can be found in song with RnB genre and rap lyric. But there are some

hip hop slangs that can be used by others such as “savage”, “dab”. There is only one example that belongs to hip hop slang;

#### Data 48

“Showtime **Momma**” (In the street, 01:06:05)

**Momma** usually used by hip hop group as slang word for mother, wife or women. But **momma** can be used by youth people also, not only hip hop. In this dialogue Deadpool used **momma** to calling Domino who were driving the car to avoid Cable who wants to kill Russell.

## B. Reason Main Character Using Slang

In this section, the writer analyze each of the main character’s dialogues and used theory by (Wijaya, 2014a) in order to find out the reason main character using slang words. Based on theory by Wijaya, the writer has conclude that slang words can be used by certain people or group to communicate and express their feeling, moods and emotions such as love, disappointment, anger, etc.

### 1. Expressing Love

Expressing the feelings of love is something that can be done in various ways. Expressing love not only to family or lovers, but also to friends. Slang words can be used by someone to expressing their love to others.

- a. (In the helicopter, 01:02:06)

“I’ll never let anything happen to you, **Sugarbear**.”

**Sugarbear** is a male person which personality is sweet as honey. In this dialogue, Deadpool and X-Force in helicopter to rescue Russell and avoid Cable. Before jump by parachuting, Deadpool expressing love to Peter the X-Force member by calling Peter **Sugarbear**.

- b. (In the Essex house or Mutant Rehabilitation, 01:39:59)

“Hey, you’re superhero now **Bubba**”

**Bubba** used to expressing love, because bubba is a sweet nickname give to someone who is like brother, someone special or close friend. In this dialogue, when Deadpool is dying, he holds the Russell hand and calling Russell with **bubba**.

### 2. Expressing Disappointment

Disappointment is the expressing feeling of dissatisfaction that follows the failure of expectations. There may be times when people feeling disappointment. People might be disappointed with other people, even with ourselves. Slang can be used by someone to express their feelings of disappointment.

a. (In the Ice Box, 00:46:03)

“What kind of spineless **shit sticks** tries to kill 14 years old boy?”

In this dialogue, Deadpool said **shit sticks** when fighting with Cable. Deadpool express his disappointment to Cable because Cable wants to kill Russell to prevent Rusell from killing Cable’s family in the future. **Shit sticks** have meaning useless person or a person who messed around.

b. (In the X-Men’s dorm, 01:23:28)

“You know what? Doing the right things is sometimes messy and **fucked up**, and not particullary convenient.”

The main character use **fucked up** to express his disappointment to Colosuss, because Colosuss doesn’t want to help to against Russell and Juggernaut in Mutant Rehabilitation. In this dialog the main character used **fucked up** is not as literal meaning, but **fucked up** is something that's messed up or something that didn't go right.

### 3. Expressing Anger

In everyday life, people often feel angry or annoying either to others people or something. Many slang words can be used to express anger; it means slang can be used by someone when they are angry or to express their angry feelings.

a. . (In Essex house or Mutant Rehabilitation, 00:33:17)

Colosuss : “Wade, what did you do?”

Deadpool : “That kid was abused. You can tell, you can always tell.”

Colosuss : “We have rules. You are not judge, jury or executioner.”

Deadpool : “**Fuck** your rules. I fight for whats right”

**Fuck** is seen as the most vulgar word, **fuck** can be used in almost every informal situation and to

express any emotion. In this dialogue main character used **fuck** to express his anger to Colosuss, because Colosuss do not allow Deadpool to kill people who hurt Russell in Mutant Rehabilitation.

b. (In the bar, 00:55:03)

“You shut your **Goddamn** trash mouth”

**Goddamn** usually used to expressing of anger, surprise, or frustration. **Goddamn** just a swear word, which is a combo of God and damn. In this dialogue Deadpool said **Goddamn** to his best friend named Weasel because Weasel annoying.

Above are the examples of slang words used by the main character in *Deadpool 2* movie.

The writes classify the examples based on the type of the slang words.

### CONCLUSION

After analyzing, the writers would like to make some conclusions about slang words of the main character in *Deadpool 2* movie directed by David Leitch. Slang is informal languages used by certain people or group to communicate and the meaning of slang language is actually a special and secret, because it aims that other people not know what is being discussed. Slang words always develop and changes from time to time, that causes slang to be seasonal and not last long. Based on the discussion above, the writers get some conclusions from this research are as follows:

There are four types of slang words according to Coleman (Ulhasanah et al., 2016). In this research the writer found all the types of slang used by main character such as teenager slang, vulgar slang, sex slang and hip hop slang. In this movie, the writer managed to found many slang words used by main character, there are 66 slang words.

In this movie, the writer found all types of slang words in main character’s dialogues. The writer found that the most types of slang words used by main character is vulgar slang, then teenager slang, sex slang and the last is hip hop slang. Based on the findings, vulgar slang occurs 49 times, teenager slang occurs 13 times, sex slang occurs 3 times and hip hop slang occur only one time.

The writer concludes reason the main character using slang words is to vary languages and to express emotions through slang words, because through slang words people can express and convey

their emotions or feeling such as love, disappoint, anger, shock, sad and happy in easy way.

Slang words are an interesting topic to discuss, because slang words can be found everywhere. Slang words not only occur in real life such as in conversation between teenager, youth people, or certain group, but slang words can be found in movies and song lyric. After analyzing this paper, the writers understand what slang words are, the meaning of slang words. Types of slang and reason people using slang words, so the writer will give some suggestions that will become more useful for people who are interested with slang words. The following suggestions are below;

For the reader who wants to know about slang words, from this paper it can be learned about slang words. This paper will make people understand more about slang words even more and know how to used slang words in right situations and conditions. Using slang words also make people become more creative and increase new vocabulary, because slang words can be used in daily conversations with friend or certain group.

For the next research, the writer thinks that studying slang language would help people to variation their languages. Therefore the suggest from the writer to the next research better to learn about slang language and analyze the slang words as the topics for final assignment in the future.

## REFERENCE

- Arfani, S. (2018). The Schizophrenia in The Main Character of A Beautiful Mind Movie Directed by Ron Howard. *Wanastra*, *X*(1), 9–16.
- Aryawan, L. P. K. F. (2017). An Analysis of The Use of American Slangs on Eminem's Song Lyrics, *1*(2), 59–70.
- Cong, D., & Silitonga, F. (2015). The Slang in Gay Best Friend Movie, 99–110.
- Egilstiani, R., Wahya, & Darmayanti, N. (2015). International Journal of English and Education P Language Wordplay by Teenagers on Twitter in 2011 – 2013 :, *4*(1).
- Kartina, A., & Pangestu, M. (2019). The Reason Of The Main Character In Using Slang Words In *Deadpool 2* Movie Directed By David Leitch. *Wanastra*, *11*(1), 53–60.
- Kusumawati, F. P. (2013). The Personality of The Main Character as Reflected in Paulo Coelho's *The Devil And Miss Prym* : A Psychological Study, *2*(2), 158–168.
- Meinawati, E., & Dewi, S. I. (2017). Liberal Feminism of The Main Characters in *Mirror Mirror* Movie Based on Sociological Approach, *IX*(1).
- Putra, O. P. (2016). Slang Language in *Crank II: High Voltage* Movie Based on Social Dimension, *XI*(2), 31–40.
- Rachmijati, C. (2015). An Analysis of The Slang, 97–105.
- Safranji, J. (2015). Advancing Listening Comprehension Through Movies. *Procedia - Social and Behavioral Sciences*, *191*, 169–173.  
<https://doi.org/10.1016/j.sbspro.2015.04.513>
- Suhardianto, & Ambalegin. (2017). Slang Language Acquisition, Construction, and Context of Used in Teenagers' Perspective of Batam City, *Vol 2 No.1*.
- Ulhasanah, A., Yanti, Y., & Rina, N. (2016). AN ANALYSIS OF SLANG WORDS IN THE SCARY MOVIE, *Vol 2 No*.  
<https://doi.org/10.1080/00048623.2007.10721282>
- Wijaya, B. S. (2014a). The use of English slang words in informal communication among 8 th semester students of English department in Binus University. *Humaniora*, *5*(1), 197–209.
- Wijaya, B. S. (2014b). The Use of English Slang Words in Informal Communication Among 8th Semester Students of English Department in Binus University. *Humaniora*, *5*(1), 197–209.

## The Effects Of Teaching Techniques And Language Attitude Towards Student's Speaking Skill (Experiment At Private University In East Jakarta)

Suwantica Kusumandari  
Faculty of Communication and Language  
University of Bina Sarana Informatika  
[suwantica.ski@bsi.ac.id](mailto:suwantica.ski@bsi.ac.id)

---

### Cara Sitasi:

Kusumandari, S. (2019). The Effects Of Teaching Techniques And Language Attitude Towards Student's Speaking Skill (Experiment At Private University In East Jakarta). *Wanastra*, 11(1), 61–70.

---

**Abstract**—The purpose of this study was to: determine the interactional effects of teaching technique and language attitude towards student's speaking skill; determine the effect of teaching technique towards student's speaking skill; determine the effect of language attitude towards student's speaking skill; that were taught by role plays and filling information gap to the students. The research method used was experimental one. Sample size of 60 students consisting of 30 for experimental class and 30 for control class taken from Private University in East Jakarta, and the sampling technique used is cluster sampling. Research instruments used were the test to distinguish student's language attitude in the form of preferential test (20 items) and speaking skill in the form of oral test (5 items for scoring), that have been tested valid and reliable with coefficient of reliability at 0.839 and 0.705. The research uses two-ways ANOVA test. The results showed: 1) There is a significant effect of teaching technique towards student's speaking skill, as  $F_{observed} = 95.553 > F_{table} = 2.77$  and  $Sig = 0.000 < 0.05$ . 2) There is a significant effect of language attitude towards student's speaking skill as  $F_{observed} = 10.617 > F_{table} = 2.77$  and  $Sig = 0.002 < 0.05$ . 3) There are significant interactional effects of teaching technique and language attitude towards student's speaking skill as  $F_{observed} = 8.199 > F_{table} = 2.77$  and  $Sig = 0.006 < 0.05$ . 4) The group of students with positive language attitude would achieve more in speaking skill compared to another groups of language attitude if taught by using role plays technique. The results contribute most to the increasing of student's speaking skill.

**Keywords:** Teaching Technique, Language Attitude, Speaking Skill

### INTRODUCTION

Since English as international language has already become one of the compulsory subjects of both senior and junior high school and beside for elementary school. In many countries including in Indonesia, it cannot be denied again, that the importance of English has gained a lot of attention from many people all over the world.

One of the language skills that have to be mastered by students in learning a foreign language is speaking.

Florez in Bailey (2006:2) stated that *speaking is an interactive process of constructing meaning that involves producing and receiving and processing information*. According to Bailey, speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning.

Achievement in mastering speaking skill to the students is also supported by students' language attitude. How hard the teacher teaches and how good the technique is are that the teacher use, is useless without students' language attitude.

### THEORETICAL REVIEW

According to Anthony (1963:66) a technique is defined as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It is the part of tripartite framework proposed by Anthony.

Teaching technique is nowadays used into several forms of activities in the classroom. One of which is communicative language teaching (CLT). Hence we need to know about the CLT according to depiction below:

**a. Communicative Language Teaching**

There are many ways to teach a language. One is called Communicative Language Teaching (CLT). Richards (2001:172) stated that Communicative Language Teaching is an approach which refers to a diverse set of principles that reflect a communicative view of language learning and that can be used to support a wide variety of classroom procedures. According to Brown (2000:266-267) CLT is best understood as an approach, not a method.

There are some learning and teaching techniques that can be used in Communicative Language Teaching class, for example, Role Play, Information Gap, language exchanges, simulation, discussion, game, pair work and group work. All these techniques can engage the learners in communication process.

**1) Role Play Technique**

One way of getting students to speak is to use Role Play activities in the classroom.

There are a lot of advantages both teacher and student can get from Role Play techniques which develops fluency in language students which promote interaction in the classroom, and which increases motivation. Further, Maley (1997:45-48) tells some reasons to use Role Play in language class. Here is a list of the main reasons: (a) Through Role Play activities, a very wide variety of experience can be brought into the classroom. (b) By using Role Play, the teacher can train the students in speaking skills in any situation. (c) Role Play puts students in the situation in which they are

required to use and develop the language. (d) Students can try out and experiment with the language in a friendly and safe environment of a classroom. (e) Role Play can help many shy students by providing them with a mask. The students are deliberated by Role Play as they no longer feel that their own personality is implicated.

**2) Information Gap Technique**

Bailey (2005:191) stated that Information Gap technique refers to the activity in which learners must use the target language to convey information known to them but not to their speaking partners.

It can be concluded that Information Gap technique is a communicative language teaching technique which bring the language to life for students and usually involves pair work activities.

**3) The Distinction between Role Play and Information Gap**

Role Play and Information Gap are two among other techniques that can be used in communicative language classroom. Information Gap activity, on the other hand, is mostly about asking and answering questions in order to complete the information. One student has to listen to another student and then decide on how to respond in her own words according to the given situations. The following are the distinction between Role Play and Information Gap.

**Table 1. The Distinction between Role Play and Information Gap**

<b>Role Play</b>	<b>Information Gap</b>
It requires active participation of the learners.	It requires extensive practice in asking and answering questions.
Students usually consider this type of learning fun.	Students sometimes consider this activity is not so interesting.
The activity can be applied in multiple settings.	The activity is applied in limited setting.
It allows students to gain insight, or understand the perspective of others.	Students are suited to pair and usually rely upon pre-prepared information cards.
Students can experience the target language in context to learn how to interpret and exchange meanings for real communication.	One student has to listen to her partner and then decide on how to respond in her own words in the given situations.
Students use language freely only the setting and the students' roles are determined by the teacher, and students create interaction.	Teacher provides students with appropriate forms to be used and meanings in dialogues.
Teacher can provide students with a variety of learning experiences.	Teacher can only provide students with limited learning experience.

## 1. Language Attitude

According to Fasold (1984:148), the term language attitudes can also mean attitudes towards “all sorts of behaviour concerning language..., including attitudes toward language maintenance and planning effort”.

### Mentalist View of Attitudes

Many researchers think that attitudes are mentalist constructions. A famous definition is that of Allport in 1935, which states that an attitude is “a mental or neural state of readiness, organized

through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (Allport 1935 as quoted by Baker 1992:11). According to this view, attitudes are hypothetical constructs.

In the mentalist tradition, attitudes are often represented as forming a three-component model (Oskamp, 1991:8-9) This tradition stems as far back as Plato (Baker 1992: 12). A three-component model of attitudes is demonstrated in Figure 2.1 below.

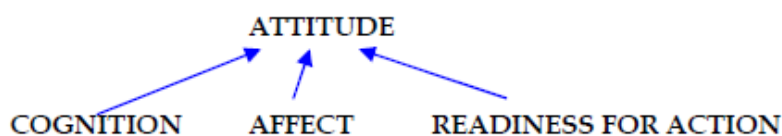


Figure 1. A Three-Component Model of Attitude (Baker, 1992:13)

The three-component model of attitudes can be explained by the definition of Rosenberg and Hovland (1960:3, as quoted by Eiser 1986:53), according to which: “attitudes are predispositions to respond to some class of stimuli with certain classes of response”, those classes of response being affective, cognitive and behavioural (or conative).

