

# **STUDENTS' GRAMMATICAL PROBLEMS IN WRITING ESSAY IN ADVANCED WRITING CLASS in English**

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## **Abstract**

*In writing, especially in Advanced Writing Class, grammar is the most pivotal aspect to deal with. Therefore, the analyst attempted to discover grammatical problems the undergraduates faced in writing essays in Advanced Writing Class batch 2017 in English Language Education Study Program of Lambung Mangkurat University. The analyst implemented a qualitative descriptive design in the study. The data was gained from the students' writing assignments in Advanced Writing Class in English Language Education Study Program batch 2017 and then analyzed qualitatively by the analyst. As a result, the analyst discovered that 15 undergraduates made mistakes in prepositions, modals, possessive noun, verb tense, subject-verb agreement, article, passive voice, missing be and verb, word order, demonstrative pronoun, and comparative degree. This study hopefully can assist the teacher in which part to emphasize in teaching grammar and writing. Also, the learners will manage to upgrade themselves by minimizing their mistakes in writing an essay.*

Keywords: Advanced Writing, Grammar, Mistakes, Essay

## **INTRODUCTION**

### **Study Background**

There is an interesting idea from a linguist named Eric Lenneberg (1967) in Brown (2007), which stated that people customarily learn to walk and talk. However, writing and swimming are socially specific, learned conducts. This implies that people learn swimming if there is an available body of water, additionally there is a person trains them. They also will only learn if they are a member of literate society, and usually if someone teaches them. Then, a question arises, why do not people learn to write 'naturally' as they learn to talk? This is because the writing process involves a varied set of competencies which is basically different from speaking.

The permanence and distance of writing, combined with its unique rhetorical conventions, make writing different from speaking (Brown, 2007). Hence, writing occupies a pivotal place in most English learning. Writing skills are essentials to improving communication skills, grammar, and critical thinking. To write effectively, people must possess good capabilities and know the writing process steps. The writer must organize the idea, construct the sentences, and use punctuation and spelling effectively. Additionally, they must be qualified on arranging their writing to be coherent and cohesive paragraphs, passages, or texts.

Writing is considered difficult because it involves speech's graphic representation and the presentation and development of structured way thoughts. In writing, one should pay attention to the writing components. One of those components is grammar. Grammar is a way of describing how a language works to make meaning within a particular culture (Derewianka, 1998). Grammar cannot be neglected in writing process. Having good grammar ability helps convey messages, ideas, and feelings to readers. However, there are still grammatical problems found in the most product of writing.

There is a study that Hartanti had conducted (2010) which attempted to discover Grammatical Errors in Writing IV made by undergraduates of English Department FKIP Lambung Mangkurat University Batch 2007. The analyst found that 3 categorizations of grammatical errors occurred in students' writing. There were 25% from the sample had difficulties in subject-verb agreements. Also, 25% of the sample missed out the simple predicate: be. There was 2.5% of the sample that had challenges in verb agreement, tense, and form. Based on the study findings, we could perceive that

even after being in such a high level of writing, the undergraduates still had difficulties in writing. This concern leads the writer to conduct such a research.

Considering the importance of writing and grammar, the analyst intends to study the grammatical problems in advanced writing subject. This course is an advanced class where the learners are highly expected to write grammatically correct. It is pivotal to investigate the grammatical problems that learners committed in such advanced level.

### **Study Problem**

According to the study background, study problem can be formulated as follow:

"What do the undergraduates face the grammatical problems in writing an essay in advanced writing class batch 2017 in English Language Education Study Program of Lambung Mangkurat University?"

### **Study Objective**

Based on the study problem, the study objective is formulated as follow:

"To describe the grammatical problems faced by the undergraduates in writing an essay in advanced writing class batch 2017 in English Language Education Study Program of Lambung Mangkurat University."

### **Study Scope**

This study focuses only on grammatical problems faced by the undergraduates in writing an essay in advanced writing class batch 2017 in English Language Education Study Program of Lambung Mangkurat University."

### **Study Significances**

The benefits this study attempted to be achieved are:

1. Theoretically:  
This study contributes to general knowledge and writing skill.
2. Practically:
  - a. For the lecturer, the study findings can provide information of grammatical problems that undergraduates faced in Advanced Writing Class. Hopefully, this can give them insights to find the solution to overcome the problems.
  - b. For the students, the study findings can give them valuable information about the problems they encounter so that they can improve themselves. The the study result will present them what grammar aspect difficult for them. Hence, the undergraduates are expected to upgrade their English grammar knowledge, thus they will be aware of the miskates they made and sources of the mistakes.
  - c. For the further analyst, the study findings can be implemented as the foundation and reference for conducting study in the same field in deeper and better techniques and hopes that this study can inspire other analysts to conduct further researches about grammatical problems analysis or other topics related to mistakes to enrich the existing study. The further analyst may conduct a study about analyzing the specific causes of the grammatical problems faced by undergraduates and how to overcome that.

## **STUDY METHOD**

### **Study Design**

The study design implemented is qualitative descriptive since the analyst's goal was to describe the grammatical problems of fourth-semester undergraduates of English Language Education Study Program who took Advanced Writing Class in writing an essay. This study analyzed a document analysis, in which students' writing assignments, to gather the textual and written data provided within the students' writing assignments evaluated.

### **Study Variable**

Variable is a concept with value varieties that can be measured, observed, quantified, or compared. It is also said as some characteristics of person or things which can be given different value (Wihardi, 1999, p.17). Study variable was the students' grammatical problems in writing essay.

### **Population and Sample**

The study population was the fourth-semester undergraduates of English Language Education Study Program batch 2017 who take Advanced Writing Class in the academic year of 2018/2019. There were four classes of Advanced Writing Class for this batch.

This study took sample by using purposive sampling. According to Foley (2018), purposive sampling is done by analyst's judgment in selecting the members of the population that fit a particular profile to participate in the study they conduct. This technique is usually performed since it has some considerations such as time, human resources and fund limitation. The analyst decided to investigate the advanced writing course class that published the product of the undergraduates' writing into a blog. This decision was taken because knowing their writing was published and publicly available to be accessed by anyone through the internet, and the undergraduates would likely put extra effort and do their best to write grammatically correct. This would be a challenging task for the analyst to investigate the grammatical problems that undergraduates faced.

### **Study Instrument**

The instrument implemented in this study was human instrument, who was the analyst herself. Therefore, the analyst was the primary instrument (Janesick, 1994 in Ary et, 2002, p.426). This was because the analyst analyzed the document; in this term is students' writing assignment. The writing assignments which were analyzed were taken from three (3) writing assignments given by the lecturer to the students.

### **Data Collection Technique**

In this research, the data gained from the students' writing assignments in Advanced Writing Class in English Language Education Study Program batch 2017. In order to collect the data, the analyst asked the lecturers of Advanced Writing Class for their permission.

### **Data Analysis Technique**

In this research, the technique implemented in analyzing the data was a descriptive study that aimed to describe the grammatical problems of the undergraduates of the fourth semester in English Language Education Study Program batch 2017 who took Advanced Writing Class academic year 2018/2019. It also implemented a qualitative approach to identify the grammatical problems in writing essay. The data obtained through students' writing assignments. Firstly, the analyst read students' writing assignments one by one while analyzing it grammatically. Then, the analyst put marks on the

grammatically incorrect parts of students' writing. After that, the analyst classified their mistakes. Furthermore, the analyst described the mistakes that undergraduates made in their writing and tried to provide the correction of the mistakes.

### Study Credibility

To keep the data credible, the validity in this study was based on investigator triangulation. Different reviewers were employed to detect or minimize biases resulting from the analyst as a person (Denzin, 1970). It was demonstrated through peer review or peer debriefing. The analyst asked the thesis advisers to review the data gathered and the interpretation of the analyst. The reviewers might also recommend some revisions on some parts of the study findings. The study findings were also validated by a validator for ensuring the credibility of the findings itself. The validation sheet is attached in appendix.

## STUDY RESULT AND DISCUSSION

### Study Findings

The analyst had analyzed students' writing assignments to discover grammatical problems of the undergraduates of the fourth semester in English Language Education Study Program batch 2017 who took Advanced Writing Class academic year 2018/2019. The students' grammatical problems were identified and the analyst discovered 11 areas of problems that undergraduates faced. Since the study aim was on grammatical problems, the other writing compositions such as cohesion, idea, organization, punctuation, and spelling would not be counted.

#### *Problems in Writing Prepositions*

Preposition is a component that connects nouns, pronouns, or phrases to another words in a sentence. There are several prepositions such as, on, in, and at. Unfortunately, there were some undergraduates who made mistakes in preposition.

Table 1  
The Incorrect use of Prepositions in Writing Essay

Incorrect use of Prepositions	Correct Sentences	Explanation
Undergraduates would be more responsive and hold longer attention span toward things they are interested ... or passionate about.	Undergraduates would be more responsive and hold longer attention span toward things they are <b>interested in or</b> passionate about.	The word 'interested' is usually collocated with 'in'. Meanwhile, Student just missed out the preposition 'in' in their sentence above.
Good books can influence us positively and guide us towards to a better life.	Good books can influence us positively and guide <b>us towards a better</b> life.	In the sentence above, the student added 'to' after the preposition 'towards'. 'Towards' as a preposition often comes alone or accompanied by article 'the'. So, it is not necessary to put 'to' after 'towards'.
Comprehensive assessment is a process of eliciting evidence of learners understanding and adapting <i>instruction to increase their of learning.</i>	Comprehensive assessment is a process of eliciting evidence of learners understanding and adapting <b>instruction to increase their learning.</b>	Student added preposition 'of' after possessive adjective 'their' which was not necessarily.
With the development of social media and more <i>youngsters are unsupervised (...)</i> access to the internet in order to meet and chat with friends or strangers that can lead to dangerous situation.	With the development of social media and more <i>youngsters are not supervised to access</i> the internet to meet and chat with friends or strangers that can lead to a dangerous situation.	The word 'intended' is often collocated with preposition 'to'. They usually come in pair within a phrase or sentence.