### a. Behaviourist and Discursive View of Attitudes

A second view of attitudes is the behaviourist view. This differs from the mentalist view in that in the behaviourist view, attitudes are viewed as single units, which are found simply in the responses people make to social situations, i.e. as response to stimulus (Fasold, 1984:147-148).

### Speaking Skill

As a matter of fact, speaking is one of communication skills in which the speaker shares information while at the same he/she also gets information from the listener.

Caney (1998:13) as quoted by Kayi stated that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.” By speaking someone can communicate his ideas or information, and share them to others at any situations and in a various contexts.

In assessing the speaking skill, Underhill (2004:96) stated that there are five aspects should be measured; fluency, grammar, pronunciation, vocabulary, and comprehension. Brown (2004: 57)

stated that there are six cases to be evaluated in accordance with the speaking assessment; (1) grammar, (2) vocabulary, (3) comprehension, (4) fluency, (5) pronunciation, and (6) task (accomplishing the objective of elicit task)

### The Effect of Teaching Techniques towards Student’ Speaking Skill.

.By using the communicative language teaching technique, the teacher can facilitate the communicative activities so that the students will be encouraged to get involved in the communication process which can possibly improve their speaking skill.

There are some techniques related to communicative language teaching, and two of them are Role Play and Information Gap. It could be assumed that the students who were taught the Role Play techniques will get better speaking skill than using the Information Gap technique.

### The Effect of Language Attitude towards Students’ Speaking Skill.

Language attitude is an expression of favor or disfavor towards all sorts of behaviour concerning language, including attitudes toward language maintenance and planning effort.

It means the success in achieving the student’s speaking skill, is mostly determined by how good is the teachers motivate the student’s attitude towards English lesson.

**The Interactional Effects of Teaching Technique and Language Attitude towards Students' Speaking Skill.**

Using the most effective technique in teaching speaking is not an easy task for the teacher, due to the fact that there are other factors that can affect the success of learning and teaching process. One of them is student's language attitude.

CLT techniques require the students to be actively involved in the language learning process.

**RESEARCH METHOD**

This research used experiment method, which means to give the different treatments upon two students' learning groups. One group is treated as experiment group, which is given treatment of teaching method by using role plays, while another group is given treatment of teaching approach by using filling gap information.

This research has 2 kinds of validity. They are internal validity and external validity. Internal validity is related to the effect of treatment towards student's speaking skill, which based on the accuracy of the procedure, collected data and summing up the conclusion. While external validity is related to whether the result of the research could be generalized to another subjects which do not have the similarity in condition and characteristic as well. In order to achieve the goal, hence through this research, there are some controls on the extra variables as follows:

1. The effect of history variable, which means during this research, the sample will be given

the same subject, the same period, and the same teacher.

2. The effect of readiness variable, which means during this research, the sample will be given the treatment in a short period of time.
3. The effect of pre-testing variable, which means two-group of students, will not be given the pre-test.
4. The effect of instrument variable, which means both group of students (experiment and conventional) are controlled by giving them the same kind of test.
5. The effect of mortality variable, which means other students who are not the sample, will be given the same treatment during the research so that if the mortality happens
6. The effect of interaction among the subjects, which means the sample will not know anything during the research whether the process or the learning activity.

Meanwhile, the efforts to control the external validity of this research are taken as follows:

1. The learning interaction by using role play technique, filling information gap and also language attitude is taken on equal-two-groups (experiment class and control class)
2. The control of reactive research

This research used experimental method with 2x2 factorial designs, which stated as follow:

**Table 2. Research Design**

Language Attitude	Teaching Technique		TOTAL
	Role Plays (A <sub>1</sub> )	Filling Gap (A <sub>2</sub> )	
Positive (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>	∑ B <sub>1</sub>
Negative (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>	∑ B <sub>2</sub>
<b>TOTAL</b>	∑ A <sub>1</sub>	∑ A <sub>2</sub>	∑ TOTAL

- A<sub>1</sub>B<sub>1</sub> : Positive Language Attitude with Role Plays Technique.
- A<sub>1</sub>B<sub>2</sub> : Negative Language Attitude with Role Plays Technique.
- A<sub>2</sub>B<sub>1</sub> : Positive Language Attitude with Filling Information Gap Technique.
- A<sub>2</sub>B<sub>2</sub> : Negative Language Attitude with Filling Information Gap Technique.



## 1. POPULATION AND SAMPLE

### Target Population

The target population of this research is all varsity students of Private Islamic University in East Jakarta, possesses more than 2562 students which is divided into several parallel departments/classes, where each class consists of more or less 25 students.

### Scope Population

Refer to the problem of this research; the scope population is varsity students (English Education Department) of Private Islamic University in East Jakarta, in even semester of academic year 2012-2013, total 115 students who are divided into 5

parallel classes where each class consists of approximately 20-25 students.

### Sample

According to Sudjana (1992:6), sample is a part of population. In this research, total sample is 60 students, who are divided into 2 classes; one experiment class consists of 30 students, and one control class consists of 30 students as well. The experiment classes are class A and B, while the control classes are class C and D, which all classes are the students of English Education Department from the same university. In this research, there are 4 groups with different treatment and different ability. The clustering of the sample is stated in the following:

**Table 3. The Sample Cluster**

Group	Character of the Subjects and Kind of Treatment	Students
I	Group of students with positive language attitude with Role Plays Technique.	15
II	Group of students with negative language attitude with Role Plays Technique.	15
III	Group of students with positive language attitude with Filling Information Gap Technique.	15
IV	Group of students with negative language attitude with Filling Information Gap Technique.	15
<b>TOTAL</b>		<b>60</b>

### Sampling Technique

The sampling technique of this research is intact class based on factorial group design, with the following steps: (a) choose the location for this research; (b) choose the classes for this research; (c) choose the sample for this research by making random sampling, which means every student's name is dropped into a closed-cup of glass, and then one by one is chosen after shaking it first. Those are chosen, will be automatically the sample of this research; (d) collect all the students' name before giving them the instrument of the research. The sample-choosing of this research is taken into 2 phases:

- a. First phase, deciding the four classes for this research. Since there are only 4 classes taken, so two classes are set for experiment while another two classes are set for control class.
- b. Second phase, taking the sample according to the students' numbering. In this research, the subjects taken are based on his/her attitude

## 2. TECHNIQUE AND COLLECTING DATA

### Variable of Research

Variables of this research are:

- a. Independent variable 1 or treatment variable (A) which is teaching technique with role plays and filling information gap.
- b. Independent variable 2 or attributive variable (B) which is language attitude with positive and negative manner.
- c. Dependent variable or criterion variable (Y) which is student's English speaking skill for the purposely designed refers to the standardized one.

### Source of Data

In this research, all data is gained from students. For further information, we can see the table below:

**Table 4. Source of Data**

Variables of Research	Source of Data
Teaching technique (role plays and filling information gap)	Students
Language attitude	Students
Speaking skill	Students

### Method of Collecting Data

The data for this research is collected through

**Table. 5 Method of Collecting Data**

Variable of Research	Technique of Collecting Data
Teaching technique	Treatment on the field
Language attitude	Preferential Test
Speaking Skill	Oral Test

## DISCUSSION

### Data Description

According to the result of data analysis which has been done, the resume of data gained through the research is presented as follows:

**Table 6. Description of Research Data**

<i>Language Attitude (B)</i>	<i>Teaching Technique (A)</i>		<b>TOTAL</b>
	<b>Role Plays (A<sub>1</sub>)</b>	<b>Filling Gap (A<sub>2</sub>)</b>	
<b>Positive Language Attitude (B<sub>1</sub>)</b>	n = 15	n = 15	n = 30
	$\bar{Y} = 20.47$	$\bar{Y} = 18.13$	$\bar{Y} = 19.3$
	s = 1.73	s = 1.19	s = 1.46
<b>Negative Language Attitude (B<sub>2</sub>)</b>	n = 15	n = 15	n = 30
	$\bar{Y} = 20.33$	$\bar{Y} = 16.07$	$\bar{Y} = 18.2$
	s = 0.9	s = 1.28	s = 1.09
<b>TOTAL</b>	n = 30	n = 30	n = 60
	$\bar{Y} = 20.4$	$\bar{Y} = 17.1$	$\bar{Y} = 18.75$
	s = 1.31	s = 1.23	s = 1.27

### Explanation:

- A<sub>1</sub>B<sub>1</sub> : Positive Language Attitude treated with Role Plays.
- A<sub>1</sub>B<sub>2</sub> : Negative Language Attitudes treated with Role Plays.
- A<sub>2</sub>B<sub>1</sub> : Positive Language Attitude treated with Filling Information Gap.
- A<sub>2</sub>B<sub>2</sub> : Negative Language Attitude treated with Filling Information Gap.

### Score of Student's Speaking Skill

Scoring the data for speaking skill is done by using instrument with oral test (speaking skill test) and the total items to be assessed are 5. For each item will be graded according to the student's skill from 1 to 5. Hence the maximum score will be 25, while minimum score will be 5. Respondents for experimental group are 30 students, taught by using role plays approach with different preference of

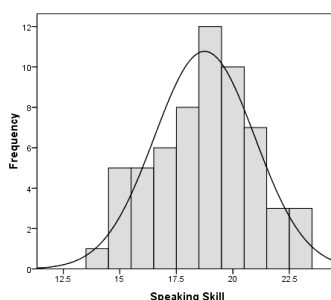
language attitudes. While another 30 students (control group) are taught by using filling information gap with different preference of language attitudes. The empiric score stated that the highest score is 23, the lowest score is 13. Furthermore, mean is 18.75, median is 19, mode is 19, standard of deviation is 2.22 and variance is 4.936. The complete result gained from calculation can be seen on Table 7 below:

**Table 7. Research Data**

Statistics		
Speaking Skill		
N	Valid	60
	Missing	0
Mean		18.75
Median		19.00
Mode		19
Std. Deviation		2.222
Variance		4.936
Minimum		14
Maximum		23

The mean 18.75 indicates that the average score for the students is relatively good. The standard of deviation 2.22 indicates that the speaking skill given by students whether using role plays or

filling information gap are relatively the same. To make it clear, we can see the display of histogram and polygon presented below:



**Figure 2. Histogram and Polygon of Student's Speaking Skill**

**The Prerequisite Test for Data Analysis**

Variable data of the research which will be processed by using inferential technique though ANOVA test must be fulfilled several prerequisites.

Thus, the normality test and the homogeneity test must be done first before the ANOVA test conducted. The result of the test is presented in the following:

**Normality Test**

Normality test is used to find out whether the spreading data is distributed normally or not. To test the normality, the *Lilliefors* test is used. If the result of  $L_{observed} > L_{table}$ , it means that  $H_0$  stated that the spreading data distributed normally is rejected, and on the contrary  $H_1$  is accepted.

The normality test is done to both groups by using statistical hypotheses formula stated as follows:

$$H_0 = \text{sample data is distributed normally}$$

$$H_1 = \text{sample data is not distributed normally}$$

The computation is performed with the assistance of *SPSS version 16.0 for Windows*. According to the criteria of this program, the data is normal if *p value (Sig) > 0.05* which means  $H_0$  is accepted and on the contrary  $H_1$  is rejected (data is distributed normally). The score of *p value (Sig)* is the number on the column of *Sig* from the table of normality test outcome by using SPSS program. In this case, the method used is *Kolmogorov-Smirnov*. The computation of normality test can be seen on the table below:

**Table 8. Recapitulation of Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Speaking Skill
N		60
Normal Parameters <sup>a</sup>	Mean	18.75
	Std. Deviation	2.222
Most Extreme Differences	Absolute	.128
	Positive	.075
	Negative	-.128
Kolmogorov-Smirnov Z		.992
Asymp. Sig. (2-tailed)		.278

a. Test distribution is Normal.

According to Table 4.3 above, it can be seen that the scores on *Sig* column by using *Kolmogorov-Smirnov* method for student's speaking skill is mentioned: 0.278 which means the *p value* score for student's speaking skill is bigger than 0.05 hence,  $H_0$  is accepted and  $H_1$  is automatically rejected. In other words, it may be concluded that all data from the sample of this research have been distributed normally.

### Homogeneity Test

Besides normality test, one prerequisite test mostly needed to analyze the data using ANOVA is homogeneity test. The homogeneity test for the data of student's speaking skill is performed by using Levene's test in the significant level of 5%. The result of homogeneity computation can be seen on the Table 4.4 below:

**Table 9. The Computation of Homogeneity Test for Student's Speaking Skill**

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Student's Speaking Skill			
F	df1	df2	Sig.
3.374	3	56	.065

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Teaching\_Technique + Language\_Attitude + Teaching\_Technique \* Language\_Attitude

The hypotheses for homogeneity test are set as follows:

- $H_0$  : Data comes from homogenous population
- $H_1$  : Data comes from non-homogenous population

The criteria are set as follows:

If the *Sig* value (*Levene's test*) > 0.05; means that  $H_0$  is accepted and  $H_1$  is automatically rejected. On the contrary, the *Sig* value (*Levene's test*) < 0.05; means that  $H_1$  is accepted and  $H_0$  is automatically rejected.

Refer to Table 4.4 above; we can see that the *Sig* (*p value*) for speaking skill is 0.065. It means that *p-value* is bigger than 0.05. It brings consequence that  $H_0$  is accepted and  $H_1$  is automatically rejected, which implies that data comes from homogenous population.

According to both normality test and homogeneity test revealed above, it can be concluded that the prerequisite tests which are needed before processing the data by using ANOVA test are already fulfilled.

### Testing the Hypothesis

Having had the normality test and also homogeneity test, we can see that the data is distributed normally and the data also comes from homogenous population. Hence, in order to test the hypothesis by using ANOVA can be done directly.

The analysis of student's speaking skill variable is performed by using two ways ANOVA test, with the assistance of *SPSS version 16.0 for Windows*. The result of ANOVA test then continued to extended test to find out the level of significance among groups significantly (*simple effect*). In other words, the extended test is performed to find out which group contributes more to the student's speaking skill according to the teaching techniques and also the preference of language attitude.

The computation of data analysis by using ANOVA test can be seen on the Table 10 below

**Tabel 10. ANOVA Test**

**Tests of Between-Subjects Effects**

Dependent Variable: Student's Speaking Skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	195.517 <sup>a</sup>	3	65.172	38.123	.000
Intercept	21093.750	1	21093.750	1.234E4	.000
Teaching_Technique	163.350	1	163.350	95.553	.000
Language_Attitude	18.150	1	18.150	10.617	.002
Teaching_Technique * Language_Attitude	14.017	1	14.017	8.199	.006
Error	95.733	56	1.710		
Total	21385.000	60			
Corrected Total	291.250	59			

a. R Squared = ,671 (Adjusted R Squared = ,654)

### **Testing The First Hypothesis: There is Effect of Teaching Technique towards Student's Speaking Skill**

Testing this hypothesis is by seeing the coefficient of significance. If the value of  $Sig > 0.05$ , it means that  $H_0$  is accepted and  $H_1$  is automatically rejected. On the other hand, if the value of  $Sig < 0.05$  it means that  $H_0$  is rejected and  $H_1$  is automatically accepted.