<i>Like black and yellow rose that have meaning grief, yellow tulip mean rejection of love and sweet pra mean good bye.</i>	<i>Like black and yellow roses that have grief meaning, yellow tulip means rejection of love and sweet pra mean goodbye.</i>	Little did he know that after the word 'meaning' it is necessary to put 'of' before the following adjective.
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### Problems in Writing Auxiliaries

Auxiliary verb is a verb that contributes to add grammatical or functional meaning to the part in which it exists, such as to express tense and modality. Several undergraduates made mistakes in auxiliaries.

Table 2

The Incorrect use of Auxiliaries in Writing Essay

Incorrect use of Auxiliaries	Correct Sentences	Explanation
Undergraduates are come from many different family background and personality, that's why teacher must adapted well in the class and have a good observation of every individual being in the class in order to analyze students' passion, if teachers provide an interesting modules for the students, the possibility of attention span will increase.  <i>In addition, by creating a good comprehensive assessment in deep content knowledge and skills as well as critical thinking and problem solving, it would enhances the undergraduates capability better than before.</i>	Undergraduates come from many different family background conditions and personality. That is why the teacher <i>must adapt</i> well in the class and have a good observation of every individual being in the class to analyze students' passion. If teachers provide an interesting module for the students, the possibility of longer attention span will increase.  Also, by creating a good comprehensive assessment in deep content knowledge and skills as well as critical thinking and problem solving, it would enhance the students' capability better than before.	Student put past participle form of the word 'adapt' after modal verb 'must'. 'Must' should be followed by the infinitive form not past participle form.  In the sentence above, Student seemed to have a misconception about third person singular verb which followed the subject 'it' before the modal verb 'would'. The modal verb 'would' is a past form of 'will' which must be followed by infinitive for first singular person or plural.

### Problems in Writing Possessive Noun

Possessive noun probably is not a difficult part to master in English grammar. However, several undergraduates made mistakes in writing possessive noun. The undergraduates seemed to rule out the simple apostrophe (') in each possessive noun of sentences below:

Table 3

The Incorrect use of Possessive Noun

Incorrect use of Possessive Noun	Correct Sentences	Explanation
<i>The implementation of assessments have a big part in undergraduates skills development, by making a good assessment in good comprehensive hopefully teacher will be able to give an knowledge and also skill for the students.</i>  <i>In addition, by creating a good comprehensive assessment in deep content knowledge and skills as well</i>	<i>The implementation of assessments has a big part in students' skills development, by making a good assessment in good comprehension hopefully the teacher will be able to give knowledge and also skill for the students</i>  <i>Also, by creating a good comprehensive assessment in deep content knowledge and</i>	It was a surprising phenomenon that undergraduates who are taking advanced writing class made mistakes in possessive noun. It happened most likely due to their ignorance in putting the simple apostrophe (') in possessive noun.

<p><i>as critical thinking and problem solving, it would enhance the undergraduates capability better than before.</i></p> <p><i>It plays very pivotal role in the growth and development of a person personality.</i></p> <p><i>First, a comprehensive assessment will help to clarify your undergraduates information processing skills and learning abilities and style.</i></p> <p><i>First, comprehensive assessment is a process of eliciting evidence of learners understanding and adapting instruction to increase their of learning.</i></p> <p><i>Therefore, the teacher is expected to be able to present the module according to the undergraduates passion which can make undergraduates more interested in participating in learning.</i></p> <p><i>As the teacher we should have the skill to present moduls according to the undergraduates passion.</i></p> <p><i>Comprehensive assessment that the teacher must have a broad insight to assess undergraduates from various aspects of the students, in the scoring system the process of determining the value of an object by using certain measures or criteria in the form of qualitative and quantitative about the extent of student learning outcomes or competency achievement learn.</i></p> <p><i>Comprehensive assessment covers the entire system of assessment of student understanding as a mechanism for improving teaching and learning.</i></p>	<p><i>skills as well as critical thinking and problem solving, it would enhance the students' capability better than before.</i></p> <p><i>It plays very pivotal role in the growth and development <b><u>of a person's personality.</u></b></i></p> <p><i>First, a comprehensive assessment will help to clarify your <b><u>students' information</u></b> processing skills and learning abilities and style.</i></p> <p><i>First, comprehensive assessment is a process of eliciting evidence of <b><u>learners' understanding</u></b> and adapting instruction to increase their of learning.</i></p> <p><i>Therefore, the teacher is expected to be able to present the module according to the students' passion which can make undergraduates more interested in participating in learning.</i></p> <p><i>As the teacher we should have the skill to present moduls according to the <b><u>students' passion.</u></b></i></p> <p><i>A comprehensive assessment that the teacher must have a broad insight to assess undergraduates from various aspects of the students, in the scoring system the process of determining the value of an object by using certain measures or criteria in the form of qualitative and quantitative about the extent of <i>student learning</i> outcomes or competency achievement learn</i></p> <p><i>The comprehensive assessment covers the entire system of assessment of <b><u>student's understanding</u></b> as a mechanism for improving teaching and learning.</i></p>	
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### Problems in Writing Verb Tense

Verb tense is one of the most difficult part of grammar moreover when it comes to writing. Some undergraduates in advanced writing class made mistakes in this part. Here are some examples of the findings:

**Table 4**  
The Incorrect use of Verb Tense in Writing Essay

Incorrect Use Of Verb Tense	Correct Sentences	Explanation
Everytime teacher using the conventional way in learning, <i>the student easily get bored</i> . So, teacher must be able to make every meeting more alive in creative way	Every time the teacher uses the conventional way in learning, <i>the undergraduates easily get bored</i> . So, the teacher must be able to make every meeting be more alive in a creative way.	Student put present participle form of verb 'use' in a present simple tense sentence. Present simple tense is implemented for general activities or habitual events, so the it should have been written in the infinitive form of the verb.
We living in the age of technology, we were surrounded by many electrical component made by many technology factory in the world, no exeption for smartphone, smartphone has became mandatory requirements nowadays, as we can see, there are so many people poses a smartphone during their daily activity such as working and studying <i>even while they driving</i> .	We live in the age of technology, we are surrounded by many electrical components made by many technology factories in the world, no exceptions for smartphone. It has become mandatory requirements nowadays. There are so many people pose a smartphone during their daily activity such as working and studying <i>even while they are driving</i> .	In the sentence above, the student incorrectly put the past tense form of 'become' after the auxiliary verb 'has'. There are two possibilities why it occurred; first, the student did not master the rule, or second, the student did not know the past participle form of 'become'.
To attract students' attention, teachers should be <i>able to conduct or modified</i> a lesson so it will be a lively lesson.	To attract students' attention, teachers should be <b>able to conduct or modify</b> a lesson so it will be a life lesson.	Student meant to write 'to+infinitive' in his sentence above. He successfully did it well at first 'to conduct', but after a conjunction (or), they ruled out the rule and put past participle form of 'modify' instead. It should stick to the rule of to+infinitive which should be 'to conduct or to modify'.

### Problems in Writing Subject-verb Agreement

Subject verb agreement means that subject and verb must agree with each other. Both need to be singular or plural. Several undergraduates in advanced writing class conducted mistakes in writing sentences related to this.

**Table 5**  
The Incorrect use of Subject-verb Agreement in Writing Essay

Incorrect use of Subject-verb Agreement	Correct Sentences	Explanation
While the industrial revolution has begun, <i>Indonesian teacher need</i> more compete tightly in order to realize the glorious Indonesia in 21st century.	While the industrial revolution has begun, the <b>Indonesian teachers need</b> more competition to realize glorious Indonesia in the 21st century.	In the sentence above, the subject-verb disagreed on each other. <i>Indonesian teacher</i> as the subject is a third person singular, so the verb following it must be for third person singular too which is verb+s 'needs'.

<p><i>When someone agree that tavern should be opened in Ramadhan, the argumentation came from a tolerance of minority in Indonesia.</i></p>	<p><i>When someone agrees that tavern should be opened in Ramadhan, the argumentation came from tolerance of minority in Indonesia.</i></p>	<p>The similar case as the previous example also happened in the sentence above. <i>Someone</i> as the subject is singular, so the verb following it must be for singular too which is verb+s 'agrees'</p>
<p>Like black and yellow rose that have meaning grief, yellow tulip mean rejection of love and sweet pra mean good bye.</p>	<p>Like black and yellow roses that have grief meaning, yellow tulip means rejection of love and sweet pra mean goodbye.</p>	<p>In the sentence above, the subject 'yellow tulip' is singular, so the following verb must be for singular too which is 'means'.</p>

### ***Problems in Writing Article***

Article is a word implemented to modify noun, place, or idea. There are two kinds of articles which are definite (the) and indefinite (a, an). Surprisingly, some undergraduates advanced writing class made mistakes in putting article in their sentences below:

**Table 6**  
**The Incorrect use of Articles in Writing Essay**

Incorrect use of Articles	Correct Sentences	Explanation
<p>The implementation of assessments have a big part in undergraduates skills development, by making a good assessment in good comprehensive hopefully teacher will be able to give <i>an knowledge</i> and also skill for the students.</p>	<p>The implementation of assessments has a big part in students' skills development, by making a good assessment in good comprehension hopefully the teacher will be able to give <i>knowledge</i> and also skill for the students.</p>	<p>It is not necessarily to put article before the word 'knowledge'. Even if they had to, the article 'the' would be the best or most suitable for the word 'knowledge'. However, Student put the article 'an' before the word 'knowledge'. As we know, article 'an' is implemented for the noun which has vocal sound as their initial sound. However, 'knowledge' is pronounced with silent 'k' and its initial sound is 'n' which is consonant. It would still be acceptable if he had put 'a' article before the word 'knowledge'.</p>
<p>Social <i>media is form</i> of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.</p>	<p><i>Social media is a form</i> of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.</p>	<p>The indefinite article (a, an) is implemented before a general noun or unknown identity of a noun. So, it would be best for Student if he had put article 'a' after 'is' and before 'form'.</p>

### ***Problems in Writing Passive Voice***

Passive voice in English is difficult to master for undergraduates even though it has a clear rule and formula. It can be perceived on how undergraduates mistakenly wrote the passive voice part in their writing below:



**Table 7**  
**The Incorrect use of Passive Voice in Writing Essay**

Incorrect use of Passive Voice	Correct Sentences	Explanation
It <i>could be doing</i> by present the modules that suitable with undergraduates to make them more enjoyed the learning process.	It could be done by presenting suitable modules for undergraduates to make <i>them enjoy</i> the learning process.	The formula for passive voice is auxiliary verbs followed by past participle form of a verb. However, in the sentence above, the student put present participle (v+ing) after modal. It should be written as: It could be done.
Teachers must be able to make or provide modules that <i>can be access</i> online by students,	Teachers must be able to make or provide modules that <u><i>can be accessed</i></u> online by students.	The formula for passive voice is auxiliary verbs followed by past participle form of a verb. However, in the example above, the student put infinitive verb after modal. It must be written as: it can be accessed.

### ***Problems in Writing Word Order***

Mastering word-order in English is difficult for undergraduates who have first language that is quite different from English word-order construction. It can be perceived on the mistakes made by undergraduates in their writing below:

**Table 8**  
**The Incorrect use of Word Order in Writing Essay**

Incorrect use of Word Order	Correct Sentence	Explanation
So, teachers must be able to present modules according to <i>passion students</i> .	So, teachers must be able to present modules according to <u><i>students' passion</i></u> .	The phrase in bold in sentence above is incorrect because it seemed that Student meant to write possessive noun. Possessive noun can be formed by adding apostrophe (') and 's' at the last part of whom a noun belongs to before the noun itself.

### ***Problems in Writing Missing Be and Verb***

The word 'missing' means absent. So, missing be implies the absence of To be in the component of their writing. To be is a small part of English grammatical rule. Perhaps, that is why some undergraduates missed out on some to be in their writing.

**Table 9**  
**The Incorrect use of Missing Be and Verb in Writing Essay**

Incorrect use of Missing Be and Verb	Correct Sentences	Explanation
We living in the age of technology, we were surrounded by many electrical component made by many technology factory in the world, no exeption for smartphone, smartphone has became mandatory requirements nowadays, as we can see, there are so many people poses a smartphone during their daily	We live in the age of technology, we are surrounded by many electrical components made by many technology factories in the world, no exceptions for smartphone. It has become mandatory requirements nowadays. There are so many people pose a smartphone during their daily	In the sentence above the student meant to write present continuous tense. The formula for present continuous tense is subject+be+verb-ing. The 'be' is missing in the sentence above.

activity such as working and studying <i>even while they driving.</i>	activity such as working and studying even while they are driving.	
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### ***Problems in Writing Demonstrative Pronoun***

Demonstratives show where an event, object, or person relates to the utterer which can be referred to a psychological or physical closeness or distance. When discussing events, the near demonstrative is often implemented to the present, while the far demonstratives often refer to the past. There was one student who conducted mistake in writing demonstrative pronoun.

**Table 10**  
**The Incorrect use of Demonstrative Pronoun**

Incorrect use of Demonstrative Pronoun	Correct Sentence	Explanation
<i>This types of foods are called junk food, this food is extremely popular these day despite for their bad effect to the body.</i>	The type of this food is called junk food. It is extremely popular these days despite their bad effect on the body.	Demonstrative pronoun refers to things either plural or singular. For referring to singular noun it uses the singular verb (this, that), but for referring to plural nouns, it uses plural verb too (these, those). So, seeing the sentence above, the student had put incorrect demonstrative pronoun form which is singular verb to refer to plural noun.

### ***Problem in Writing Comparative Degree***

Comparative degree is the comparative form of an adjective or adverb including a comparison of more or less, greater or lesser. One student in writing comparative degree made one mistake.

**Table 11**  
**The Incorrect use of Comparative Degree in Writing Essay**

Incorrect use of Comparative Degree	Correct Sentence	Explanation
The <i>higher crimes rate in a country, the worst quality that the country has.</i>	The <i>higher the crime rate in a country, the worst quality that the country has.</i>	The student above wanted to write comparative degree sentence. However, they seemed to miss the most pivotal part of comparative degree. When the first sentence uses comparative form (higher), the following sentence must be in the same form too, not in the superlative (highest) form. Since the first sentence uses 'higher', the following sentence must be 'worse' instead of 'worst'.

## **Discussion**

Students' grammatical problems were identified and the analyst discovered 11 areas of problems that undergraduates faced. In this section, the analyst would elaborate the findings presented above thoroughly. The examples that would be given below only some of the students' writing. The analysis was carried out by examining the students' writing per each phrase. This decision was made due to most of the undergraduates made more than 1 mistake in a sentence of their writing assignments.

### ***Problems in Writing Preposition***

According to Gethin and Gunnemark (1996) in Jahan (2017, p.2) prepositions are famous for being implemented in their own special and 'different' way in each language, and cause great difficulties to undergraduates all over the world. Due to their difficulty, they usually get extensive coverage in pedagogical grammar (Dirven and Geiger, 1989) in Ferrando (2000). Since prepositions have several functions such as time, space, quantity, direction, etc, it was advisable to study them as well as their contextual occurrences.

Apparently, the preposition difficulty was one of the problems that faced by students. There were 7 undergraduates made mistakes. The examples were provided below:

1. Undergraduates would be more responsive and hold longer attention span toward things they are *interested or* passionate about.
2. It develops our imagination and provides us with *a bunch of knowledge*.
3. Good books can influence us positively and guide *us towards to a better* life.

In examples 1) and 2), the student missed out the prepositional phrases which should be written as: 1) Undergraduates would be more responsive and hold a longer attention span toward things they are *interested in or* passionate about. 2) It develops our imagination and provides us with *a bunch knowledge*. Meanwhile in example 3), the student added a preposition 'to' which should not be there. It should have written as: Good books can positively influence *us towards a better* life.

Mbia (2007) in Sokeng (2014, p.1782), states that this wrong implementation of prepositions is caused by a poor English language mastery caused by no standard rules to assist learners in implementing prepositions correctly. Apparently, this is what happens to the undergraduates of English Department Batch 2016. They seem having difficulties in writing the prepositions caused by no thorough rule to follow.

### ***Problems in Writing Auxiliaries***

Crystal (1995) in Adel (2018) sees the auxiliary (or helping) verbs as those verbs that assist the main verb in a clause to express basic grammatical contrasts, such as in number, person, and tense. With auxiliary verbs, it is possible to write sentences in different tenses, moods, or voices. There are so many auxiliary verbs, such as *be, do, have*.

There were mistakes on the level of auxiliary verbs occurred in 9 different students' writing. The examples would be given below:

1. Undergraduates are come from many different family background and personality, that's why teacher *must adapted* well in the class and have a good observation of every individual being in the class in order to analyze students' passion, if teachers provide an interesting modules for the students, the possibility of attention span will increase.
2. In addition, by creating a good comprehensive assessment in deep content knowledge and skills and critical thinking and problem solving, it would enhance the undergraduates' capability better than before.
3. *The technology has changed and develop* every day.
4. Undergraduates will pay more attention to the material presented, and undergraduates *will easier to* understand it.
5. People should knowing the meaning of flower because flower can help them to say something implicitly, for example people can give a white tulip for apologies and people can give purple tulip as appreciation for someone.

In example 1), the student wrote the past tense of the word '*adapt*' after the modal '*must*' which was grammatically incorrect because a modal should be followed by present verb (verb 1). It should have written as: 1). Undergraduates come from many different family background conditions and personality. That is why the teacher must adapt well in the class and observe every individual

being in the class to analyze students' passion. If teachers provide an interesting module for the students, the possibility of longer attention span will increase

For example 2), the student put the simple present tense in the third person singular form. This was also incorrect, considering the rule stated above that a modal should be followed by simple present verb in the first person singular form. So, it should have written as: 2) Also, by creating a good comprehensive assessment in deep content knowledge and skills as well as critical thinking and problem solving, *it would enhance* the students' capability better than before.

In example 3), the phrase '*has changed*' joined with '*develop*' which was incorrect. The phrases joined by '*and*', which meant compound sentence, should be equal. The phrase '*has changed*' has '*has*' as the auxiliary verb and '*changed*' as the past participle form of '*change*'. However, the student did not do the same thing to the following phrase. The student missed out on the '*has*' as the auxiliary verb and did not write '*develop*' in the past participle form. Therefore, it should have written as: 3) *The technology has changed and has developed* every day.

In example 4), the student deleted the '*be*' which should have followed the auxiliary verb '*will*'. So, the sentence should have written as: 4) Undergraduates will pay more attention to the material presented, and undergraduates will easily understand it.

In example 5), the student put the modal '*should*' and '*knowing*' together in a phrase. It was incorrect because a present participle verb form should not have followed a modal. Hence, it should be written as: 5) People should know the meaning of flowers because the flower can help them to say something implicitly, for example, people can give a white tulip for apologies and people can give purple tulip as appreciation for someone.

### ***Problems in Writing Possessive Noun***

A possessive noun is a noun that possesses something. In most circumstances, a possessive noun is created by adding an apostrophe (') plus (s) to the noun or if the noun is already plural, hence ends in (s), only an apostrophe is needed to be added.

This rule seemed simple, but shockingly 9 undergraduates made mistakes in this part. The examples would be given below:

1. It plays very pivotal role in the growth and development *of a person personality*.
2. The implementation of assessments have a big part in undergraduates skills development, by making a good assessment in good comprehensive hopefully teacher will be able to give an knowledge and also skill for the students.