The computation performed by using *SPSS version 16.0 for Windows* is found that the value of  $Sig$  for teaching approach is  $0.000 < 0.05$  and  $F_{observed} (95.553) > F_{table} (2.77)$ . It can be concluded that there is a significant effect of teaching technique towards student's speaking skill.

### **Testing The Second Hypothesis: There is Effect of Language Attitudes towards Student's Speaking Skill**

Testing this hypothesis is by seeing the coefficient of significance. If the value of  $Sig > 0.05$ , it means that  $H_0$  is accepted and  $H_1$  is automatically rejected. On the other hand, if the value of  $Sig < 0.05$  it means that  $H_0$  is rejected and  $H_1$  is automatically accepted.

The computation performed by using *SPSS version 16.0 for Windows* is found that the value of  $Sig$  for language attitude is  $0.002 < 0.05$  and  $F_{observed} (10.617) > F_{table} (2.77)$ . It can be concluded that there is a significant effect of language attitude towards student's speaking skill

This research was designed to find the effects of teaching technique and language attitude towards student's speaking skill for the major of English at Private University in East Jakarta.

Based on the findings and supported by statistical analysis for the research about student's speaking skill, it is proved that data comes from population which is distributed normally and comes from homogenous variances.

It means that the data has fulfilled the prerequisite tests of data analysis. Then the data is processed to test about the hypothesis. From the testing of hypothesis, it is gained that:

1. There is an effect of teaching technique towards student's speaking skill. Based on the testing of hypotheses the score of significance ( $Sig$ ) is 0.000 and  $F_{observed} = 95.553$  meanwhile  $F_{table} = 2.77$ . Since the score of  $Sig < 0.05$  and  $F_{observed} > F_{table}$  so  $H_0$  is rejected and  $H_1$  is accepted, which means there is a significant effect of independent variable (teaching

technique) towards dependent variable (student's speaking skill).

2. There is an effect of language attitude towards student's speaking skill. Based on the testing of hypothesis the score of significance ( $Sig$ ) is 0.002 and  $F_{observed} = 10.617$  sedangkan  $F_{table} = 2.77$ . Since the score of  $Sig < 0.05$  and  $F_{observed} > F_{table}$  so  $H_0$  is rejected and  $H_1$  is accepted, which means there is a significant effect of independent variable (language attitude) towards dependent variable (student's speaking skill).
- V. There are interactional effects of teaching technique and language attitude towards student's speaking skill. Based on the testing of hypotheses the score of significance ( $Sig$ ) is 0.006 and  $F_{observed} = 8.199$  meanwhile  $F_{table} = 2.77$ . Since the score of  $Sig < 0.05$  and  $F_{observed} > F_{table}$  so  $H_0$  is rejected and  $H_1$  is accepted, which means there are interactional effects of independent variables (teaching technique and language attitude) towards dependent variable (student's speaking skill) and the interaction .

## **VI. CONCLUSION**

Refer to the results taken from the testing of research hypotheses and analysis of data processing, it can be concluded as follows:

1. There is a significant effect of teaching technique towards student's speaking skill at Private University in East Jakarta. This means that student's speaking skill is affected by teaching technique, which in this case role plays and filling information gap.
2. There is a significant effect of language attitude towards student's speaking skill at Private University in East Jakarta. This means that the more positive a student's preference in language attitude, the higher the student's speaking skill.

On the contrary, the more negative a student's preference in language attitude, the lower the student's speaking skill. Therefore, language attitude is an important variable to consider in predicting English speaking skill of the student. Based on the test results with the correlation coefficient using the formula obtained by ANOVA analysis,  $F_{observed}$  is 10.617 while the score of  $F_{table}$  is 2.77. While the score of  $Sig$  0.002 < than 0.05.

3. There are significant interactional effects of teaching technique and language attitude towards student's speaking skill at Private

University in East Jakarta. It means that the student's speaking skill is largely determined by both teaching technique (role plays and filling information gap) and language attitude. This shows that the teaching technique (role plays and filling information gap) and language attitude are two important variables (essential factors) to be considered in explaining the increase of student's speaking skill. ANOVA analysis of the results, obtained  $F_{\text{observed}}$  is 8.199.

## REFERENCES

- Ajzen, I. 1988. *Attitudes, Personality and Behaviour*. Milton Keynes: Open University Press.
- Antony, E. M. 1963. Approach, Method, Technique. *Seminal of English Language Teaching*, 17, 63–67.
- Bailey, Kathleen M. 2005. *Practical Language Teaching: Speaking*. New York McGraw Hill.
- Baker, C. 1992. *Attitudes and Language*. Clevedon: Multilingual Matters.
- Caney, Hayriye. 1998. *Teaching Speaking: Activities to Promote Speaking in Second Language*. Nevada: University of Nevada. (retrieved on 26 June 2013 at <http://unr.edu/homepage/hayriye>)
- Eiser, R.J. 1986. *Social Psychology: Attitudes, Cognition and Social Behaviour*. Cambridge: Cambridge University Press.
- Fasold, R. 1984. *The Sociolinguistics of Society*. Oxford: Basil Blackwell.
- Gardner, R.C. 1985. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R.C. and W.E. Lambert 1972. *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Hyperdictionary. 2007. *Meaning of Skill*. New York: Longman Pearson.
- Kodotchigova, Maria. 2008. *A, Role Play in Teaching Culture*. Russia: Tomsk State University Russia (retrieved on 5 June 2013 at <http://iteslj.org/Techniques/Kodotchigova~RolePlay.html>)
- Maley, Alan. 2005. *Drama Techniques: A Resource Book of Communication Activities for Language Teachers*. Cambridge: Cambridge University Press.
- Oskamp, S. 1991. *Attitudes and Opinions*. Englewood Cliffs, NJ: Prentice Hall.
- Potter, J. and M. Wetherell. 1987. *Discourse and Social Psychology*. London: Sage.
- Richard, Jack C. and Theodore S. Rodger. 1982. *Approaches and Methods in Language Teaching*. UK: Cambridge University Press.
- Rees, Gareth. 2008. *Find the Gap-Increasing Speaking in Class*. London: British Council. (retrieved on 20 May 2013 at <http://www.teachingenglish.org.uk/think.speak.find.gap.shtml>)
- Savignon, Sandra J. in Marianne Celce & Murcia (Ed). 2001. *Communicative Language Teaching for the Twenty First Century*. United States of America: Heinle&Heinle Inc.,
- Underhill, Nic. 2004. *Testing Spoken Language: A Hand Book of Oral Testing Techniques*. Cambridge: Cambridge University Press.
- Wood, Caroline. 2005. *Teaching and Assessing Skills in Foreign Languages: Professional Development for Teachers*. United Kingdom: Cambridge University Press.

## BIOGRAPHY

Suwantica Kusumandari earned her Bachelor's degree from Department of English Languages, University of Indraprasta PGRI in 2007 and later her Master's Degree in English Education from University of Indraprasta PGRI in 2013. Currently she is a lecturer University of Bina Sarana Informatika and she can be reached through [suwantica.ski@bsi.ac.id](mailto:suwantica.ski@bsi.ac.id).

## The Aspect Of Morphological Structures In English Textbook For Senior High School On Tenth Grade Student's

Ferdias Prihatnasari

Fakultas Bahasa Inggris Universitas Bina Sarana Informatika  
ferdias.fps@bsi.ac.id

---

### Cara Sitasi:

Prihatnasari, F. (2019). The Aspect Of Morphological Structures In English Textbook For Senior High School On Tenth Grade Student's. *Wanastra*, 11(1), 71–88.

---

**Abstract** - This research analyzes about the aspect of morphological structures in textbooks used by senior high school, English Zone and English book. The reason why this topic is chosen since the curiosity demands to know whether the textbooks used in school is fulfilled or not in terms of morphological structure. The Problem discussed is how morphological structures in English Zone and English book are revealed. In order to find out the answer, morphological structure in English textbook for senior high school on tenth grade student is used. From the analyzes, it is found that the aspect of morphological structures are revealed in every word. The student learnt the morphological structures from the easier to the complicated one.

**Keywords:** Morphological structures, morphology, prefix, infix, suffix, inflectional, derivational

### INTRODUCTION

English language is a tool to communicate with other people, to share an idea or thought, feeling, and opinion. English language is also a system that has a symbol or signal consist of sound, word sentences, and discourse. From those symbols, people make agreement at the meaning of word, learn together that words and use it to communicate with other people in exchanging the information in economics, politics, education and others important aspects.

Concerning on the description of the language itself, Kumaravadivelu stated that a definition of language is always implicitly or explicitly, a definition of human being in the world (2006). That is because language permeates every aspect in human experience, and creates as well as reflects images of that experience. It is almost impossible to imagine human life without it.

He also added that, from one perspective, a study of language is basically a study of its system and subsystems. Chomsky who has persuasively demonstrated that language as system is amenable to scientific analysis and, in doing so, he has elevated our ability to deal with language as system to a higher level of sophistication.

English is increasingly being used as a tool for interaction among non-native speakers. Well over one half of the one billion English speaker of the world learned English as a second (or foreign) language. Most English language teacher across the globe ate non-native English speaker, which means that the norm is bilingualism. English has become a tool for international communication in

transportation, commerce, banking tourism, technology, diplomacy, and scientific research. (Kachru, 2005; McKay, 2002)

English language is usually valued highly as a tool for upward mobility. But in many countries, English is a required subject in secondary schools and higher education institutions. In Indonesia, English has an important role that is to be the foreign language. Since it is a foreign language, English is only taught in schools or in other educational institutions such as English courses. The community does not use English as a means of communication. Therefore access to this language is limited.

In English classroom, textbooks are used in different ways in language programs. For example, a reading textbook might be the basic for a course on reading skills, providing both a set of reading texts and exercises for skills practice (Richards, 2001: 254). The students learn English grammars and sills from the book as the source. Additionally, they learn how to use the language in a contest. An English textbook has an important role in the classroom.

According to O'Neill, concerning on the use of textbook itself, it is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class possible ("107"). Moreover, since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom. Textbooks can help to bring this about. Whether one believes that textbooks ate too flexible and biased to be used directly as instructional material or that they actually help teaching and learning, there can be no denying the fact that

textbooks still maintain enormous popularity and are most definitely here to stay.

Another reason for using that the textbooks we had selected for the course was their appearance and the quality of their presentation. In Indonesia, English textbook for senior high school student is based on schools-based curriculum dealing with four skills, listening, speaking, reading, and writing, and components, vocabulary, spelling grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

One of the language component discussed in English textbook is grammar. In this research, there are two English textbook that provide grammar for senior high school in learning English are *English* and *English Zone* book. The *English* book consists of 312 pages with 10 units. It has description of the skills and language components. Each unit consists of 3 grammatical items that are connected to the topic. Each grammatical item is provided in table for an explanation. There are grammar exercises for students in every unit and grammar reviews in every five units.

The book is written by Utami Widiati, M. A, Ph.D (Ed), she is an English lecturer of literary Faculty in Universitas Negeri Malang. English book is published in 2009 and used by many senior high schools over the cities. This book is also be a best seller because it contents of many aspects, such as; listening, pronunciation, speaking, grammar focus, reading, suffix, prefix, and writing.

The *English Zone* book consists of 181 pages with 6 units. It has description of the skills and language component. Each unit consists of 2 until 3 grammatical items that connected to the topic. Each grammatical item is provided in table for an explanation. There are exercises for students and grammar review in every unit. The book is written by Eka Mulia Astuti, she is an English teacher and trainer. The book is published in 2006. It contains of reading text types, gambits, cross cultural understanding, grammar and opportunities to develop writing skills.

This research focuses on how the aspect of morphological structures in *English* book and *English Zone* book. The sequence that explained in *English* book are about To Be , The simple present tense, Prefix mis-, The present continuous tense, The future continuous tense, Suffix -ous, The simple future tense 'will/shall', The simple future tense 'going to' , Premix un-, The simple past tense, The past continuous tense, Suffix -ness, Imperative, Verb of perception, Prefix re-, Singular and plural nouns, Question tags, Suffix -ity, Pronouns, Reflexive pronouns, Suffix -ion, The present perfect

tense, The present perfect continuous tense, Suffix -able, Adjective order, Degree of comparison, Suffix -less, Modal (present), Modal (past), and Suffix -y.

The sequence that explained in *English Zone* book are about Possesive form, WH-Question, Modals, Simple past tense, Past continuous tense, Imperative sentences, Adverbs of manner, Comparisons, Past perfect tense, Past forms, Adjectives, Order of adjectives, Reported speech, and Reported question.

Based on my observation, conducting by curriculum dealing with four skills; listening, speaking, reading, and writing which consist of many aspects that must be studied further so that the student understands of those aspects can be more understandable. Besides, the morphology aspects that will be examined are only limited of the derivation word of adjective, noun, inflectional suffixes, and inflectional prefixes.

In Indonesia, English textbook for senior high school students is based on school - based curriculum dealing with four skills; listening, speaking, reading and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

The reason why this research only focuses on the concept of morphology is because morphology is the aspect of language concerned with the internal structure of words, and languages vary in the extent to which they rely on morphological structures and nowadays especially in schools curriculum either in classroom activity or textbook-oriented method, the teacher only teaches the material of grammar structures systematically. That's why the research tries to dig up further about morphological structures that hidden inside the grammatical pattern in *English* book for senior high school student.

## THEORETICAL REVIEW

### 1. The Concept of Textbook

In language teaching, each lesson in the textbook should stand for a set of skills, a set of language patterns, and associated vocabulary first learnt in speech and then tested and exercised in the reading of a text and in the attached exercises. To make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns, the teacher is wise to have a textbook.

The component of textbook, they are: tasks, practical exercises, examples, reading texts and grammar focus. Majority of textbooks provided are in accordance with current curricula and syllabuses. Textbooks are available for almost all grades and



subjects (with the exception of certain technical and vocational areas).

Kim and Hall (2002:3) state that textbook plays an important role in English Language Teaching (ELT), particularly in the English as a foreign language (EFL) classroom where it provides the primary form of linguistic input. They also add that textbook can also be used as a tool to initiate learning activities both the teacher and the student. Even though Werner (1995) says that it is also necessary to realize that no commercial textbook will ever be a perfect fit for a language program.

Besides, the writer of the textbook is generally concerned to produce a text that teacher will find innovative, creative, relevant to their learners needs, and that they will enjoy teaching from (Richard, 2001 : 257). The writer of the textbook has to condense; he cannot print everything in his book which the teacher should teach, it would become too thick and unmanageable; and in any case, he can never forecast what will happen in this or that class, or what the circumstances of a particular lesson will be. Since textbook holds important functions in language teaching, it should provide learners with the access of an extended usage of the target language.

Giroux explains that book is essential as teacher's role in the classroom. Book is a backbone of the materials. It is the media of subjects that student learn and apply their thinking abilities through knowledge and activities. By using the data and materials, students get a deeper understanding of the basic ideas that drive theories of the discipline (102).

Based on Byrd (1995) opinion, there are two factors that involved in the development of commercial textbooks: those representing the interests of the author, and those representing the interests of the publisher.

The second basic reason for using the particular textbooks we had chosen was that the books made it possible for learners who, for various reasons, had missed the lessons to catch up. They also made it possible for the class to prepare in advance for lessons. In my opinion it is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible.