In example 1), the noun '*person*' is singular, so it should be written as: 1) It plays a very pivotal role in the growth and development *of a person's personality*. Meanwhile, in example 2), the noun is plural, so it should be written as: 2) The implementation of assessments has a big part in students' skills development, by making a good assessment in good comprehension hopefully the teacher will be able to give knowledge and also skill for the students.

The analyst found these mistakes were made frequently by the students. However, the analyst discovered that the undergraduates wrote some possessive nouns correctly in their writing beside these. Apparently, this happened because of the undergraduates neglected the importance of putting apostrophe plus 's' or just an apostrophe in their writing.

### ***Verb Tense***

Verb comes in three tenses: past, present, as well as future. The past is implemented to describe things which have already occurred. The present tense is implemented to describe things which are occurring now. The future tense describes things which have yet to be occurred.

The definition seemed quite obvious, but still, 5 undergraduates made mistakes in this part. The examples would be given below:

1. Stress could be divided into stress that's beneficial and motivation that helps inspire and enhance your performance, and stress that cause anxiety and even health problems that wears you out.
2. Teaching is a pivotal job to do but *almost always made* a burden to the teacher itself. The teacher sometimes was bored with this constant activity.

In example 1), the student wrote compound sentence with simple present tense. However, in the phrase '*health problems that wears you out*', the verb just does not match with the plural '*health problems*'. It should be written as: 1) Stress could be divided into stress that's beneficial and motivation that helps inspire and enhance your performance, and stress that causes anxiety and even health problems that wear you out.

Meanwhile, in example 2) the student wrote a compound sentence in the simple present tense, but there was a verb in past tense in the middle of the sentence. The verb '*made*' in here intended to refer to the '*teaching*'. The verb should be in the simple present form for third person singular. Therefore, it should be written as: 2) Teaching is a pivotal job to do but almost always makes a burden to the teacher itself. The teacher sometimes was bored with this constant activity.

### ***Problems in Writing Subject-Verb Agreement***

According to McCray Hill (1987) in Sutomo (p.3), subject-verb agreement is grammatical rule which states that singular subjects must agree with singular verbs, and compound or plural subjects must agree with plural verbs.

There were 9 undergraduates made mistakes in this part. This part is divided into 2 types of subject-verb agreement:

#### **a. Singular subject does not agree with plural verb:**

1. *When someone agree* that tavern should be opened in Ramadhan, the argumentation came from a tolerance of minority in Indonesia.
2. While the industrial revolution has begun, *Indonesian teacher need more* compete tightly in order to realize the glorious Indonesia in 21st century.

Both examples above the singular subject does not agree with the verb in plural form. They should be written as: 1) *When someone agrees* that tavern should be opened in Ramadhan, the argumentation came from tolerance of minority in Indonesia. 2) While the industrial revolution has begun, *the Indonesian teachers need more* competition to realize glorious Indonesia in the 21st century.

#### **b. Plural subject does not agree with singular verb:**

1. Actually every flower have meaning and some of them doesn't have a good meaning.

In the example above, the plural subject does not agree with singular verb. It should be written as: 1) Every flower has meaning and some of them do not have a good meaning.

### ***Problems in Writing Article***

Articles are a sub-class of determiners. Quirk (1978) in Sokeng (2014, p.1783) makes a distinction between specific and generic reference. Generic reference is implemented to denote what is normal or typical for members of a class. A definite article is implemented when our hearer or reader knows exactly what we mean and indefinite articles (a, an) refer to a thing which is not specific. The latter are implemented with singular countable nouns but not with plural nouns.

There were mistakes made by 6 students. The mistakes in this category were divided into 2 kinds. The examples would be given below:

**a. Misuse of article 'a' or 'an':**

1. The implementation of assessments have a big part in undergraduates skills development, by making a good assessment in good comprehensive hopefully *teacher will be able to give an knowledge* and also skill for the students.

Generally, the correct choice of *a* and *an* was depending on the word's initial sound, not on the initial letter of the word's written form. The letter *a* should be implemented before all words starting with a consonant sound excluding silent *h* and before words starting with vowels which represent combined consonant and vowel sounds (unity, university). Hence, the sentence above should be written as: 1) The implementation of assessments has a big part in students' skills development, by making a good assessment in good comprehension hopefully the *teacher will be able to give knowledge* and also skill for the students.

**b. Absence of an article:**

1. *Use of learning strategies that incorporate* real-life experiences, technology, and tools that are already familiar to students, and interactions from community members are examples of approaches that can bring authentic learning into the classroom.
2. *Social media is form* of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.

Both examples above contained the absence of articles which were *the* and *a*. Those sentences should be written as: 1) *The use of learning strategies that incorporate real-life experiences, technology, and tools that are already familiar to students, and interactions from community members are examples of approaches that can bring authentic learning into the classroom.* 2) *Social media is a form* of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.

***Problems in Writing Passive Voice***

Passive voice is implemented to showcase interest regarding person or object that experiences an action instead the person or object that performs said action. Simply put, the most pivotal person or thing becomes the sentence subject.

5 undergraduates made mistakes in this category. The examples would be given below:

1. *It could be doing* by present the moduls that suitable with undergraduates to make them more enjoyed the learning process.
2. Teachers must be able to make or provide modules that *can be access* online by students, because now there are many featured that develop online-based modules.

The two examples above had the same mistake which was in the main verb form. The main verbs should be written in past participle form, not present nor present participle. So, they should be written correctly as: 1) *It could be done* by presenting suitable modules for undergraduates to make them enjoy the learning process. 2) Teachers must be able to make or provide modules that *can be accessed* online by undergraduates because now there are many featured that develop online-based modules. (PV)T

***Problems in Writing Word Order***

The constituent order of a clause, such as the relative order of subject, object, and verb; the order of modifiers (numerals, adjectives, demonstratives, adjuncts, and possessives) in a noun phrase; the order of adverbials.

There were mistakes made by 3 undergraduates in this area. The examples would be given below:

1. *Indonesian teacher need more compete tightly* in order to realize the glorious Indonesia in 21st century.
2. So, teachers must be able to present modules according to *passion students*.

The two sentences above were incorrect. The first example was wrong because of the adverb 'more' should not be between the two verbs. Meanwhile, the second example was incorrect because the belonging, in this case the 'passion', was ahead of whom it belonged to: the 'students'. Both examples should be written as: 1) *The Indonesian teacher needs more competition* to realize glorious Indonesia in the 21st century. 2) So, teachers must be able to present modules according to *students' passion*.

### ***Problems in Writing Missing Be and Verb***

There were 5 undergraduates made mistakes in this area. This area was broken down into 2 types. The explanation would be given below:

#### **a. Missing Be**

1. Maybe *because they embarrassed* or even offended. It is actually all about differences.
2. Teachers should have this ability to make sure their undergraduates explore all aspects such as their skills, characters, and knowledge.
3. *One theory known* in the world of psychology as the theory of Hippocrates-Galenus, states that humans have 4 distinctive and definite personalities for every human being on this earth, including choleric, melancholy, phlegmatic, and sanguine.

All examples above contained missing be. They should be written as: 1) Maybe *because they are embarrassed* or even are offended. It is all about differences. 2) The teacher should have this ability to make sure *their undergraduates able* to explore all aspects such as their skills, characters, and knowledge. 3) *One theory known* in the world of psychology as the theory of Hippocrates-Galenus, states that humans have 4 distinctive and definite personalities for every human being on this earth, including choleric, melancholy, phlegmatic, and sanguine.

#### **b. Missing verb**

1. Individuals express their assessments about feelings, however, think minimal about them and *significantly less how* to manage them, live with them and monitor them.

The sentence above is incorrect due to the absence of the verb. It should be written as: 1) Individuals express their assessments about feelings, however, think minimal about them and *significantly less how* to manage them, live with them and monitor them.

### ***Problems in Writing Demonstrative Pronoun***

Demonstratives show where an event, object, or person is on relation to the utterer which can be referred to a psychological or physical distance or closeness. When discussing about events, the near demonstratives (here, this, these) are often implemented for referring at the present while the far demonstratives (there, that, those) often referring to the past. Besides that, it is also implemented to indicate which entities are being referred to and to distinguish those entities from others.

There was a student made mistakes in this category. The explanation would be given below:

1. *This types of foods are called junk food*, this food is extremely popular these day despite for their bad effect to the body.
2. Based on its name, *this junk food items* have no or very less nutritional value and are extremely unhealthy, consumption of these foods in the long term will damage the body's performance and interfere with our daily lives.

The two sentences above contained incorrect demonstratives form because the demonstrative words implemented to indicate the entities were being referred to were inappropriate with the entities. The demonstrative words were in singular while the entities which were being referred to were plural. They should be written as: 1) *The type of this food is called junk food.* It is extremely popular these days despite their bad effect on the body. 2) Based on its name, *these junk food items* do not have any or very little nutritional value and are extremely unhealthy. Consumption of these foods in a long term will damage the body's performance and interfere our daily lives.

### ***Problem in Writing Comparative Degree***

There was a student made a mistake in this category. The explanation would be given below:

1. The *higher* crimes rate in a country, the *worst* quality that the country has.

The sentence above contained inconsistent degree which 'higher' belonged to comparative degree, while worst belonged to superlative degree. The correction of this sentence is: 1) *The higher the crime rate in a country, the worse quality that the country has.*

The analyst discovered that undergraduates made mistakes in those categories. According to Brown (2007), mistake refers to a performance error in that it is a failure in implementing a known system correctly. Those are categorized as mistakes because the undergraduates are apparently familiar with the system or the rule, yet fail to perform their competence correctly in their overall writing. This could be perceived from their very own writing, where they wrote some sentences grammatically correct but made mistakes in other. As for a little example, Student 1 wrote : ... *these day...* which is incorrect because the demonstrative pronoun 'these' is plural which should be followed by plural noun too. However, later on in his writing, for a similar case, Student 1 wrote: ... *these foods...* which is grammatically correct. This portrays that Student 1 is familiar with the rule but fails to perform his competence correctly. This example does not support the theory that states error does not entail the spontaneous self-correction since it results from the learner's ignorance, and therefore could not be refined without clash with a still unknown yet broken rule (Auroux, 1998).