The third reason for using the textbook we had selected for the course was their appearance and the quality of their presentation. This is still one of the least discussed reasons for using textbooks. Textbooks can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class. They should not aim to be more than that. Textbooks, if they are to provide anything

at all, can only provide the prop or framework within which much of this activity occurs.

The same opinion comes from Brown about textbook. Student often feel more positive about textbook than some teachers. For them, the textbook is reassuring, it allows them to look forward and back, to give them a chance to prepare for what is coming and reviews what they have done. Now that, books tend to be much more colorful than in the old days, student enjoy looking at the visual material in front of them (117).

Krashen also states that the English textbook should have a natural sequence of subject or lesson so that the student could comprehend and learn easily. Moreover, it is not only students but also teachers need a textbook. For teachers, textbooks have many advantages. In the first place, textbooks have a consistently syllabus and vocabulary will have chosen with care. Good textbooks have a range of reading, listening material and grammatical items to back them up. They have dependable teaching sequences and, at the very least, they offer teachers something to fall back on when they run out of ideas of their own (118).

Textbook, like any other medium, have inherent limitations. The authors of textbooks must make it clear what those limitations are: for example, whether or not the textbook is intended as a self-study tool or aid, or for classroom use by a teacher and a group of learners. Most of all, the authors and creators of textbooks must abandon any claim that their products are anything more than basic tools (O'neill, 1982: 110-111).

Haines (1996:27) characterizes differences between past and current trends in English language textbooks. Textbooks are used in different ways in language program. For example, a grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge.

While Richards (2003: 254-255) adds the argument of principal advantages on the use of textbook:

1. They provide structure and a syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.
4. They provide a variety of learning resources.
5. They are efficient.
6. They can train teachers.
7. They are visually appealing.

8. They can provide effective language models and input.

This argument is supported by O'neill (1990) who argues that textbooks make it possible for students to review and prepare their lesson that textbooks are efficient in term of time and money, and that student can and allow for adaptation in improvisation.

Another argument is supported by O'neill (1989) who argued that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes towards teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc.

From these arguments, a conclusion can be made. The use of textbooks is provides a lot of advantages both for the teachers and the learners of the language. Textbook not only has functions in assisting the teaching learning process, but it also has another purpose to facilitate the teachers and learners to make the most of the target language.

Understanding and realizing the importance and the crucial roles of textbook for EFL classroom, textbook itself should be good and appropriate to use. According to Berry, the textbook should consist of the authentic language forms. It means that in English textbook, it should consist of the authenticity of language use in conversation.

He adds that research into the adequacy of textbook to teach communication practices that ate reflective of authentic conversation has found that ELT textbook rarely include adequate or comprehensible explanations of how conversation works in English. It aims to help the learners to gain input on the exact situations where the language forms is used.

Kitao (1997) says a textbook should cover the cultural and information of the target language. He says that the cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. The purpose of cultural information included in English textbook is to give knowledge to the learners of the cultural information, do that it can provide a reference on why the language forms are used.

Brown says that textbook is one type of text, a book for use in an educational curriculum. Whether a curriculum or textbook is billed as functional, communicative, structural, or whatever, grammar and grammar sequencing is an issue. Grammar is the system of rules governing the conventional arrangement and relationship or word in a sentence. The components of words (prefixes, suffixes, roots, verb, and noun endings, etc) are indeed a part of grammar. Technically, grammar refers to sentence-

level rules only, and not to rules governing the relationship among sentences (420).

As Diane Larsen-Freemen (2003) pointed out, grammar is one of three dimensions of language that are interconnected. Grammar gives the form or the structures of language, but those forms are literally meaningless without a second dimension. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc). In such a view, grammar, according to Larsen – Freeman (2003), is a dynamic process and learners are called on to engage in what she called “grammaring”.

## 2. Morphological Structures

The definition of morphology as Anderson say, Morphology, in linguistics, is the study of the forms of words, and the ways in which words are related to other words of the same language. Formal differences among words serve a variety of purposes, from the creation of new lexical items to the indication of grammatical structure. According to Aronof and Fudemen, In linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. For example, Now consider the word *reconsideration* *re-* and *-ation* are both affixes, which means that they are attached to the stem. Affixes like *re-* that go before the stem ate prefixes, and those like *-ation* that go after ate suffixes. (2009).

Morphological structure is not just “ string concatenation without hierarchy. According to Vikner, Morphology is the study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds. At the basic lelvel, words are made of “morphemes”. These ate the smallest units of meaning: roots and affixes (prefixes and suffixes).

According to Crystal (2003), inflectional morphology studies the ways word varies in their form iin order to express a grammatical contrast (as in the case of *horses*, where the ending marks plurality). According to the most usual division of subject, the fiels of morphology in general is divided into two major subfields: one concerned with processes of **infliction** (for example, with the role of English Verbal ending *-s* or *-en* ), and the other with what are usually referred to as processes of word-information.

This latter field is the divided in turn into two smaller subfields, of which one in concerned with processes of **derivation** (for example, the derivation of ‘*generation*’ from ‘*generate*’ or Adjectival ‘*trying*’ from Verbal ‘*try*’).

Derivation is the process of adding affixes to or changing a base, thereby forming a word that may undergo further inflection or participate in different syntactic construction, contrasted with inflection.

For example: as informing *Service* from *serve* *Song* from *sing*

**Hardness** from *hard*

Inflection morphology is the part of grammar that deals with the inflections of words.

Example: **dogs** from *dog*

**Spoke** from *speak*

Native speakers recognize the morphemes as grammatically significant or meaning. For example, “schoolyard” is made of “school” + “yard”, “makes” is made of “make” + a grammatical suffix “-s”, and “unhappiness” is made of “happy” with a prefix “un-“ and suffix “-ness”.

Inflectional occurs when a word has different forms but essentially the same meaning, and there is only a grammatical difference between them; for example, “make” and “makes”. The “-s” is an inflectional morpheme. Inflectional morphology never involves a change of class. It occurs with nouns, pronouns and verb. In nouns, inflection marks plurality in regular nouns:

Pencil	Pencils
Car	Cars

Inflectional morphemes: vary (or “inflect”) the form of words in order to express grammatical features, such as singular/plural or past/present tense. For example: Boy and boys are two different forms of the “same” words; the choice between them, singular vs. plural, is a matter of grammar and thus the business of inflectional morphology (Crystal, 1991:90).

Derivation is the formation of a new word from another word. Derivation makes a word with a clearly different meaning: such as “unhappy” or “happiness”, both from “happy”. The “un-“ and “-ness” are derivational morphemes. Normally a dictionary would list derived words, but there is no need to list “makes” in a dictionary as well as “make”.

English has a number of adjectives of the type *un X able*, adjectives that contain the prefix *un-* and the adjectivising suffix *-able*, e.g. *unlockable* or *undoable*. Many of these adjectives are ambiguous. If a door is *unlockable*, it may either mean that it cannot be locked (it is not lockable).

We will take the two different interpretations of *unlockable* to be the result of the adjectives in question having two different possible structural analyses. One in which the immediate constituents are *un* and *lockable*, (1a), and another one where the immediate constituents are *unlock* and *-able*, (1b):

- (1) a. *un-lockable* = [un [lock-able]] = that cannot be locked
- b. *unlock-able* = [[un-lock]-able] = that can be unlocked

In McGregor (2003: 59-61), it is argued that such analyses in terms of different hierarchical structures are not motivated, and that instead morphological structure is “string concatenation without hierarchy”. He further says :

“It is difficult to construe *un-* as serving in a constituency relation to the larger unit *unlock* in [2b] – *as* serving a function within that whole (what would that function be?) – or to the larger unit *unlock-able* in [2a] . (Adapted from McGregor (2003:60))”.

We fully realize that this use of “function” differs from McGregor’s use above. Our use of “function” here is the one that is current in mathematics and formal semantics. This difference in terminology, however, should not obscure the fact that *un-* has a function also in McGregor’s sense within *unlockable*, comparable e.g. to the “grammatical function” that a sentential negation has within a clause.

Regarding to the English book which is written by Utami Widiati (Ed), there are several suffixes that explained, they are: *-y*, *-less*, *-ity*, *-ion*, *-ness*, *-ous*. And also there are some prefixes to be described, such as; *re-*, and *un-*. Those parts of the morphological structures of affixes will be explained more clearly as follow.

In the following, the actual morphological analysis will only be sketched out. We will therefore simplify the formalization as much as possible, in order to be able to focus on the aspects that are crucial to this research.

As stated above that suffix *-ity* is kind of morpheme that form a word of adjective, but then We would like to capitalize on some facts that have often been noticed, namely that it is a property of the affix which word class it may combine with, and that it is a property either of the affix or of the stem what the resulting word class is. For instance, the suffix *-ity* combines only with an adjective and the result is always a noun: [Adj legal] + [ity] [N legality].

Thus, morphemes may be partitioned in morpheme classes according to their distributional properties. Such morpheme classes we will designate by their subcategorisation frame. A morpheme like *-ity* will be associated with a lexical entry containing the categorial information shown in (3):

(3)-ity : Aff, [N Adj \_\_\_\_ ]

The frame notation [N Adj \_\_\_\_ ] means that the entity in question (here *-ity*) may be inserted at the place indicated by the underscore (i.e. immediately following an adjective) and that Adj + *-ity* make up a new unit belonging to the class N. Example of partial lexical entries for other types of morphemes:

(4)a. -ableV : Aff, [Adj V \_\_\_\_ ]

b. -ableN : Aff, [Adj N \_\_\_\_ ]

c. -ify : Aff, [V N \_\_\_\_ ]

d. re- : Aff, [V \_\_\_\_ V]

e. unA- : Aff, [A \_\_\_\_ A]

f. unV- : Aff, [V \_\_\_\_ V]

The word formation processes involving the affixes mentioned in (3) and (4) may be described by the rewrite rule in (5).

As shown in lesson 5 of English book, it is clearly shown that there is prefix *re-*, concerning on this, Lieber (2004 : 147), this analysis explains why *re-* only combines with verb that imply a result, and that this result may not be 'finite, fixed or permanent'. Verbs like *yawn* or *push* do not imply result-states, and therefore there is no *\*reyawn* or *\*repush*. Similarly, there is no *\*reeat the apple* because the result-state cannot be obtained again.

It is worth stressing that such an analysis only work if the morphological element are parts of a hierarchical structure. The meaning of *re-* is a semantic function that takes the meaning of classify as argument, not the meaning of *class* and not the meaning of *-ify*. In other words, *re-* is on the same level as *classify*, and *class* and *-ify* are one level further down.

In morphological structures, there are four stages that will be discussed in this research. They are:

\*Present progressive (-ing endings of verb)

\*Preposition (in, on)

\*-s plurals ( regular plurals)

Name the Morphological structures that are present during stage I

\*Irregular past tense (had, fell,sat,swam,saw)

\*-s possessives

\*Uncontractible copula (the full form of the verb 'to be' when it is the only verb in a sentences [links place, modifier, and noun] (are, is, am)

Name the Morphological structures that are present during stage II

\*Articles

\*Regular past tense (-ed endings on verbs)

\*Third person regular past tense)

Name the Morphological structures that are present during stage III

\*Third person regular present tense

\*Uncontractible auxiliary (the full form of the verb 'to be' when it is an auxiliary verb in a sentence)

\*Contractible copula ( the shortened form of the verb 'to be' when it is the only verb in a sentence)

\*Contractible Auxiliary ( the shortened form of the verb 'to be' when it is an auxiliary verb in a sentence)

Name the Morphological structures that are present during stage IV

For each part of the stage is fully shown in two books as the data sources to this research and will be analyzed in the following chapter based on the materials that have been chosen.

## METHODOLOGY

Method is specific research technique. The method used in this research is the qualitative descriptive method. The research describes and analysis how the aspect of morphological structures in English Zone and English textbook are revealed for senior students.

Besides, to justify the differences from those books, the writer also uses the theory of triangulation in order to see the result in making sure about the data. The purpose of triangulation theory in qualitative research is to increase the credibility and validity of the results. Several scholars have aimed to define triangulation throughout the years.

- Cohen and Manion (2000) define triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint."

- Altrichter et al. (2008) contend that triangulation “gives a more detailed and balanced picture of the situation.”
- According to O’Donoghue and Punch (2003), triangulation is a “method of cross-checking data from multiple sources to search for regularities in the research data .”
- According to Erina Audrey (2013) “Triangulation also crosschecks information to produce accurate results for certainty in data collection”.

The aim of descriptive study is to make a description and a picture in a systematic and accurate manner on conclusion which is applied in real life. Kumar states, “The study is classified as qualitative if: the purpose or aim of the study is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales)...’(10). In this case, the research method used in this research is qualitative study to obtain data from an English textbook titled.

In qualitative research, the researcher is the primary research instrument. First, researchers themselves collect the data, by directly observing or interviewing the participants, for example. They can also collect a wide range of data and begin to think about it immediately, allowing them to clarify ideas promptly for accuracy of interpretation. ( Merriam, 2002)

The researcher took the data from the book of English book and English Zone for senior high school first grade student. The English book is composed by Utami Widiati, M.A, Ph.D. (Ed),

published by Bailmu in 2009. It consists of 10 units and each unit consists of 2 grammar focus and 2 reading texts.

The English Zone book is composed by Eka Mulia Astuti, published by Erlangga in 2010. It consists of 6 units and each unit consists of 2 grammar focus and 2 reading texts that are analyzed.

After reading the data sources, the aspect of morphological structures from the content of the books are noted down by analyzing the words in grammar focus and reading texts as parts of the morphological structures concerning on the derivational and inflectional. Then, the details of this aspect in morphology focus are listed in the explanation.

The following are the steps to analyze the data:

- The data which have been listed are compared for analyzing the aspect of morphological structures.
- After that, the data are viewed from the sources to identify how morphological structures are revealed.
- From this analysis, how the morphological structures are revealed could be explained.

## FINDING AND DISCUSSION

Suffixes are the most common, and English uses them. For example, in English Zone textbook there is a chapter that analyzed about simple past tense both in grammar focus and in its reading text.

Table 1. Grammar Focus and Reading Text of English Zone book.

Name of Unit	TOPICS	
	Grammar Focus	Reading Text
Unit 2	Simple Past Tense	The women who caused the invention of Band-Aid
	Past Cont. Tense	Cantika’s diary
Unit 3	Imperative Sentences	Camera
	Adverbs of Manner	
Unit 4	Comparisons	Gatotkaca
	Past Perfect Tense	Hercules
	Past Forms	Nyai Lara Kidul

**Grammar focus** : Simple Past Tense (Unit 2)

The past tense of most verbs is a matter of adding *-ed* to the stem;

Here are some examples :

Happen	→	happened
Decide	→	decided
Arrive	→	arrived
Stop	→	stopped
Hope	→	hoped
Try	→	tried
Walk	→	walked
Enjoy	→	enjoyed

The plural of a noun is made by adding *-s*. Or to inflect verb or nouns.

Thing	→	things
Action	→	actions
Form	→	forms
Derivation of verb to a noun	:	
State	→	statement

**Reading text :** The Woman who Caused the Invention of Band-Aid

Inflection of verbs:

Cut	→	cutting
Manufacture	→	manufactured
Seem	→	seemed
Install	→	installed
Inflection of nouns :		
Scissor	→	scissors
Strip	→	strips
Second	→	seconds
Machine	→	machines

**Grammar focus:** Past Continuous Tense ( Unit 2)

The inflectional suffixes of past continuous tense is made by adding *-ing*

Here are some example :

Do	+ ing	= doing
Help	+ ing	= helping
Get	+ ing	= getting
Stand	+ ing	= standing
Brows	+ ing	= browsing
Read	+ ing	= reading

The regular past participle is made by adding *-ed*

Here are some example:

Dress	+ ed	= dressed
Use	+ ed	= used

Inflectional suffixes are also made by the irregular past tense forms, they are:

Ring	→	rang
Hear	→	heard
See	→	saw

Or to inflect the plural of noun is made by adding *-s*:

Book	→	books
------	---	-------

There is also suffix which commonly change the class of the word to which they are attached:

Active (adj) + ity = activity (n)

**Reading text Cantika's diary (Unit 2)**

Inflection suffixes are made by the irregular past tense forms.

Here are some examples:

Go	→	went
Leave	→	left
Get	→	got
Have	→	had
Say	→	said
Make	→	made
Take	→	took
Break	→	broke

Inflection suffixes are made by the rregular past tense forms.

Hare are the examples:

Decide	→	decided
Change	→	changed
Drop	→	dropped
Close	→	closed
Talk	→	talked
Ask	→	asked
Want	→	wanted
Look	→	looked
Last	→	lasted

Derivational may appear as suffixes:

Here are the some examples:

Punish	- ment	
Announce	- ment	
Suffixes that form adverbs;		
Final	+ ly	= finally

In English, derivational may appear either prefixes or suffixes:

Un + fortunate + ly =unfortunately

Or to inflect the plural of noun is made by adding -s

Here are some examples:

Week → weeks  
Passenger → passengers  
Hour → hours  
Day → days

( English Zone book, chapter 2: page 36-57)

### Grammar focus: Imperative Sentences ( Unit 3 )

The Inflectional of *suffix -s* :

Manner → manners  
Include → includes  
Utensil → utensils  
Culture → cultures  
Standard → standards  
Noise → noises  
Elbow → elbows

The inflectional suffixes of past tense is made by adding *-ed*

For examples :

Eat + ing = eating  
Interest+ ing = interesting  
Cough+ ing = coughing  
Sneeze+ ing = sneezing  
Blow + ing = blowing  
Leave + ing = leaving  
Return+ ing = returning

Or affixation involving both prefixation and suffixation :

Un + become + ing= unbecoming

There is also suffix which commonly change the class of the word to which they are attached.

For example, word ending *-ize* tend to be verb :

- Apologize

Word ending in *-ly*, tend to be adverbs:

- Excessively

Reading Text: Camera ( Unit 3 )

Suffixation the plural of a noun is made by adding *-s* :

Camera → cameras  
Video → videos  
Hand → hands  
Picture → pictures  
Len → lens  
Scene → scenes  
Adjustment → adjustments  
Setting → settings  
Press → presses  
Clip → clips  
Option → options  
Application → applications

Suffixation of the gerund is made by adding *-ing* :

Follow +ing = following  
Save +ing = saving  
Take +ing = taking  
Use +ing = using  
Lock +ing = locking

Word ending in *-ly*, tend to be adverb:

- Digitally

Word ending *-ate* tend to be verb:

- Activate

Word ending *-or* tend to be noun:

- Indicator

Word ending in *-able* tend to be adjective:

- Available

### Grammar Focus: Adverbs of Manner ( Unit 3 )

The Inflectional of *suffix -s* :

Example → examples  
Pan → pans  
Word → words  
Adverb → adverbs  
Edge → edges  
Minute → minutes  
Change → changes  
Happen → happens  
Words ending in *-ly*, tend to be adverbs:  
Slightly badly automatically truly  
Comfortably beautifully fully  
Lightly easily fully  
( English Zone, Chapter : page 60-83)

### Grammar Focus: Comparisons (Unit 4)

A regular pattern of suffixation with *-er* and *-est*, are comparative and superlative forms of adjectives belong to inflectional rather than derivational morphology.

Here are the examples :

Positive Comparative Superlative

Tall	taller	the tallest
Large	larger	the largest
Happy	happier	the happiest
Pretty	prettier	the prettiest

The Inflectional of *suffix -s* :

Comparison	→	comparisons
Show	→	shows
Thing	→	things
Point	→	points
Difference	→	differences
Sentence	→	sentences
Game	→	games
Other	→	others

Suffixes that form adjective in *-ed, -ful, -ous* and *-y*

Here are the example:

Captured  
Famous  
Useful  
Powerful  
Beautiful  
Pretty

Suffixation as derivational morphology:

Like + ness = likeness

**Grammar focus** : Past Perfect Tense (Unit 4) :

Word ending in the morpheme *-ity* tend to be noun.

- Activity

The suffixes of regular past participle is made by adding *-ed*.

Here are the examples :

Completed  
Compared  
Suffered  
Passed  
Killed

Word ending in *-ly*, tend to be adverb :

Usually                  Finally

**Grammar Focus** : Past Forms ( Unit 4 )

The inflection of verbs or nouns are made by adding *-s* or *-es*.

Example :

Expresses (verb)  
Exists (noun)  
Teaches (verb)  
Novels (noun)  
Means (verb)  
Words ending in the morphemes *-ion*, and *-ment* tend to be nouns.

Situation

Action

Punishment

**Reading Text** : Gatotkaca ( Unit 4 )

Words ending in *-ly*, tend to be adverbs.

Here are the examples

Naturally	Shortly
Sadly	Repeatedly
Accordingly	Badly
Miraculously	Immediately
Fully	fiercely

The inflection of plural nouns :

Kinds  
Gods  
Sandals  
Clothes  
Weapons

Derivational word ending in *-ful* tend to be Adjective

:

Powerful

Words ending in *-ment, -dom*, and *-er* tend to be nouns.

For example :

Embarrassment  
Kingdom  
Laughter  
Commander

**Reading text** : Hercules (Unit 4)

Suffixation of derivational morphology include of the words ending in *-ous*, and *-less* that tend to be Adjective.

Here are the examples:

Jealous  
Mischievous  
Speechless

Inflection of plural nouns and verb are made by adding *-s*.

Here are the examples :

Tasks (noun)  
Apples (noun)  
Maidens (noun)  
Shoulders (noun)  
Years (noun)  
Knows (noun)

Suffixation :

Firm	+ly	= firmly
Final	+ly	= Finally
Immediate	+ly	= immediately
Slow	=ly	= slowly
Cunning	+ ly	= cunningly
Quiet	+ ly	= quietly



Tight =ly = tightly  
Word ending in -ment tend to be noun :  
Astonish + ment = astonishment  
Suffixation -er , belongs to inflectional adjectives :  
Stronger  
Longer

**Reading text : Nyai lara Kidul (Unit 4)**

Suffixes *-ed* as Regular Past forms

Cried	looked	bagged	jumped
Remembered	said	started	swallowed
Praised	forced	flowed	twisted
Screamed	walked	ended	opened
Turned	reached	pulled	looked
Smiled	noded		

Suffixes that form adjective are made by adding *-ly*, *-ish*, *-ful*, and *-ous*.

Here are the examples:

Lovely  
Yellowish  
Beautiful  
Powerful  
Wonderful  
Jealous  
Hideous

Prefixes that form nouns:

Kilo + meter = kilometer (noun)  
Mix + fortune = misfortune(noun)  
Or affixes involve both prefix and suffix:  
Un + believe + able = unbelievable  
re + mark + able = remarkable

Suffixes *-s* as plural nouns:

hours	soldiers	demons
Scales	ladies	attendants
Eyes	pearls	descendants
Lips	petals	troops
Wives	creatures	kings
Word	spirits	

Suffixes *-ly* that form adverbs:

Clearly	finally
Slowly	helplessly
Smelly	quickly
Hardly	suddenly

Suffixes *ion* that form nouns:

Secretion  
Meditation

**Reading text : Romeo and Juliet (Unit 4)**

Suffixes *-s* as plural nouns:

Friends	days
Streets	contents
Citizens	hours
Wives	drugs
Tears	hands
walls	

Derivational morphology that involves suffixation:

life + less = lifeless

Derivational morphology that only involves prefixation:

Un + welcome = unwelcome  
Or affix that involves both prefix and suffix:  
Un + sheath + ed + unsheathed  
Words ending in *-ly* , tend to be adverbs.

Here are the examples:

Deadly  
Quickly  
Desperately  
Word ending in *-ment* and *-ion*, tend to be nouns.  
Examples:  
Banishment  
Confession  
Admission  
(*English Zone*, 2010: page 84 – 114)

Table 2. Grammar Focus and Reading Text in *English* book.

Name of Unit	TOPICS	
	Grammar Focus	Reading Text
Unit 1	To Be	Educational technology
Unit 2	Simple Present Tense	Mardi Grass History
Unit 3	Present Cont. Tense Future Cont. Tense Simple Future Tense 'Will/Shall' and 'Going to'	Study Tour Moving to The Moon Thailand Culture
Unit 6	Singular and Plural Nouns Question Tags	Newspaper and Megazine
Unit 7	Pronouns Reflexive Pronouns	Unique Customs The Thanksgiving Story

**Grammar Focus:** To Be (Lesson 1)

Suffixes *-s* as plural nouns and verbs:

Exist (verb)

Statements (noun)

Sentences (noun)

Questions (noun)

Contractions (noun)

Prefix that from adjective:

Ir + regular = irregular

There is also an example of suffix which commonly changes the class of the word to which it is attached:

Beauty (n) + ful = beautiful (adj)

**Grammar Focus:** The Simple Present Tense (Lesson 1)

Suffixes *-s* as plural nouns:

Actions

Verbs

Statements

Suffix *-ence* that form nouns:

Existence

Reliance

Intelligence

**Reading Text:** Educational Technology (Lesson 1)

Words ending in *-ical*, *-ed*, *-al*, and *-ic*, tend to be adjectives

Here are the example:

Technological

Mechanical

Systematic

Genetic

Medical

Individualized

Traditional

Derivational morphology that involve suffixation:

Effective + ness = effectiveness

Suffixes *-s* as plural nouns:

Innovations

Breakthroughs

Strips

Picture

Machines

Devices

Students

Steps

Means

Changes

Memories

methods

fads

technologies

effects

predecessors

barriers

researchers

studies

ways

hopes

communications

Word ending in *-tion*, tend to be noun.

Here are the examples:

Motion

Instruction

Revolution

Revolution

Information

Attention

Word ending in *-y*, tend to be noun:

Illusory

Biochemistry

Memory

(*English*, 2009 page 2-28)

**Grammar Focus:** The Present Continuous Tense (Lesson 2)

Word ending as suffixes in *-ous*, and *-ive*, tend to be adjectives.

Here are the examples:

Continuous	humorous
Nervous	religious
Ridiculous	luxurious
Progressive	spacious
Relative	nutritious

Suffixes *-s* as plural nouns and verbs:

Actions  
Words  
Exists

**Grammar Focus:** The Future Continuous Tense (Lesson 2)

Derivational morphemes can be selective about what they 'ill combine with.

Thus the suffix from the present participle is made by adding *-ing*.

Here are the examples:

Talk + ing	= talking
Play + ing	= playing
Do + ing	= doing
Rain + ing	= raining
Use + ing	= using
Go + ing	= going
Speak + ing	= speaking
Write + ing	= writing
Happen + ing	= happening

Suffixes *-s* or *-es* as verb

Knows  
Understands  
Expresses

**Reading Text:** Mardi Gras History (Lesson 2)

The suffixes of plural noun is made by adding *-s*.

Here are the examples:

Balls	themes	superstars
Parties	parades	days
Places	costumes	
Americans	nets	
New Orleanians	wagons	
Streets	floats	
Celebrations	clubs	
Societies	policies	

Functions  
Cars  
organizations  
members

Words ending in *-ly*, tend to be adverbs.

Here are the examples:

Really  
Principally  
Properly  
Royally  
Secretly  
Recently  
Completely

Word ending in the morphemes *-ment*, *-ion*, *-ty*, *-ism*, *-ness*, and *-ship*, tend to nouns.

Here are the example:

Government	snobbishness
Management	membership
Organization	royalty
Procession	exclusivity
Administration	hospitality
Interruption	Patriotism

Words ending in *-able*, *-ous*, *-ed*, *-ic*, *-ful*, *-al* and *-ive*, tend to be adjectives.

Here are the examples:

Charitable  
Hilarious  
Characteristic  
Political  
Official  
Hand-decorated  
Secretive  
Beautiful

Derivational morphology that involve prefixation:

Un + rest	= unrest
Re + turn	= return
Ire + sistible	= irresistible

Or affixation involving both prefix and suffix:  
Anti + discriminate + ion = anti-discrimination  
(*English*, page 29-52)

**Grammar Focus:** The Simple Future Tense 'Will/Shall and 'Going To'

(Lesson 3)

Suffix *-ion* tend to be noun.

Here are the examples:

Decision  
Prediction

The suffixes of plural is made by adding *-s*

Here are the example:

Situation  
Events  
Weeks  
Predictions  
Facts  
Hours  
Kitties  
Intentions  
Conversations  
Word ending in *-ly* tend to be adverb:  
Really

Derivational morphology that involves prefixation:

In + formal = informal

**Reading text:** Study Tour ( Lesson 3)

The suffixes of plural noun is made by adding *-s*

Students forks  
Experiences spoons  
Readers glasses  
Hours plates  
Waiters  
Napkins

The suffixes of *-ful*, *-ous* and *-al*, are tend be adjectives.

Here are the examples:

Useful  
Advantageous  
Professional

Words ending in *-ion* tend to be nouns.

Station  
Information

Here are the example of affixation involving both prefix and suffix:

Un + forget + able = unforgettable

**Reading text:** Moving the Moon ( Lesson 3)

The suffixes of plural noun is made by adding *-s*.

Here are the examples:

Decades	samples	buildings
Series	things	spacesuits
Articles	rocks	rockets
Scientists	elements	passengers
Plans	metals	colonies
Cities	colonists	times
Missions	ways	settlers
Humans	workers	legs
Beds	tables	tools
Windows	locations	houses
Tunnels	cities	trays
Plants	batteries	nights
Minerals	telescopes	bjects
Tourists	effects	

Words ending in *-ion*, *-ty* and *-ment* tend to be nouns:

Condition  
Fascination  
Operation  
Location  
Electricity  
Possibility  
Equipment  
Experiment

Suffixes *-able* and *-ful* are tend to be adjectives.

Valuable  
Suitable  
Inflatable  
Powerful

Derivational morphology that involves prefixation.

Here are the examples:

Re + turn	= return
Re + cycle	= recycle
Re + place	= replace
in + habitant	= inhabitant
un + happy	= unhappy

Or affixation involving both prefix and suffix:

Un + count + able = uncountable

**Reading Text:** Thailand Culture (Lesson 3)

The suffixes of plural noun is made by adding *-s*

Peoples	hundreds	festivals
Admonitions	years	relations
Parents	rites	customs
Elders	ceremonies	necessities
Teachers	feasts	utensils
Days	cities	areas

Word ending in *-ion*, and *-ment*, tend to be noun;

Education  
Civilization  
Location  
Celebration  
Tradition  
Advancement

Affixation involving both prefix and suffix.