The example above is in line with the notion that states mistake entails self-correction since it results from the failure in utilizing a known system correctly. It is concluded that undergraduates of English Department batch 2017 who took advanced writing class conduct mistakes in the preposition, tenses, auxiliary verbs, subject-verb agreement, articles, passive voice, word order, missing be and verb, demonstrative pronouns, and comparative degree usage.

The study result illustrates that learners, despite advanced level, still make grammatical mistakes in a preposition. This result is in line with the study conducted by LI Fengjie (2016) who states implementing the preposition effectively is difficult for English learners, so mistakes in preposition is a common phenomenon. He argues that the reasons of conducted mistakes in preposition mostly caused by the native language interference. It was also found in the study that learners make mistakes in tenses which found similarly in LI Fengjie (2016) who suggests that due to the differences on tenses between the native language and the target language, the concept of tenses between the native languages, the concept of tenses cause confusion and resulted as mistakes in tenses. Besides these, there are other similarities in the result of this study with the the study result conducted by LI Fengjie (2016) which are the mistakes in subject-verb agreement, passive voice, plurality, and auxiliary verbs.

The study result is also similar to the study conducted by Basöz (2010) who discovered that the subjects of her study conduct mistakes in the verbs and articles usage. Additionally, the learners actually knew the correct grammatical features (which can be perceived from several sentences they write correctly, but mistakenly in others); yet they were careless. This result is in line with the study conducted by Lely Refnita (2014) who argues that the grammatical problems can be academically assigned as language carelessness.



The data above, the grammatical problems of students in advanced writing class did not always made mistakes, in their writing, they wrote several sentences that grammatically correct but made mistakes in other. Grammatical instruction so far has not successfully built and developed sufficient students' grammatical competency and language awareness yet. Mostly, caused by lack of grammatical competence and language awareness in English. In advanced writing, they focused more on ideas to be communicated, but they did not seriously think that English has particular grammatical rules for sentence construction. For some cases, undergraduates knew the correct grammatical features; they were practically careless. In this case, the grammatical problems can be academically assigned as language carelessness. As a whole, it may be claimed that the forms and types of students' grammatical problems found in their writing result from undergraduates lacking grammatical competence and language carelessness.

## CONCLUSION AND SUGGESTION

### Conclusion

The study attempts to describe students' grammatical problem in advanced writing class. The mistakes they made were identified and, then, the analyst discovered the problems that undergraduates have are varied. The undergraduates have 11 grammatical problems: preposition, auxiliaries, possessive noun, verb tense, subject-verb agreement, article, passive voice, word-order, missing be and verb, demonstrative pronoun, and comparative degree. By identifying the mistakes made by the students, the analyst gains the insight in which part the undergraduates are likely to have problems in writing. Since undergraduates make some mistakes due to their ignorance of certain obvious grammatical rules, hopefully, the teacher will be able to emphasise that.

### Suggestions

Based on the results above, the analyst would like to give some suggestions for teachers and undergraduates as follows:

#### *For Lecturer*

By understanding students' grammatical problems in writing, the analyst hopes that the lecturer has an insight into which part to emphasise in teaching grammar and writing. So that, the lecturer will be able to assist the undergraduates to overcome their grammatical problems in writing effectively.

#### *For Students*

The study finding of the study is expected to be some kind of feedback for the students' writing. So, the undergraduates will know what are the grammatical problems they have in writing. Therefore, they will attempt to improve themselves to be better and make some efforts to overcome their grammatical mistakes.

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# THE IMPLEMENTATION OF SCHOOL LITERACY MOVEMENT IN SMAN 1

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## Abstract

*Worldwide life requires the need to understand well. In any case, as indicated by the Program for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRL) review in 2015 and uncovered at December 6<sup>th</sup> 2016, Indonesia just got the poor quality. It was 64<sup>th</sup> from 72 nations. The Ministry of Education and Culture attempted to fix this issue by making the service job No.23 year 2015. The Indonesian government mingled the School Literacy Movement to class to be applied in class. This exploration aims to examine the usage of the school education development and discover the issues in SMAN 1 Banjarmasin. The methodology of this examination is subjective. The exploration subjects are English instructors and understudies. The information assortment strategies were meet with instructors and understudies. Information examination is utilized with intelligent model by Miles and Huberman, graphic investigation. The subjective examination are finished by information decrease, information show, and end or check. The consequences of this examination are the School Literacy Movement (SLM) actualized by constant, advancement and learning of perusing. The proposal is given to improve the School Literacy Movement (SLM) usage by utilizing the web to discover more the understanding books and improve the vocabularies.*

*Keywords: Implementation, School Literacy Movement*

## INTRODUCTION

Indonesia consistently improves training quality, significance, and effectiveness. Since the order of Law no. 20 years 2003, the goal of the national instruction framework is to expand the quality, significance, and proficiency of training the board to confront residential and worldwide lives.

Literacy is key to training (Kalantzis and Cope, 2000:117). Reading and writing abilities are the way in to the training procedure. The elements of proficiency in formal training speak to two sorts of rationale: the image of innovations and the image of an educated individual. Pahl and Jennifer (2005:9) said that education today might be a sensibly mind-boggling ability that underpins the day by day living action. Education is found out inside the homeroom to build up understudies' writing and raeading aptitudes.

Since the year 2000, Indonesia had participated in a survey of the Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRL). Indonesia has a low position. According to the survey in 2015 and on December 6, 2016, Indonesia just got a low grade. It was 64<sup>th</sup> from 72 countries (Ministry of Education and Culture, 2017:9).

The Ministry of Education dan Culture has reacted to this issue by making the service job No.23 the year 2015. The Indonesian government has advanced School Literacy Movement (SLM) and discharged School Literacy Movement (SLM) module (2016) as the guide in Implementing School Literacy Movement (SLM). The service mingled the literacy development to class to be applied in educating, for all subject and all degree of shool.

Keefe and Susan, at al. (2015:2) characterize that literacy is assortments of communications with others from the social viewpoint and this procedure is significant as a piece of the education puzzle. They likewise notice that education isn't just perusing and composing, however, there are different parts of proficiency improvement is that the intricate need. Moreover, the Department of Education and Culture article 23 years 2015 portrays proficiency objective-coordinated as long life-instruction improvement because through school education literacy (GLS) brief perusing before

exercises start. The ministry instructed the schools from basic school, junior high school, and senior high school to practice the school literacy movement. Every school must make the reading program and act it. It is done 15 minutes before the lessons begin.

The implementation of the school literacy movement has been done by SMA In Indonesia, including SMA in Banjarmasin. According to the survey on 26<sup>th</sup> February 2019 to the English teachers of SMA in Banjarmasin, known that SMAN 1 Banjarmasin, SMAN 2 Banjarmasin, SMAN 3 Banjarmasin, SMAN 7 Banjarmasin, and SMAN 10 Banjarmasin are active to implement school literacy movement by three activities. The activity steps are habitual activity, development activity, and learning activity.

SMAN 1 Banjarmasin is a good school for implementing the school literacy movement. This school has journals of the school literacy movement. The journal of habitual reading activity has records of date, title, writer, and time of reading. The journal of development activity has records of date, title, writer, time of reading, and Book/story resume. The journal of learning activity has records of date, title, writer, reading time, book/story resume, and review. This phenomena becomes strong reason to make research implementation of school literacy movement in English teaching at SMAN 1 Banjarmasin.

The research was done because the research studied habitual activities, development activities, and learning activities. This research is focused on many subjects and the books are written in Indonesian. But the research will be done focus in English lesson only. The students in English read the books.

In teaching English, the policy emphasizes that teaching-learning English at school is supposed to increase student's competency to communicate in English in the real context. Thus, to create the students can access to reading for a particular purpose, and to literacy, and creating themselves become self-directed, independent learners. The students should understand how to use, create and apply what they read and write comprehensively and applicable to the real world. In this globalization era, serious efforts have been made to strengthen the quality of English teaching in Indonesia, through the enactment of Literacy strategies in the classroom. The role of English is established in this present and will remain so from time to time. It is the reason of English literacy is necessary for the current future.

Students of English Language Teaching Program are required to have the ability to comprehend different kinds of texts or genres. However, their reading ability as reflected in Reading courses and other courses is low. the program of school literacy movement was be done to improve student habitual and ability in reading. To analysis the Implementation of the student related to the school literacy movement.

### **Statement of the problem**

The problem of this study is as follow:

1. "How is the implementation of school literacy movement in SMAN 1 Banjarmasin?"
2. "What are the problems of the implementation of school literacy movement in SMAN 1 Banjarmasin?"

### **Study Objective**

The objective of this study is To analyze the Implementation of the school literacy movement in English teaching at SMAN 1 Banjarmasin and to find out the problems the Implementation of the school literacy movement in English teaching at SMAN 1 Banjarmasin.

### **Study Significances**

The study is expected to:

Theoretically :

The results of this study are expected to provide benefits in the development of the concept of teaching English that is correlated to the Implementation of school literacy movement in English teaching at school.

Practically :

1. For students are expected to get benefits of increasing activity and motivation to learn English by reading at school.
2. English teachers are expected to get benefits as a conceptual contribution in improving teacher to teach English in context of the Implementation of the school literacy movement in English teaching at SMAN 1 Banjarmasin.
3. For Schools are expected to get benefit as Contribute ideas in increasing the English teaching quality in context implementation of school literacy movement in English teaching at SMAN 1 Banjarmasin

### **Literacy**

Literacy might be characterized as a gathering of developed aptitudes and information that work a fundamental for learning, correspondence, language use and social association (New South Wales (NSW) Department of Education and Training (2009). Literacy ranges from the basic capacity to peruse, compose, tune in and fathom, to more elevated level handling aptitudes where the student is prepared to conclude, decipher, screen and expand on what was realize (Henry, 2004).

### **School Literacy Movement**

School Literacy Movement is an activity to extend reading and writing ability. it's done by read a quarter-hour before English learning begins within the class. School Literacy Movement is split by three steps. they're habitual activity, development activity, and learning activity in reading (Antoro, 2017: 41).

### **Step of SLM**

They are habitual activity, development, and learning activities in perusing (Antoro, 2017: 41). Each progression has pointers. In quarter-hour perusing, constant understanding action, the educators don not ask the substance of the book. This phase has the objective to make a propensity for reading. Reading for the sake of entertainment is that the primary objective.

In the development step, the students are directed to write the book or story resume. In the learning step, the students are directed to review. The students are given chances to explore what they read. The teachers and students discuss it.

## **METHODOLOGY**

### **Approach and Type of Research**

The methodology of this exploration is qualitative. The qualitative examination is distinct in nature since it for the most part manages non-numerical and unquantifiable things. this case are reflexive of the way of life of an individual, gatherings, social orders, and associations (Miles and Huberman, 1999: 60).

The human is the instrument of qualitative research so the researcher becomes an instrument of the research. The role of the researcher is divided by three statuses. They are full participants, observer participants, and observers. The participants of this study are from the students and the teachers of English at SMAN 1 Banjarmasin.

Predominantly linguistic data are going to be utilized in a qualitative research approach. Conversation (in different forms) is that the most frequent 'instrument' to get data, followed by observations by the researcher. These instruments will be considered as a sort of visual data. Usually, this involves conversations (whether or not deliberately held) being recorded. The results are then classified and analyzed (Jonker and Pennink, 2010: 87).

Discussion is finished inside the meeting. Arikunto (2006: 155) States that The meeting alluded to as oral survey. A meeting might be an exchange which is finished by The questioner get the information from The questioner. The questioner used by The analyst does acquire data from the meeting. The analyst takes the English educators and understudies of SMAN 1 Banjarmasin.

Table 1. Guide of Research Instrument

Variables	Components/Aspects	Indicators	Technique
Reading Habitual Activity	1. Time of reading	15 minutes before learning	Questionnaire
	2. Place of reading	In ihe class In the library	

	3. Way of reading	Silent Loud Mix	
	4. Book of reading	Non text book	
	5. Journal of reading	Date, Title, weiter, and time	
Reading Development Activity	1. Time of reading	15 minutes before learning	Questionnaire
	2. Place of reading	In ihe class In the library	
	3. Way of reading	Silent Loud Mix	
	4. Book of reading	Non text book	
	5. Journal of reading	Date, Title, weiter, time, resume	
Reading Learning Activity	1. Time of reading	15 minutes before learning	Questionnaire
	2. Place of reading	In ihe class In the library	
	3. Way of reading	Silent Loud Mix	
	4. Book of reading	Non text book	
	5. Journal of reading	Date, Title, weter, time, resume, and review	

### Research Setting

The research setting is divided into two. They are place setting and Time setting. The Place setting is at SMAN 1 Banjarmasin. It is on Jalan Mulawarman Banjarmasin South Kalimantan province. The Time setting is the time need to held the research. This research is held in the year 2019/2020. It need four months to finish The research. It starts from June, July, August, and September in 2019.

### Research Subject

The research subjects are English teachers and the XII class of students of SMAN 1 Banjarmasin. They are for teahcers of English in SMAN 1 Banjarmasin. So this research has humans as the subject of the research. Human Subject means a living individual about whom an investigator conducting research obtains:

### Research Object

The research object is the Implementation of the school literacy movement. The aspect of the Implementation of the school literacy movement is perception to reading habits, reading development, and reading learning activity at school.

The subject of research is that the same as the Research variable. to determine the extent or degree of an indicator, the researcher will find a measurable component. within the case of tension above, it might be very difficult to live the amount of worry of the expression, but you'll easily measure a person's rate of inhaling the natural sciences, the identification of variables is sometimes relatively simple. Area, temperature, speed, velocity are some examples. a number of these is also appropriate to the social sciences, particularly in quantitative studies, e.g. number of individuals in a very demonstration, the form of occupation, income, etc (Walliman, 2011:66).

### Source of Data

Data come in two main forms, depending on its closeness to the event recorded. Data that has been observed, experienced or recorded close to the event are the nearest one can get to the truth, and are called primary data. Written sources that interpret or record primary data are called secondary sources, which tend to be less reliable. For example, reading about a fire in your own house in the newspaper a day after will probably give you less accurate information than what you gained by experiencing the event yourself. You will be progressively educated about the realities and these won't be mutilated by another person's translation (Walliman, 2011: 70).

The source of the research is the English teachers and students SMAN 1 Banjarmasin. The data of habitual reading, development, and learning activity will be collected from English teachers and students.

### Data Collection Procedure

The data techniques used were interview and document. The interview is used to collect the habitual, development, and learning data. The document is used to collect the journal. The use of interviews to question samples of people is a very flexible tool with a wide range of applications.

Three kinds of the interview are often mentioned 1) Structured interview – standardized questions read out by the interviewer in step with an interview schedule. Answers could also be closed format. 2) Unstructured interview – a versatile format, usually supported a matter guide but where the format remains the selection of the interviewer, who can allow the interview to ‘ramble’ to induce insights into the attitudes of the interview. No closed format questions. 3) Semi-structured interview – one that contains structured and unstructured sections with standardized and open type questions (Walliman, 2011: 99).

### Data Analysis

Data are also divided into two other categories, referring not to their source but to their characteristics; basically, whether they can be reduced to numbers or presented only in words. This affects the way that they are collected, recorded and analyzed.

This research uses analysis of Qualitative research. The analysis is based on the interview with teachers and students. Qualitative research, on the other hand, is concerned with the qualitative phenomenon.

### Qualitative Analysis

Numbers are used to recording much information about science and society, for example, pressures, bending forces, population densities, cost indices, etc. This type of data is called quantitative data (Walliman, 2011: 71). The data analysis is reduction data level, categorization, and building description. Data analysis is done by interactive model by miles and Huberman (Walliman, 2011: 131). The analysis is done by data reduction, data display, and conclusion or verification.

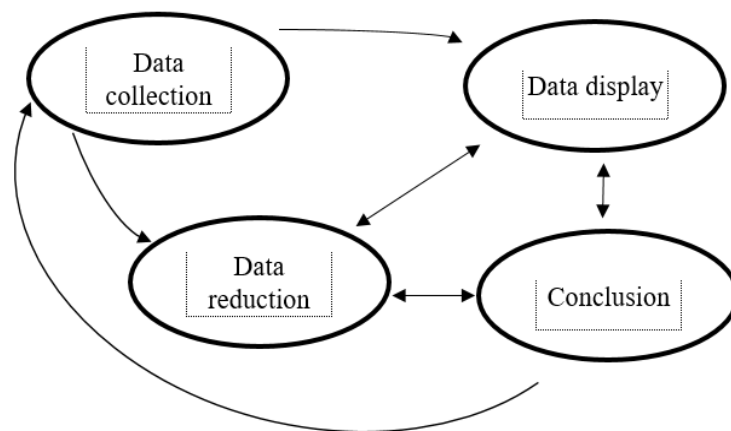


Figure 1. Interactive Model Miles and Huberman

The method of information decrease and examination taught to be a consecutive and continuous strategy, basic within the starting stages of the information collection and getting to be more complex as the extend advances. When doing field investigation, keep a basic demeanor to the sort and sum of information being collected, and the presumptions and considerations that brought you to this organization. Crude field notes, and full of abbreviations, and tapes of interviews or events got to be handled in arrange to create them valuable. It is continuously less demanding to structure the data while the points of interest are new within the intellect, to recognize crevices, and to permit modern thoughts and theories to create to challenge the suspicions and predispositions. Much data will be misplaced in case this era and is cleared out for as well long (Walliman, 2011: 132).

## **FINDINGS AND DISCUSSIONS**

### ***Findings***

#### **Habitual Reading**

The activity of 15 minutes reading is done every day before the lesson begins in the class. This activity is followed by all students. This activity is implemented for every class, the first classes, the second classes, and the third classes. It is can be seen by English Teachers explanations below:

Yes, there are 15 minutes of reading activities every day before the lesson begins in the class (ET-1/HR-1/2-9-2019).

Yes, the students read 15 minutes every day before the lesson begins. (ET-2/HR-1/5-9-2019).

Yes, there are 15 minutes of reading activities every day before the student study in SMAN 1 Banjarmasin (ET-3/HR-1/9-9-2019).

Yes, our students read every day before the lesson begin .... (ET-4/HR-1/10-9-2019)

The 15 minutes of reading activities have been practicing in SMAN 1 Banjarmasin for over one year. The English teacher's answer has been implemented since 2017. It improves by the English teacher explanations bellow:

The 15 minutes of reading activities have been doing in this school for over one year. I think it is implemented for about 3 years.

It is started from 2017 – 2019. (ET-2/HR-2/5-9-2019). More one year..... (ET-4/HR-2/10-9-2019).

The students have a journal of 15 minutes of reading activities. The English teachers guide the students to make the journal. It can be shown by the English teachers answer:

Yes, they do. The students have a journal of 15 minutes of reading activities (ET-1/HR-3/2-9-2019).

Yes, the students have the journal (ET-2/HR-3/5-9-2019). .....yes the do (ET-3/HR- 3/9-9-2019)

There are not reading corners in every class. The corners of the classes are not enough for the reading place so we can not make them yet. The teachers of English explain:

No, there are not reading corners in every class (ET-1/HR-4/2-9-2019).

No, they are not reading corners every class .....(ET-2/HR-4/5-9-2019)

The classes don't have posters of reading campaigns in the class. The campaign was just oral to the students. We tell them every day. The teachers said

No, they are not ....(ET-4/HR-5/10-9-2019)..... No...there are not....(ET-3/HR-5/9-9-2019)

No, there are not posters of the reading campaign in the classes..... (ET-2/HR-5/2-9-2019).