Here are the examples:

Un + mention + ed = unmentioned  
Un + count + able = uncountable  
Word ending in *-ive*, and *-al*, tend to be adjectives:  
Primitive  
Traditional  
(*English*, 2009: page 53-76)

**Grammar Focus:** Singular and Plural Nouns  
(Lesson 6)

When a noun means only one, it is said to be plural.

Here are the example:

Book → books  
Pencil → pencils  
Boy → boys  
Day → days  
Roof → roofs  
Safe → safes

Other example are:

Sugars  
Coffees  
Kinds

**Grammar Focus:** Question tags (Lesson 6)

Suffixes *-ion*, and *-ment*, tend to be nouns:

Confirmation  
Agreement  
Statement

The suffixes of plural noun is made by adding *-s*

Here are the examples:

Tags  
Auxiliaries

Word ending in *-ly* tend to be adverbs.

Hardly  
Barely

Rarely  
Scarcely

Suffix *-ity* come from adjectives that can be changed into nouns, those mean state, quality or abnormality. For example, Zwicky discusses the case of *-ity* suffixation in English, which refers to as derivational.

Able → ability  
Acceptable → acceptability  
Advisable → advisability  
Capable → capability  
Continuous → continuity  
Durable → durability  
Flexible → flexibility  
Possible → possibility

**Reading Text:** Newspaper and Magazine

The suffixes of plural noun is made adding *-s*

Here are the example:

Homes	letter	newspapers
Other	facts	section
Friends	words	Sundays
Neighbours	opinions	comics
News	comments	magazines
Stories	events	articles
Columns	candidates	

Word ending in *-ion*, and *-ment*, to be nouns.

For instances:

Election → imagination  
Edition → amusement  
Addition  
Publication  
Population  
Selection  
Fiction

The word ending in *-al*, and *-able*, tend to be adjectives

Here are the example:

Editorial  
Criminal  
Material  
Favorable

Affixation involving both prefix and suffix:

Un + favor + able = unfavorable

Inter + nation + al = international  
 Word ending in *-ly* tend to be adverbs:  
 Usually  
 Especially  
 Weekly  
 Monthly  
 Primarily  
 (*English*, 2009 page 149-174)

Royalty  
 Protection

Derivational morphology that involves prefixation .

For example :

Ex + change = exchange

**Grammar Focus:** pronouns (Lesson 7)

Suffixes *-s* as plural noun and verbs:

Takes	designs
Sentences	residents
Objects	buys
Refers	ministers
Types	plants
Keeps	wishes
Wastes	exercise
Things	peaces

Suffix *-ion* mean act, process, state or condition.

Here are example:

Abbreviate (verb)→	abbreviation (noun)
Calculate (verb)→	calculation (noun)
Educate (verb) →	education (noun)
Eradicate (verb)→	eradication (noun)

**Grammar Focus:** Reflexive Pronoun (Lesson 7)

Words ending *-s* tend to be verb of present tense.

Here are example:

Turns  
 Reflects  
 Bits  
 Medals

**Reading Text:** Unique Customs (Lesson 7)

Suffix *-s* as plural nouns:

Animals	celebrations	spirits
Flowers	families	
Ribbons	fireworks	
Koreans	friends	
Ancestors	parties	
Gravers	beans	
Sites	homes	
Cakes	shrines	

Words ending in *-ity* and *-ion*, tend to be nouns :

**Reading Text ; The Thanksgiving Story ( Lesson 7)**

Suffix *-s* as plural nouns ;

Pilgrims	products
Members	Europeans
Interests	berries
Colonists	plums
Indians	friends
Natives	hardships
Days	letters
Ducks	governors
Pastries	presidents
Potatoes	

Words ending in *-al*, *-ous*, *-able*, *-ic*, and *-ful*, tend to be adjective;

Here are the examples :

Traditional  
 Editorial  
 National  
 Religious  
 Poisonous  
 Notable  
 Patriotic  
 Beautiful

Words ending in *-ly*, tend to be adverbs :

Originally  
 Eventually  
 Newly  
 Securely  
 Finally

Words ending in *-ance* and *-ion*, tend to be nouns :

Tolerance  
 Observance  
 Persecution  
 Celebration  
 Recognition  
 Obsession

Affixation involving both prefix and suffix :

Un +like + ly = unlikely  
Un +god + ly = ungodly  
( English, 2009: page:175-204)

## CONCLUSION

After analyzing the data, the researcher concluded that the derivational words and inflectional prefixes and suffixes of grammar focus and reading text in English Zone book and English book had met the aspect of morphological structures in English textbook for senior high school students. The analysis of morphological structures in English Zone book and English book for ten grade students of senior high school started from the easier to the difficult one.

Best on my observation, to cross check the data concerning on what is needed about the curriculum that refers to the curriculum is by conducting the curriculum dealing with four skills; listening, speaking, reading, and writing which consist of many aspects that must be studied further so that the student's understanding of those aspects can be more understandable. Besides, the morphology aspects that will be examined are only limited of the derivation word of adjective, noun, inflectional suffixes, and inflectional prefixes.

In Indonesia, English textbook for senior high school student is based on school – based curriculum dealing with four skills; listening, speaking , reading, and writing, and components; vocabulary, spelling, grammar, and pronunciation. Those skills and components are learned by the students in the class through a textbook.

Besides, the writer has found that several comparisons between English Zone and English book in relation to the aspect of morphological structure. First, the English book which is written by Utami Widiati, contained some prefixes and suffixes in each lesson, For example, in Lesson 7 explains about suffix –ion and its meaning. It tells how to change the verb into noun in order to make suffix – ion. On the other hand, in English Zone book which is published by Erlangga, there is no explanation about prefix and suffix in detail.

Second, the form of book content and systematic of writing between those books are slightly different. In addition, the writer also added the theory of triangulation to justify any form about the result of the comparison to make sure that there are differences from those books in relation to the morphological structures.

## BIBLIOGRAPHY

- Ackema, Pater, & Neeleman, Ad. *Beyond Morphology : Interface Condition on Word Formation*. New York : Oxford University Press, 2004
- Altrichter, H, Feldman, A, Posch, P. & Somekh, B. *Teachers investigate their work; An introduction to action research across the professions*, Routledge.p. 147. (2<sup>nd</sup> edition), 2008
- Astuti, Eka Mulia. *English Zone*. Jakarta : Erlangga, 2006
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4<sup>th</sup> ed. New York : Longman,2000
- Carstairs, Andrew, & McCarthy. *An Introduction to English Morphology : Words and Their Structure*. Ediburg Edinburg University Press, 2002
- Cohen, L, & Manion, L. *Research methods in education*. Routledge. P.254. (5<sup>th</sup> edition), 2000
- Crystal, David. *The Cambridge Encyclopedia of The English Language*, 2<sup>nd</sup> ed. Cambridge University press, 2003
- Heigham , Juanita, & A. Robert. *Qualitative Research in Applied Linguistic : A Practical Introduction*. United States : Palgrave Mac Millan, 2009
- Kumaravivelu, B. *Understanding Language Teaching : From Method to Postmethod*. London : Lawrence Erlbaum Associates, 2006
- MBP, Abdurrahman. *English in Use : Composition*. Bogor : Sekolah Tinggi Agama Islam Al-Hidayah, 1012
- O'Donoghue, T., Punch K. *Qualitative Edicational Research in Action: Doing and Reflecting*. Routledge. P.78, 2003
- Richards, Jack C. *Curriculum Development in Language Teaching*. New York : Cambridge University Press, 2001
- Stonham, T. Jhon. *Combinatorial morphology*, Philadelphia : John Benjamins Publishing Co, 1994
- Thornbury, Scott. *How to Teach grammar*. London : Longman, 1999

Widiati, Utami. English. Jakarta : Bailmu, 2009

Kitao, K, & Kitao, K.S. Selecting and Developing Teaching/Learning Materials Internet TESL Journal {electric journal} November 18, [URL:http://www.aitech.ac.jp/itesl/Articles/Kitao-Materials.htm](http://www.aitech.ac.jp/itesl/Articles/Kitao-Materials.htm).

#### **PROFIL PENULIS**

Ferdias Prihatnasari earned her Bachelor's degree from Department of English Languages and Literature, Nasional University Jakarta in 2010 and

later her Master's Degree in English Education from Indraprasta PGRI University Jakarta in 2014. Currently she is a lecturer at Bina Sarana Informatika University and she can be reached through [ferdias.fps@bsi.ac.id](mailto:ferdias.fps@bsi.ac.id)



## The Effects Of Grammar Mastery And Vocabulary Mastery Towards Student's Reading Comprehension In Expository Text

Etik Dwi Styaningrum

Universitas Bina Sarana Informatika Jakarta  
[etik.eds@bsi.ac.id](mailto:etik.eds@bsi.ac.id)

### Cara Sitasi:

Styaningrum, E. D. (2019). The Effects Of Grammar Mastery And Vocabulary Mastery Towards Student's Reading Comprehension In Expository Text. *Wanastra*, 11(1), 89–100.

**Abstract** -The main aim of the research is to find out whether there is significant effects of Grammar Mastery and Vocabulary Mastery towards Students' Reading Comprehension in Expository Text. The research was conducted at SMKN 1 Cikarang of tenth grade students with the total sample 40 students that randomly taken and at SMKN 2 Cikarang of tenth grade students with the total samples 40 students that randomly taken. The method used in the research was a survey. Data of grammar mastery, vocabulary mastery and reading comprehension were acquired from the tests. The data was analysed using descriptive statistical method, multiple correlation coefficient, determination coefficient and regression analysis. To test the statistics is used T test and F test . The result of the research concluded that there are significant effect of Grammar mastery and vocabulary mastery towards student's reading comprehension in expository text.

**Keyword** : Grammar Mastery, Vocabulary Mastery ,Reading Comprehension, Expository Text

### INTRODUCTION

Reading competence is the important factor in modern society that each individual has to search for information through the medium of reading because information, knowledge and technology are mostly found in written or printed material. The ability will enables students to gain information and to improve their knowledge.. Thus, one of the language skills that the students can rely on is reading. Reading is an appropriate medium to promote life long learning. In study of English, there are many types of written text are available. One type of written text is expository text. The author uses expository writing to inform the reader about the topic. At school, students are required to submit school exams and research papers as a means for the teachers to grade the progress. At work, people are required to produce business report and memorandums to inform the superiors and co workers about the occurrences that take place at other levels of the company.

In addition, oral exposition is primarily observed in oral academic presentation, business talks, and speeches that are delivered to a group of people. As each of these different cases illustrate, expository writing and speech surround the readers in every day life. It means that by understanding expository texts, the students that are obliged to do their academic tasks such as writing research papers,

speeches and other academic presentation will be helped.

For students, reading expository texts is absolutely important. Success in school work and society depends on largely upon the ability to comprehend this type of text. Based on observations, most of students in SMKN 1 Cikarang Selatan and students of SMKN 2 Cikarang Barat experienced difficulties in reading comprehension. Newman ( 2007) explains that an important goal of education is to assist students to read and write expository texts. Researchers noted establishing effective instructional frameworks for teaching students how to read and write this material remain elusive, therefore, developing effective expository reading comprehension instruction should be a research priority. As defined by *Partnership for Reading ( 2005 )* Reading comprehension is understanding a text that is read, or the process of “ constructing meaning “ from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

The ultimate goal in reading is to make meaning from text that is to comprehend the information conveyed by in the text. It means that the reader should gain some understanding of the message conveyed by the author. Not only that,

comprehension should go beyond simply understanding the explicit message that is being conveyed by the author. To truly comprehend texts is to make connection between the information in the text and the information in the reader's head to draw inferences about the author's meaning to evaluate the quality of the message and possibly even to connect aspects of the text with other works of literature.

The prior of background knowledge is the knowledge achieved in previous readings or learning. One of the most important prior knowledge is the knowledge of vocabulary. It is undeniable that to be skillful in reading, one needs sufficient vocabulary. Vocabulary is one of the important elements needed in reading because it is the stocks of words. Developing superior vocabulary knowledge is extremely required to understand the whole text easily. Freebody ( 1979) stated that the number of the words as reader knows is a predictive of his ability to comprehend the text. That is to say that vocabulary gives high contribution to students' reading comprehension and it is important to prove the contribution by conducting a research i.e. investigating the correlation between vocabulary mastery and comprehension of expository text.

Another prior knowledge is the knowledge of grammar. Grammar in Indonesia schools is sometimes replaced by the term structure. The knowledge of grammar is important in mastering a language because grammar intersects and overlaps with the four language skills.

Grammar is the science of language. As every field of study depends on its own rules to evolve, language has its own rules defined under the cute name of 'Grammar.' 'Grammar' hails from *grammaire* (French), *grammatikos* (Greek), or *grammatica* (Latin), all meaning "relating to letters," according to the Oxford Concise Dictionary.

Why we require grammar to our writing is often disputed. Spoken communication usually expands outside the boundaries of grammar and draws its own territories, usage rules of speech. Written language, however, retains the same old forte of usage rules, and ever since showed inhibition to come out.

Spoken language is used by the speaking lot in millions, while written language is the realm of writing lot, in thousands. In a world of entropy (disorder), it is easier to assume that there are more disorganized people in a million than in a thousand; moreover, the recognized writers are authorities of language, who get published and become famous

for the sheer excellence of their language. A language is more elegant, beautiful, and legible when it goes by the rules of grammar, usage, and style. While everyone of these is equally important, slips in grammar makes it all worthless. Proper grammar enables you to publish content online or offline with reputed publishers. That itself is a reward, even if you don't earn much by publications.

The lack of knowledge of grammar will result in the grammatically incorrect sentences which can lead to misunderstanding of what one is saying or writing. Further, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. A simple clause is easier to understand than a complex clause. If there are more complex clause than simple clauses, the complexity of the text in the term of grammar is high. Readence, Bean and Baldwin ( 1985) stated that reading a text is an interactive process of the grammar competence owned by the reader.

## THEORETICAL REVIEW

### 1. Grammar Mastery.

Grammar mastery is the mastery of formal rules concerning word forms and application of words in a sentence to create correct and meaningful sentences. Grammar mastery is the understanding of sentence structure, sentence element, and also includes the understanding of simple clause and complex clause. In this research, the researcher discusses grammar as the system of rules of forming words and combining them into sentences.

Riemsdijk and William ( 1986:4 ) says that the system or set of principles from putting words together into sentences is called grammatical rules. A sentence consists of three things ; sound meaning, and syntactic structures. In other words, grammar in the rule for putting sounds, meaning and syntactic structures together to make meaningful sentences.

Richards ( 1985) argues that the factors involved in knowing a language are grammatical competence, communicative competence, and language proficiency. Gerot and Wignell ( 1994:2) explains that grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings. In a sentence such as Time flies an arrow , this string of language means something; the meaning is accessible through the wording; that is the words and their order and the wording in turn, is realized or expressed through sounds or letters.

All languages in use can be analyzed at four levels ; text, sentence, word and sound . These are the forms that language takes. The study of grammar consists, in part , of looking at the way these forms are arranged and patterned. It is partly the study of what forms ( structures ) that are possible in language. It concerns almost exclusively with the analysis at the level of sentences. Thus, it is a description of the rules that govern how language's sentences are formed.

Brown ( 2001:362) ascertains that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. The components of the words ( prefixes, suffixes, roots, verb and noun endings , etc ) are parts of grammar. Technically, grammar refers to sentence level rules only, and not the rules governing the relationship among sentences which refer to discourse rules.

From a foreign learner's point of view, the major difficulty in English grammar is the difference between pronunciation and written forms. Otherwise, English is a language that can be acquired more rapidly in the early stages than many others. In intermediate and advanced stages, however, everything becomes more confusing because rules are complicated by idiomatic expression.

Most people judge one's English from the way one speaks or writes whether one has good grammar or not. Brown ( 1991) argues that grammar is one of the aspects that operate language. The study of grammar includes both syntac and the inflection of morphemes. Thornbury ( 2002:2) asserts that the system of rules that covers the order of words in a sentence is called syntax. Syntax rules disallow; *Not we at right home now are*. The systems of rules that cover the formation of words is called morphology. Morphology rules disallow. *We is not at home right now*. Therefore, grammar is seen as the study of the syntax and morphology of sentences.

In speaking, one with little knowledge of grammar can still make himself understood with the help of signs, gestures or symbols. Expressions like "long time no see" or "no can do" are sometimes used in spoken English. On the other hand, in writing, in order to convey intelligible messages, it is absolutely imperative that one employs good grammar . In the following pair of sentences, it can be noticed how pronouns "me" and "mine" change the meaning of the sentences in English but both sentences can be read the same in Indonesia.

Language skills cover the four main aspects of language, namely: listening, speaking, reading, and writing. Grammar has always been a central aspects of language. It is undeniable that grammar covers the four aspects of language skills. Oxford ( 1989) states that grammar intersects and overlaps with the four language skills. Du Toit and Orr ( 1987) argues that grammar is important because grammatical mistakes can be lead to misunderstanding what one is saying or writing and because grammatical mistakes can give people a very bad impression of the speaker. For example, If one says *My mother punished me for coming late* and the listener will know that his mother does the punishment in the past time, as grammar can

be used to denote time sequence. In addition, Jeffery ( 1990 :120) states that grammar is needed in order to gain control of written language for thought has to be organized in order to make meaning clearer to readers.

Clearly, grammar is an important element and occurs in the four language skills. Grammar is prominent as a organizational framework within which language operates. Grammar is used in speaking and writing, When one listens to speech, grammar is there and in reading pieces, the use of grammar ( tenses is varied which is often based on the intention of the writer. Thus, knowledge of grammar is important because grammar complexity may cause difficulty in understanding texts. Grammatical complexity refers to how a clause complex appears in a text in comparison with simple clauses, It is accepted that any text has a different level of complexity. This is all related to how much information is introduced in a clause complex which can be more than one simple cause. A clause ( *dag hammarskjold left the Congo city by plane* ) is less complex than the clause ( *the situation is difficult for Dag hammarskjold , the secretary of General of the UN at the time to deal with because among the members of the organization were several groups of nations which strongly supported quite different views about the problem* ) in the sense that the latter presents more information. This is due to the fact that English allows for the information of clause complex which is embedded in a sentence.

In this case, there are types of sentences ( clauses ) that are related to the grammatical complexity. The term complexity suggest that there is more information presented in a sentence by the application of a clause complex. Frank ( 1972:220) divides sentences ( clauses ) into 4 types based on the complexity, namely ( 1 ) Simple Sentence. It has only one subject and one predicate or it has only one finite verb : e.g . *John bought bananas:*

(2) Compound Sentence. It is made up two or more principal or main Clause : e.g. John came in and Mary prepared tea (3) Complex sentence. It consists of one main Clause and one or more Subordinate Clauses : e.g. John came in when Mary was preparing tea. (4) Compound Complex Sentence. It contains two or more main or Independent Clause and one or more Subordinate or Dependent Clauses: e.g. John bought bananas and marry prepared tea so what that could enjoy the party.

## 2. Vocabulary Mastery

According to Hornby ( 1987 : 523 ) mastery is a complete of knowledge. Mastering vocabulary, thus it deals with the complete control or words knowledge or the ability to know the meanings of certain vocabulary items and their usage in certain context to express ideas, opinion and feelings in communication. Vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

Chapelle ( Read, 2000:28 ) stated that vocabulary is defined comprehensively as a general construct of language ability; it includes knowledge of language and the ability to put language to use in context. The dimensions of this components according to Chapelle ( read, 2000:31 ) includes vocabulary size, knowledge of word characteristics. Brown ( 2001:337 ) asserts that vocabulary is basic building blocks of languages. Vocabulary is closely related to eight parts of speech namely; verb, noun, adjective, adverb, pronoun, preposition, conjunction, and interjection. Gleason and Ratner ( 1998 : 422 ) argues that development of vocabulary knowledge represents a continuum in which individual words move from unfamiliar to acquainted, and to established categories. This vocabulary development both pushes and is pushed forward by reading acquisition. The interconnectedness of reading and vocabulary development is shown by the influence of each to the other where advances on each influence the other. The reciprocal causation relationship exist in older impaired readers where these readers develop problems in vocabulary knowledge as the result of delays in reading, which then became further impeded because of increasing vocabulary deficits.

Vocabulary takes a very important role in learning a language including English. If one has a good deal of vocabulary, one can have some facilities in speaking and writing as long as one knows the meaning and the function of each of the vocabulary. As Nunan ( 1990 : 101 ) ascertains that vocabulary are more than lists of target language words. As a part of the language systems, vocabulary is

intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into grammatical words such as preposition, articles, adverbs, content words and so on. The grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that are attached to the beginning and ends of words in order to form new words.

Nunan ( 1999 ) explains that in recent years, the teaching of vocabulary has assumed its rightful place as a fundamental aspects of language development. This is partly due to the influence of comprehension – based approaches to language development, partly due to the research efforts to influential applied linguistics, and partly due to the exciting possibilities opened up by development of computer language corpora. Nunan ( 1999 ) says that proponents of comprehension-based approaches to language acquisition argue that the early development of an extensive vocabulary can enable learners to out perform their competence. In other words, if one has an extensive vocabulary it is possible to obtain meaning from spoken and written texts which are encoded. Norbert ( 1997 ) argues that knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge and language use and vice versa.

Nation ( 1990 : 22 ) contends that the main goal of vocabulary learning is to increase the students' vocabulary mastery in order to master the four language skills, listening, speaking, reading and writing vocabulary learning goals will be achieved by doing receptive and productive learning. Receptive learning involve being bale to recognize a word and recall its meaning when it is met. Productive learning involves what is needed for receptive learning plus the ability to speak or to write needed vocabulary at the appropriate time. If learners study English in order to be able to read and understand lectures, receptive knowledge of vocabulary is needed. If learners need to cover the whole range of language skills, the a productive knowledge of vocabulary and large receptive vocabulary is needed.

Wallace ( 1982 : 9 ) argues that there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language. Robert ( 1995 : 367 ) states that vocabulary is prerequisite for reading comprehension, in which people who do not know the meanings of words are most probably poor readers. Davis ( 1968 ) says

that the factor that correlates most highly with comprehension, in which people who do not know the meanings of words are most probably poor readers. The number of words reader knows is predictive of his ability to comprehend the text. Ames (1964) also suggest that knowledge of word meanings is probably the best index for predicting achievement in reading.

The fact that written language is complex is recognizable; the complexity lies on the lexical density is how the information is put in a clause form. If there is a high proportion of vocabulary items used in every clause, the text are dense. In this case, the lexical density may cause difficulty in comprehension. Readers should have a large amount of vocabulary to understand texts. Thornbury (2002 : 14) explains that vocabulary acquisition is the largest and most important task faced by the language learner, the most basic level of knowledge a word involves knowing its forms and its meaning. Knowing a word does not only know the words commonly associated with it ( its collocations ) but also its connotations, including its register and cultural accretions.

Vocabulary mastery is the process to comprehend English vocabulary learned from the messages communicated. The mastery of vocabulary can be classified into

1. The vocabulary mastery as the result of learning and the vocabulary as the effect of environment;
2. Vocabulary mastery acquired through the environment including family, social interaction and so on. Development of vocabulary starts from childhood and continuous to long life.

Thus from the discussion above, it can be said that the quality and quantity of vocabulary mastery are the important either to comprehend or to produce ideas and thoughts. So, the vocabulary mastery is the ability to understand English vocabulary to comprehend and produce English.

Vocabulary mastery is not a spontaneous process, but a gradual process which aims to master Vocabulary solidly. According to Kerlinger (1970), someone's vocabulary goes through three stages, namely, childhood stage, adolescence stage and adulthood stage. The first stage is childhood stage; in this stage, the child wants to know words to express whatever he can identify by using his faculties, especially something which relates to his main needs. The second stage is adolescence; at this stage there is an additional processing which is called the language learning process. The child

who has become a teenager begins to study to master his language and broaden his vocabulary still runs together with that of the childhood stage. The third stage is the adulthood stage. At this stage, the vocabulary mastery of the child is more stable because the child who has become an adult has many opportunities to be involved in communication broadly and freely. Basically, a student commonly interested in identifying and studying new words, if he hears and reads new words. He will always try to master it until he reaches a high vocabulary mastery level and finally he can reach a maturity level to communicate in his freely. According to Harris and Sipay (1980: 270), high vocabulary mastery is a maturity signal.

### **3. Reading Comprehension**

#### **The definition of Reading Comprehension**

According to Broughton, et al (1980:89), "Reading is a complete skill, that is to say that it involves a whole series of lesser skills. " First of these is the ability to recognize stylized shapes which are figures on a ground, curves and lines and dots in patterned relationship. The second of the skills involved in the complex is the ability to correlate the black marks on the paper-the patterned shapes -with language. A third skill which is involved in the total skill of reading is essentially an intellectual skill: this is the ability to correlate the black marks on the paper by way of the formal elements of language, let us say the words as sound, with the meanings which those words symbolize.

Effective communication happens only when meanings from the communicator to the communicant are comprehended. Comprehension is addressed in psycholinguistics. Comprehension refers to how people understand spoken and written language. Gleason and Ratner (1998 : 3) state that comprehension is a broad area of investigation that involves scrutiny of the comprehension process at many levels, including investigation of how speech signals are interpreted by listeners ( speech perception ) ; how the meanings of words are determined ( lexical access ) ; how the grammatical structure of sentences is analyzed to obtain larger units of meaning ( sentence processing ) ; and how longer conversations or text are appropriately formulated and evaluated ( discourse ). It also concern specifically relevant to how written language is processed. Mc Neil (1992 :16) asserts that comprehension is making sense out of text. In the early stages of learning to read, comprehension is hampered by limited: capacity of processing space, attention, prior knowledge, and atomization of processes ( procedures ) are all part of skilled reading

Reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is the process of using one's existing knowledge ( schemata) to interpret text in order to construe meaning. Although a writer structures the texts for different purposes, readers must interpret what is read and must arrive at reader's own construction of what the text as well as the changing of the knowledge one used to understand the text in the first place.

According to Alderson ( 1984,p. 95 ) "The reading comprehension process focuses on three elements: The text being read, the background knowledge possessed by the reader, and conceptual aspects". He suggests that background knowledge is a helpful tool when a person confronts a text since he can recognize his knowledge and put it together better. To comprehend a reading it is necessary that the reader can extract the key words in order to capture the whole sense of the text.

A writer uses language to convey the message to the readers. Language enables the exchange of information, knowledge, thoughts and ideas in spoken and written. A great deal of the world's scientific, commercial, economic, and technological knowledge is written and published in English. Reading is the activity to get information, knowledge, thoughts, and ideas. Therefore, the ultimate goal in reading is course to make meaning from the text that is comprehend the information that is conveyed in the text. Richard ( 1992 ) says that reading comprehension refers to the understanding that result from perceiving a written text.

#### **4. Expository Text**

Expository text is a type of text that the students most encounter in the daily life because the students read a non fiction book, magazine, or newspaper article. The author uses expository writing to inform the reader about the topic. At schools, students are also requires to submit school exams research papers as a means for the teachers to grade the progress. Gerot and Wignell ( 1994:192-217)explains that exposition is to persuade the reader that something is the case or to expose the case to the reader and its schematic structure is Thesis Arguments Conclusion .D'angelo ( 1980:188) says that expository text is written by authors to inform, to explain, to describe and to present . Expository writing is a type of writing where the purpose is to inform, describe, explain, or define the author's subject to the reader. Expository text is meant to deposit information and is the most frequently used type of writing by

students in elementary schools, middle schools, high schools, colleges and universities. A well-written exposition remains focused on its topic and lists events in chronological order. Examples of expository writing include driving directions and instructions on performing a task. Key words such as first, after, next, then, last, before that, and usually signal sequential writing. Second-person instructions with "you" are acceptable. However, the use of first person pronouns should be avoided (For example, I, I think, I believe etc...). Expository essays should not reveal the opinion of the author or writer.

Exposition is a type of writing that is used to explain, describe, give information or inform on what is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve the writer's skills in exposition is to provide directions to improve the organization of the text. It tells readers about the information in the selection. Information in this format relates to the reader as a whole with details that describe importance.

### **RESEARCH METHODOLOGY**

The method used in the research was a survey. Data of grammar mastery, vocabulary mastery and reading comprehension were acquired from the tests. The data was analysed using descriptive statistical method, multiple correlation coefficient, determination coefficient and regression analysis. To test the statistics is used T test and F test. Variables being researched in this researched are Independent Variable ( X1 ) : Grammar Mastery, Independent Variable ( X2 ) : Vocabulary Mastery and Dependent Variable ( Y ) : Reading Comprehension in expository test

### **RESULT AND DISCUSSION**

#### **A. The Data Description**

We will present the statistic description from the calculation and testing through computer SPSS 16.00 program, within the analysis and interpretation. The data description is the analysis to know the range of the data, average, median, mode and standard deviation

**Table 1. The Data Description Result**

	Statistics		
	X1	X2	Y
N Valid	40	40	40
Missing	0	0	0
Mean	63.75	62.25	62.25
Std. Error of Mean	1.506	1.66	2.041
Median	60	60	60
Mode	60	60	60
Std. Deviation	90.524	10.497	12.907
Variance	90.705	110.192	166.603
Range	30	40	50
Minimum	50	40	40
Maximum	80	80	90
Sum	2550	2490	2490

The average score of Grammar Mastery that is acquired from the respondent are 63.75 within standard deviation of 9.524; median of 60.00; minimum score of 50.00 and maximum score of 80.00

The average score of Vocabulary Mastery that is acquired from the respondent are 62.25 within standard deviation of 10.497; median of 60.00; minimum score of 40.00 and maximum score of 80.00.

The average score of Reading Comprehension that is acquired from the respondent are 62.25 within standard deviation of 12.907; median of 60.00; minimum score of 40.00 and maximum score of 80.

The result of calculation and test can be seen in Table 2, table 3, and table 4.