The School doesn't work together with the parent to develop a school literacy movement. But we always give them information about the school literacy movement in SMAN 1 Banjarmasin periodically. It is explained by the English teachers below:

They don't. the school doesn't work together with the parent to develop the school literacy movement (ET-1/HR-6/2-9-2019).

The Schoolwork doesn't together with the parent to develop school literacy movement .... (ET-2/HR-6/5-9-2019)

We don't work together with the parents (ET-3/HR-6/9-9-2019).



The headmaster and teacher have supported the school literacy movement, but the administrator doesn't have to support it. This statement can be known by English teachers to answer below:

No... they don't. But the headmaster and teachers support it (ET-4/HR-7/10-9-2019).

The headmaster, teacher, administrator don't have support school literacy movement together (ET-1/HR-7/2-9-2019)

In the habit of reading, 15 minutes of reading before learning begins is done every day, and all students have a journal, the journal is made with the assistance of the teacher. but for the reading corners, and posters each class does not yet exist due to a lack of cooperation between the school principal and school residents.

### **Developing of Reading**

Yes...We have developed of reading program for the Second dan the hird class. There are 15 minutes of silent reading activities before the lesson begins (ET-1/DR-1/2-9-2019).

Yes, there are 15 minutes of silent reading activities before the lesson begins (ET- 2/DR-1/5-9-2019).

Yes, there are 15 minutes of silent reading activities before the lesson begins for the Second and the Third class. (ET-4/DR-1/10-9-2019)

The follow-up school literacy movement by making reading reviews are not given to the students. The English lesson teachers explained :

Yes, there are follow-up school literacy movements by making reading reviews especially for the second and the third classes. (ET-1/DR-3/2-9-2019)

No, there are no follow up school literacy movement by making reading review (ET-2/DR-3/5-9-2019)

No, they are not.... (ET-3/DR-3/9-9-2019)

No....there are not follow-up. (ET-4/DR-3/10-9-2019)

The students have a journal of reading review in a portfolio. This portfolio is collected by English teachers. The Second and the Third class always make portfolios after the development of reading Activities. The English teachers answer:

The students have a journal of reading review in the portfolio (ET-1/DR-4/2-9- 2019).

Yes the students have a journal of reading review in the portfolio that collected every class..... (ET-2/DR-4/5-9-2019)

..... yes they have to make portofolio....the portofolio consist of the books and the resumes what they read. in the development of reading Activities. (ET-3/DR-4/9-9-2019)

The school literacy movement needs the model from the teachers. But the teacher's don,t become a role model of school literacy movement in SMAN 1 Banjarmasin. The English teacher guides the explanation below:

No, we don't.... we can not be model school literacy movement (ET-3/DR-5/9-9-2019).

No....We don't become model because the student can do every activity in Daily reading before the lesson begin..... (ET-4/DR-5/10-9-2019)

The task oral and writing was used for evaluation of the school literacy movement. The students have a problem with oral evaluation. They can speak well because they don't have complete vocabulary according to the reading text they have. The task oral and writing are used for evaluation of the school literacy movement.

We often evaluate my writing task...we don't have time for oral tasks.... (ET-2/DR-6/5-9-2019)

the task oral and writing are not used for evaluation of school literacy movement ..... (ET-1/DR-6/2-9-2019)

Yes, the task oral and writing was used for evaluation of the school literacy movement. The students have a problem with oral evaluation. They can speak well because the don't have complete vocabularies according to the reading text the have.... (ET-4/DR-6/10-9-2019).

The journals of reading review are not published in the school. The English teachers have no time to correct and publish the journal. The teachers' answer: they are not, the journal of reading review is not published in the school (ET-1/DR-7/2-9-2019).

the journal of reading review is not published in the school (ET-2/DR-7/5-9-2019)

No, they are not ...But we have planning to publish them.... (ET- 4/DR-7/10-9-2019).

The library and reading corners are not used for reading Activities Development. The English teachers confirm that...

they are not. The library and reading corners are not used for reading activities .... (ET-1/DR-8/2-9-2019).

No, library and reading corners are not used for reading activities (ET-2/DR-8/5-9-2019)

The students need a reward if they follow the development of reading actively. But SMAN1 Banjarmasin doesn't guide the reward for the better student in school literacy movement. The English teachers State it:

No, the student is not given the rewards. We will guide them next time (ET-4/DR-9/10-9-2019). ... No. they are not.....(ET-3/DR-9/9-9-2019)

The school doesn't make posters of the reading campaign in the class and out of class. It is caused by the reason that students and the teachers have known the Development of Reading in this school. The English teacher Guide the answers and the reasons:

there are not posters of reading campaign in the class and out of class. Although we see it we don't make it because the Activities are known by students, teachers, and administrators..... (ET-2/DR-10/5-9-2019).

No, they are not. We don't have posters of reading campaign in the class and out of class .... (ET-1/DR-10/2-9-2019).

In development, silent reading is done every 15 minutes before learning begins, for the reading strategy given by the teacher, the teacher checks the student's writing but there is not enough time for oral tests, there are no reward for students in this Implementation and the library and reading corners are used for reading.

### **Learning of Reading**

Student read 15 minutes reading activities do every day before the lesson begin to become the need of school life in SMAN 1 Banjarmasin. The teachers explain:

Yes, Our students especially the third class read 15 minutes before the lesson begins in the class (ET-1/LR-1/2-9-2019).

Yes, Our students especially the third class read 15 minutes before the lesson begins in the class (ET-2/HR-1/5-2-2019)...

Yes, Our students read 15 minutes before the lesson begin in the third class (ET-4/HR-1/10-9-2019)

The students read 15 minutes every day before the lesson begin combine with tasks in the third class. The student does the tasks the teachers give. They do it well. The teachers said:

.....15 minutes reading activities do every day before the lesson begins to combine with tasks for the third class.... (ET-1/LR-2/2-9-2019). ....

Yes, our students in the third class read 15 minutes. It is combined with the tasks (ET-2/LR-2/5-9-2019)

Yes, our students in the third class read 15 minutes. It is combined with the tasks in the third class (ET-4/LR-2/10-9-2019)..

The students read 15 minutes reading activities do every day before the lesson begins about general books. They read part of the book because of the time only 15 minutes. The teachers explain:

Yes, they do. The students read 15 minutes about general books. They read part it in 15 minutes. (ET-1/LR-3/2-9-2019).... Yes, they do. The students read 15 minutes about general books (ET-2/LR-3/5-9-2019)..

Yes, they do. The students read 15 minutes about general books in the class (ET-4/LR-3/10-9-2019)

The teachers follow up learning of reading in the school literacy movement by making reading reviews. It is done for the third class only. The teachers said :

.... yes we follow up school literacy movement by making reading review (ET-1/LR-4/2-9-2019)....yes we follow up school literacy movement by making reading review (ET-2/LR-4/5-9-2019).

..... yes we follow up school literacy movement by making reading review in the third class (ET-4/LR-4/10-9-2019)...

The English teachers give guidance about reading strategies for the students in the third class. The students need to improve their ability to read in 15 minutes every day before the lesson begins. The English teachers said:

Yes, We give guidance about reading strategy for the students to read with a short time, 15 minutes every day before studying....(ET-1/LR-5/2-9-2019).....

Yes, we give guidance about reading strategy for the students (ET-2/LR-5/5-9-2019).

Yes, we give guidance about reading strategy for the students (ET-2/LR-5/5-9-2019)...

Yes we tell reading strategy for the students (ET-4/LR-5/10-9-2019)

The writing or oral Task needs to evaluate the school literacy movement especially to evaluate the learning of reading in the third class. The English teachers explain:

writing or oral Task need to evaluate the school literacy movement in the third class.... (ET-1/LR-6/2-9-2019).....The writing or oral Task needs to evaluate the school literacy movement. (ET-2/LR-6/5-9-2019).

writing or oral Task need to evaluate the learning of reading in the school literacy movement (ET-4/LR-6/10-9-2019)

Journal reading reviews published in this school. After learning of reading activities, usually, the students make reading reviews. The English teachers help them to publish Journal reading reviews in the third class. The English teachers said:

journal reading reviews are published in our school. But they are published by the students in third class...(ET-1/LR-7/2-9-2019)... The journal reading reviews are published in our school.....(ET-2/LR-7/5-9-2019).....The journal reading reviews are published in this school. (ET-4/LR-7/10-9-2019)

There are rewards for the student that practice the school literacy movement in the third class. The English teachers just give it to the third class. The English teachers said:

We give the rewards for the student that practice the school literacy movement in the third class only (ET-1/LR-7/2-9-2019).

We give the rewards for the student that practice the school literacy movement in the third class only (ET-2/LR-7/5-9-2019).

We give the students in the third the rewards that practice the school literacy movement (ET-4/LR-7/10-9-2019)...

in the learning activity, for class 3 to make a reading review, the teacher gives direction and strategies for students, after which an evaluation is needed, for class 3 the reward is given in this section. Student journals published in schools

### ***Discussions***

This research discovers that the School Literacy Movement is implemented in SMAN 1 Banjarmasin. The Implementation of the school literacy movement has been done by SMA in Indonesia, including SMA in Banjarmasin. SMAN 1 Banjarmasin is the best practice in implementing the school literacy movement. This school has journals of the school literacy movement. The journal of habitual reading activity has records of date, title, writer, and time of reading. The journal of development activity has records of date, title, writer, time of reading, and Book/story resume. The journal of learning activity has records of the date, title, writer, time of reading, and Book/story resume, and review.

SMAN 1 Banjarmasin is the best practice in implementing the school literacy movement at all levels or programs. The school can be implementing habitual reading, development of reading, and learning of reading. Every step has indicators. In 15 minutes of reading, habitual reading activity the teachers do not ask about the content of the book. This phase has a goal to make reading by habit. Reading for fun is the main target.