**Table 2. The Calculation Result of Coefficient Correlation The Effect of Variable X<sub>1</sub> and X<sub>2</sub> toward Variable Y**

**Model Summary<sup>b</sup>**

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	.780 <sup>a</sup>	.608	.587	8.293	.608	28.737	2	37	.000

a. Predictors: (Constant), X2, X1

**Table 3. The Result Recapitulation Significant Coefficient Regression Test the Effect Variable X<sub>2</sub> within Variable Y**

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3952.827	2	1976.414	28.737	.000 <sup>a</sup>
	Residual	2544.673	37	68.775		
	Total	6497.500	39			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

**Table 4. The Result Recapitulation of Equation of a Regression Line Calculation The Effect of Variable  $X_1$  and  $X_2$  toward Variable Y**

Model	Coefficients <sup>a</sup>						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	-14.683	10.326					
X1	.597	.149	.440	4.011	.000	.878	1.139
X2	.625	.135	.508	4.626	.000	.878	1.139

a. Dependent Variable : Reading Comprehension on Expository Text

**1. The Effect of Vocabulary Mastery (  $X_1$  ) and Logical Thinking (  $X_2$  ) towards Student's Listening Skill ( Y )**

This hypothesis effects is :

$H_0 = 0 ; \beta_2 = 0$

$H_1 ; \beta \neq 0 ; \beta_2 \neq 0$

$H_0$  : there is no significant effect between grammar mastery (  $X_1$  ) and vocabulary mastery (  $X_2$  ) towards student's reading comprehension in expository text ( Y )

$H_1$  : there is significant effect between grammar mastery (  $X_1$  ) and vocabulary mastery (  $X_2$  ) towards student's reading comprehension in expository text ( Y )

From table 4.5 we can see that the effect of double coefficient correlation of independent variable grammar mastery (  $X_1$  ) and vocabulary mastery (  $X_2$  ) toward student's reading comprehension in expository text ( Y ) is 0,780

The calculation of significant coefficient correlation test can be seen in table 4.5. From the calculation, acquired that coefficient correlation is significant in other word that there is a significant effect of independent variable of grammar mastery (  $X_1$  ) and vocabulary mastery (  $x_2$  ) towards student's reading comprehension in expository text( Y).

While coefficient determination is 0,608 show that the quantity of the effect of grammar mastery and vocabulary mastery towards student's reading comprehension in expository text is 60,8 % and reside is 39,2 % because of another factor.

The hypothesis test through the regression analysis acquired the calculation result that can be seen in table 4.6 and table 4.7. From the table 4.7 acquired the equation of regression line that represent the effect of  $X_1$  and  $X_2$  toward variable Y, that is  $\hat{Y} = -47,940 + 0,157 X_1 + 0,335 X_2$ . The significant test for regression line is by paying attention to the result on table 4.6. Based on the rule, the criteria for significant regression is " if  $Sig < 0,05$  so  $H_0$  denied" or "if  $F_{test} > F_{table}$   $H_0$  is denied ", it means that the coefficient regression is significant, in other word there is a significant effects of dependent variable  $X_1$  and  $X_2$  toward independent variable Y. The score f  $Sig$  is the number printed in Sig column in table 4.6 .While  $F_{table}$  is the score of distribution table F for real standard is 5% with the numerator degree ( k ) =2 and denominator degree (n-k-1) = 37 while n is the respondents, and k is the quantity of dependent variable.

From table 4.6 .it can be seen that the score of  $Sig = 0.000$  and  $F_{test} = 28,737$ ; while  $F_{table} = 3,27$ . Because the score of  $sig < 0,05$  and  $F_{test} > F_{table}$  so  $H_0$  is denied means that the coefficient regression is significant. In other word, there is a significant effect of independent variable of grammar mastery (  $X_1$  ) and vocabulary mastery (  $X_2$  ) towards students' reading comprehension in expository text.

**2. The Effect of Grammar Mastery (  $X_1$  ) towards students's reading comprehension in expository text**

This hypothesis effect is :

$H_0 : \beta_{y1} = 0$

$H_1 : \beta_{y1} \neq 0$



Means :

Ho : there is no significant effect of vocabulary mastery towards student's reading comprehension in expository text

H1 : there is no significant effect of vocabulary mastery towards student's reading comprehension in expository text

To prove the hypothesis is by paying attention to the score of column *t* or column *Sig* for line grammar mastery ( variable  $X_1$  ) on the Table 4.7 Based on the rule , the criteria for significant regression is the number "if  $Sig < 0.05$  so Ho denied " or  $F_{test} > F_{table}$  so Ho denied', means that the coefficient regression is significant, of dependent variable  $X_1$ , toward dependent variable Y. The score if *Sig* is the number printed in column *Sig* for Grammar Mastery ( variable  $X_1$  ) in table 4.7. The score of *t* test is the number shown 1 column *t* for grammar mastery line ( variable  $X_1$  ) in table 4.7 .While the score for  $t_{table}$  is the score of distribution *t* for the standard real 5% with the degree freedom (  $df+n-2$  ) = 38 while *n* is the quantity respondents. From table 4.7 can be seen that the score of *Sig* = 0.000 and  $t_{test} = 4,011$  ;while  $t_{table} = 2,05$  . Because the score of  $Sig < 0.05$  and  $t_{test} > t_{table}$  so Ho is denied that means there is a significant effect of independent variable  $X_1$  ( grammar mastery ) towards dependent variable Y ( reading comprehension )

From the result of correlation test m regression test or by seeing the line model we may conclude that there us a significant effect of independent variable  $X_1$  ( grammar mastery ) towards dependent variable Y ( reading comprehension )

### 3. The Effect of Vocabulary Mastery ( $X_1$ ) towards students' reading comprehension in expository text

This hypothesis effect is :

Ho :  $\beta y_1 = 0$

H1 :  $\beta y_1 \neq 0$

Means :

Ho : there is no significant effect of vocabulary mastery towards student's reading comprehension in expository text.

H1 : there is no significant effect of vocabulary mastery towards student's reading comprehension in expository text.

## B. Research Findings

The purpose of this research is to find the effect of grammar mastery and vocabulary mastery towards student's reading comprehension in expository text.

### 1. The Effect of Grammar Mastery and Vocabulary Mastery towards students' reading comprehension in expository text

From the descriptive analysis after the correlation analysis has been done acquired coefficient of 0,780 and coefficient determination of 60,8% after the testing by using SPSS program proved that the coefficients correlation is significant. It means that there is effect of dependent variable  $X_1$  ( grammar mastery ) and  $X_2$  ( vocabulary mastery ) toward dependent variable Y ( reading comprehension ) .

And from the regression analysis the equation of regression line  $\hat{Y} = -14.683 + 0.597 X_1 + 0,625 X_2$ . The constant score = -14,683 showed that with a low grammar mastery and vocabulary mastery make students difficult to improve a good reading comprehension skill, while the score of coefficient regression of 0,597 and 0,625 showed that there is a positive effect of independent variable  $X_1$  ( grammar mastery ) and  $X_2$  ( vocabulary mastery ) towards dependent variable Y ( reading comprehension). Every increase of one score of grammar mastery will make another increase in reading comprehension of 0,597, and every increase of one score of grammar mastery will make another increase in reading comprehension of 0,625 .After the test of regression line linearity by using SPSS program acquired the regression line is linear. From the significant test of coefficient regression that is also used the SPSS program acquired that the coefficient regression is significant, means that it is true that there is a positive effect of independent variable  $X_1$  ( grammar mastery ) and  $X_2$  ( vocabulary mastery ) toward dependent variable Y ( reading comprehension ) .

With a higher grammar mastery and vocabulary mastery will also make the students have a higher reading comprehension skill. From the quantitative information and theory, the researcher draw a conclusion that grammar mastery and vocabulary mastery have a significant effect towards reading comprehension of the students. One score of

grammar mastery will make another increase in reading comprehension of 0,157.

## 2. The effect of Grammar Mastery toward student's reading comprehension

From the hypothesis test acquired the score of Sig = 0.000 and  $t_{test} = 4.011$ , while  $t_{table} = 1,98$ . Because the score of Sig < 0,05 and  $t_{test} > t_{table}$  so Ho is denied it means that there is a significant effect of independent variable X<sub>1</sub> ( grammar mastery ) towards dependent variable Y ( reading comprehension ) . From the quantitative information and theory, the researcher draw a conclusion that the grammar mastery has a significant effect towards student's reading comprehension.

## 3. The effect of Vocabulary Mastery toward student's reading comprehension

From the hypothesis test acquired the score of Sig = 0.000 and  $t_{test} = 4.626$ , while  $t_{table} = 1,98$ . Because the score of Sig < 0,05 and  $t_{test} > t_{table}$  so Ho is denied it means that there is a significant effect of independent variable X<sub>1</sub> ( grammar mastery ) towards dependent variable Y ( reading comprehension ) .From the quantitative information and theory, the researcher draw a conclusion that the vocabulary mastery has a significant effect towards students' reading comprehension.

## BIBLIOGRAPY

- Alderson, J. Charles ( 2000). *Assesing Reading*. Uk: Cambridge University Press
- Allington, Richard, and Strange, Michael. (1980).*Learn Through reading in the content Areas*. USA: D.C. Heath and Company.
- Ames, W.S. (1964). *The Understanding of Vocabulary of the First Grade Pupils*. Elementary English 41 ( January )
- Atkinson, Rita L, et al.(1983). *Introduction to Psychology*. New York : Harcourt Brace Javanovich publisher. Eight edition.
- Block, E.(1986).*The Comprehension Strategies of Second Language Readers*. TESOL Quarterly,
- Broughton, Geoffrey, et al.(1978) *Teaching English as Foreign Language*, New York: Routledge & Kegan Paul ltd
- Brown, H.D.(1994) *Principles of Language Learning and teaching*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Carrel, P.I., Joanne, D., and David, E.e.(1988) *Interactive Approach to Second Language Reading*, Cambridge University Press
- Dawson, Milred A., and Bamman, Henry A.(1967) *Fundamentals of Basic Reading Instruction*, Newyork: David Mc kay Company, Inc
- Davis, F. B.(1968) *Research in Comprehension in Reading*, Reading Research Quartley 3 ( Summer )
- D'Angelo, F.J.(1980 ). *Process and Thought in composition*. Boston: Houghton Mifflin.
- Deboer, John, and Dallman, Martha. ( 1964) *The Teaching of Reading*. USA : Holt, Richard and Winston , Inc
- Du Troit, A. and orr. ( 1987). *Archiever's Handbook*. Johannesburg : Southern Book Publishers.
- Day, Richard R. ( 1993) *New Ways in Teaching Reading.*, USA; TESOL Inc
- Dubin F. and Eskey, D. E. and Grabble ( 1986 ) *W. Teaching Second Language Reading for Academic Purposes*. California: Edison-Weskey Publishing Company
- Frank, M. ( 1972 ). *Modern English : A Practical Reference Guide*. Englewood Cliffs, New Jersey : Prentice\_Hall
- Harmer, Jeremy. (1983). *The Practise of English languageTteaching* . London: Longman Inc
- Harris, Larry A. and Smith, Carl B. ( 1980). *Reading Instruction : Diagnostic Teaching in the Classroom*, New York : Richard C. Owen Publisher
- Hughes, Arthur. ( 2003 ). *Testing for Language Teacher*. UK : Cambridge University Press
- Gairns, Ruth and Redman Stuart. (2003). *Working With Words: A guide to Teaching and Learning Vocabulary.*, UK: Cambridge University Press, Fifteenth Printing

- Gerot, I., & Wignell, P.(1994) *Making Sense of Functional Grammar*, Sydney : Gerd Stabler
- Gleason, B.J. and Ratner ( 1998) *Psycholinguistics*. New York : Harcourt Brace Collage Publishers
- Grellet Franchoise, (2010). *Developing Reading Skills*, UK: Cambridge University press, 29<sup>th</sup> Printing
- Goodman, Y. M., and Burke , C. (1980). *Reading Strategies : Focused on Comprehension*. New York : Holt, Rinehart and Winston
- Harmer, Jeremy. (1983). *The Practise of English language Teaching* . London: Longman Inc
- Harris, Larry A. and Smith, Carl B. ( 1980). *Reading Instruction : Diagnostic Teaching in the Classroom*, New York : Richard C. Owen Publisher
- Hughes, Arthur. ( 2003 ). *Testing for Language Teacher*. UK : Cambridge University Press
- Hornby, A.S. (1995). *Oxford Advanced learner's Dictionary of Current English*. Oxford New York: Oxford press University
- Jackson, H.(2000). *Words, Meaning and Vocabulary. An Introduction to Modern lexicology*, The Crownwell Press
- Kamil, M.L., Amd Hierbert, E. (2004). *The Teaching and learning of Vocabulary Perspective and persistent Issues*. Mahwah: W.J. Earlbraum
- Kerlinger, N. ( 1970). *Foundation of Behavioral Research*. New York : Holt, Rinehart and Winston
- Lynn, M. N.(2007). *The Effects of Explicit Instructions of Expository Text-Structure Incorporating Graphic organizers on the Comprehension of Third Grade Students*, ProQuest Information and Learning
- Mc Neil, J.D. ( 1992 ). *Reading Comprehension* . New York : Harper Collins Publisher
- Nation, L.S.P. (1990) *Teaching and Learning Vocabulary*, Massachusetts: Heinle & Heinle Publishers
- Norbert, S.( 1997). *Decriptive, Acquisition and Pedagogy*. Cambridge University Press
- Nunan, David.(1992) *Research Methods in Language Learning*, New York: Cambridge University Press
- Oxford, R.L., and Crookall, D. ( 1989 ). Research in Language Learning Strategies in an Intensive Foreign Language program in the United States. System, 23 ( 3), 359-386
- Readence, J. C. (1985). *The Context of Language Teaching*, Iowa : Kendall Hunt Publishing Company
- Read, John.(2000). *Assessing Vocabulary.*, UK Cambridge University Press
- Richards, Jack C and Rogers, Theodore S. (2001). *Approaches and Methods in Language Teaching*, second edition, UK: Cambridge University Press
- Richard, J.C. ( 1985). *The Context of Language Teaching*. New York : Cambridge University Press
- Riemsdijk, H. V.(1998). and William, S. E., *Introduction to the Theory of Grammar*, England : The Massachusetts Institute of Technology Press
- Robert, J. ( 1995). *Reading Strategies and Practises*. Allyn and Bacon, Inc
- Savage, John F.( 1979 ) *Teaching Reading to Children with Special Needs*, Massachussets : Allyn and Bacon Inc
- Savignon, S. ( 1983). *Communicative Competence: Theory and Classroom Practice*. USA : Addison- Weley Publishing Company Inc.
- Thornbury, Scott.(2002) *How to teach Vocabulary*, England: Pearson education Limited
- Vei, R.( 1986). *Discovering English Grammar*. Boston : Houghton Mifflin Company
- Wallace, M. ( 1982). *Teaching Vocabulary*. Guidford: Surrey : Biddles Ltd

**PROFIL PENULIS**

Etik Dwi Styaningrum lahir pada tanggal 25 Maret 1975. Lulus S1 dari Universitas Sanata Dharma Jogjakarta jurusan Pendidikan Bahasa Inggris dan Universitas Gadjah Mada Jurusan Ilmu Komunikasi. Mengambil S2 di Universitas PGRI Indrapasta jurusan Pendidikan bahasa Inggris dan lulus tahun 2014. Mengajar di Bina Sarana Informatika sejak tahun 2001. Hp : 08138113490 dan email : etik.eds@bsi.ac.id