In the development step, the students are directed to write the book or story resume. In the learning step, the students are directed to review. The students are given chances to explore what they read. The teachers and students discuss it. Furthermore, the Department of Education and Culture article 23 years 2015 describes literacy objective- directed as long life-education development, because through school literacy movement (GLS) 15 minute reading in or out of the classroom context can improve the school's role in creating better human resources.

Students of senior and junior high schools need reading ability in understanding the text analytically and critically in this global era. The school has an important role to give information literacy skills. The ministry of education and culture efforts to develop students reading interest by reading the books 15 minutes before the lesson begins (Ministry of Educational and Culture, 2016: 14).

Literacy can be defined as a set of cultivated skills and knowledge that serve as a basis for learning, communication, language use, and social interaction. Literacy ranges from the basic ability to read, write, listen and comprehend, to higher-level processing skills where the learner can deduce, interpret, monitor, and elaborate on what was learned. Since the advent of digital media, the definition of literacy has widened and progressed. Digital media forms part of everyday literacy practice through the addition of visuals and animations, as well as the increased amount of information made available through electronic devices. When using digital media it is standard that learners transfer and process information through various means (textual, visual, audio, and so on).

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

This research discovers that the School Literacy Movement is implemented by SMAN 1 Banjarmasin. Implementation of the school literacy movement has been done by SMA in Indonesia, including SMA in Banjarmasin. The implementation School Literacy Movement was quite good and based on the ministry role. They are doing literacy reading every day.

The problems are the books available in the school library and time to evaluate habitual, development, and the learning step in the School Literacy Movement SLM. The students have difficulties with vocabulary.

### **Suggestion**

#### **1. The Students**

The students use the internet to find the reading book and to vocabularies. Using the internet, students can choose and select books. They can translate the words or the sentences by using google dictionary. For example, they choose the storybook and read it in 15 minutes. they can use google dictionary to knot the difficult words.

#### **2. The Teachers**

The teachers have problems evaluating because the time is too short and not every day in SLM. This problem can be solved by using a portfolio. This kind of evaluation can help the teachers because One reason might be that the portfolio is a very subjective form of assessment. For anyone uncomfortable without a grading key or answer sheet, subjective evaluation can be a scary task. Secondly, teachers often are unsure of the purpose of a portfolio and its uses in the classroom. Third, there is a question of how the portfolio can be most effectively used to assess student learning.

#### **3. The Headmasters**

The Headmasters support the SLM to complete the book in the library dan installing the internet in the school. So SLM can be implemented well by using the technology and oversee the implementation of SLM.

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# **USING PICTURE STORYBOOK IN TEACHING READING COMPREHENSION FOR EIGHTH GRADERS OF SMPN 15 BANJARBARU**

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## **Abstract**

Based on the 2013 Curriculum and Syllabus, reading is required to comprehend and find out the text's information. In teaching reading, using appropriate media is one of the keys to success. Besides, it could make students reading comprehension get an increase in the teaching and learning process. One of the media is a picture storybook, as visual media has a good influence on understanding the text. Therefore, this research aims to describe the use of picture storybooks in teaching reading comprehension of recount text to eighth-grade students' of SMPN 15 Banjarbaru. The method was descriptive qualitative research. The subjects were eighth-grade students of VIIC consisting of 31 students. Interviews and observations were used to collect the data. Data triangulation was used to analyze the data. The results of this research were 1) the teaching process of using picture storybook in reading comprehension of recount text at eighth-grade students' at SMPN 15 Banjarbaru 2) the technique used by the teacher are pre-reading, while-reading, and post-reading 3) the strength and weakness of picture storybook. It suggested that the teacher use a kind of media to support the learning and teaching process. The teacher should keep using picture storybooks as the media in learning and teaching in the classroom, especially in reading activities, making students achieve better scores and learning motivation.

**Keywords:** Picture storybook, Reading Comprehension, Recount Text

## **INTRODUCTION**

English is one of the subjects required to be taught in school, which is learned from kindergarten to university level. Based on that, it means English has essential roles in Education. According to the 2013 curriculum for the eighth grade of Junior High School, teaching English has a basic competence, such as understanding the reading text and rearrange a writing text based on the context. Reading is a skill that involves understanding the meaning of printed words. In the 2013 curriculum, reading is required to comprehend and find out the specific information based on the fact, conceptual, and procedural. It means that the students' should master their comprehension of the text to find out the specific information, especially in recount text. Moreover, reading comprehension is not as easy as reading the text, and the reader can find out the meaning behind the text directly. Students still have a problem with comprehending the reading text. It was found out that most of the students had some difficulties in understanding a text. They have several difficulties, such as difficulties in determining the text's concept, finding the main ideas from the text, and comprehending a text with unfamiliar words because they have a little knowledge of vocabulary. Also, a student has a lack of motivation. It can be concluded as the teacher need to find out an exciting way to make the students interested in the learning process and make students understanding the text so it could make students reading comprehension get an increase. So, the English teacher in SMPN 15 Banjarbaru used a kind of media use in the teaching and learning process. In addition, to make the students easy to understand the text. The media is a picture storybook, which is this media is used as visual media in the teaching reading.

Therefore, the researcher observed teaching reading using picture storybook to eighth-grade students' of SMPN 15 Banjarbaru.

## **Research Problem**

- 1) How is the process of using picture storybooks in teaching reading comprehension of recount text to eighth-grade students' of SMPN 15 Banjarbaru?

## **The objective of the Problem**

- 1) To describe the process of using picture storybooks in teaching reading comprehension of recount text to eighth-grade students of SMPN 15 Banjarbaru.

## **Literature review**

### ***Reading Comprehension***

In language, reading is an essential skill that cannot separate from the students' learning activity to improve their knowledge in learning English. According to Grabe and Stollen (2002:9), reading can draw meaning from the printed material. In this statement, the word "meaning" refers to the general understanding of the text. So the comprehension deals with the whole meaning of the text. If a student gets the main idea of the book's content, magazine, newspapers, or text, they have comprehended it. In reading comprehension, there are four important components as follows: the main idea, supporting details, inference, reference, and vocabulary.

### ***Teaching Reading Comprehension at Junior High School***

Based on the competence and syllabus K13, the competence of reading in Junior High School students should be able to comprehend factual text in the form of a simple recount text. Therefore, students should master how to understand the content behind the text. The content, such as finding main ideas, finding supporting details, inference, reference and vocabulary, and learning about the text's context such as the function, generic structures, and language features for each genre of the text that is mostly can be found in different kinds of text.

### ***Recount Text***

A recount is one of the kinds of text that tells about a past event and uses adverbs of time, such as one day, last holiday, last month, and others. The story of recounts must be interesting to make the students enjoy when they read the story. The good recount story tells about how characteristics like, where the story happened, and how the traits' action is. So if the recount text has those, it will be making the readers easily imagine the story situations. The generic structure starts with beginning, middle, last. In other words, the generic structure is orientation, events, and re-orientation.

### ***Picture story books***

According to Brown (2004), using a media variation will increase the students' motivation to learn to develop the skills they want to improve. One of the teaching media to help student's motivation is a picture. The picture is an excellent visual aid to give the students a stimulus in teaching and learning activities. As the media of teaching and learning, picture the best media to use. It stimulates the imagination of the students to explore their minds outside of class. The picture will help the students understand the text better. According to Russel (2009), he states that there are three types of picture storybooks, as follows: 1) Picture storybooks for older readers 2) Picture storybooks with graphic novels 3) Picture storybooks for easy-to-read.



## **METHODOLOGY**

### **Participants**

This research was conducted in SMPN 15 Banjarbaru. This school is located at Bandara Syamsudin Noor Street, Landasan Ulin Utara, Kec. Liang Anggang, Kota Banjar Baru, Kalimantan Selatan 70724. This research started from February till March 2020. The research was applied for the students of the eighth grade of SMPN 15 Banjarbaru. In this research, the subject was focused on the students of eighth-grade students' of SMPN 15 Banjarbaru, exactly the students in-class VIII C and class VIII A of SMPN 15 Banjarbaru.

### **Technique and Instrument for Data Collection**

The researcher used interviews and observations in collecting the data. The researcher collects the data by asking some questions related to the study. The researcher interviewed the English teacher. The topic was about using picture storybooks of the eighth-grade students' of SMPN 15 Banjarbaru. The researcher asks about the process of using picture storybooks in students' reading comprehension of recount text process. It deals with how the teacher uses picture storybooks in the classroom. Observations on how to be students' activities during the teaching and learning process. The items which had been observed were about students' current situation, condition, and attitude. The observation focused on the students' activities during the teaching and learning process. The activities were students' attendance, learning motivation, responding to the media used, attention, responding to the teachers' questions, understanding the teacher's instructions, completing the task give (reading comprehension task), and achieving a good score

### **Data Analysis**

In this research, the data analysis that the researcher used was triangulation by resources. In this way, the researcher checked the information from interviews and observations. The researcher also used triangulation by theory to get the data's profound validity. The researcher also used to check the data through some of one or more theories from experts.

## **FINDING AND DISCUSSION**

### **Teaching and learning process**

The teacher used three-picture storybooks in this research—the title of the first picture storybook entitled a zoo trip. The second picture storybook is then entitled to my school holiday—the last picture storybook entitled to the family camping. The teacher did some activities when the picture storybook implied in the teaching and learning process. There are pre-activities, while-activities, and post-activities.

#### ***First Meeting***

The first meeting in the classroom was held on Tuesday, March 3, 2020. It took place in eighth-grade students of SMPN 15 Banjarbaru. The learning and teaching process begins with pre-activities. In the pre-activities, the teacher started with greetings to the students, "good morning students, how are you today?" and the students answered with "good morning, I am fine, and you?" and then the teacher responded, "I am fine too thank you." After that, the teacher checked the present list by calling the students to name one by one. Next, the teacher asked the question related to the recount text topic, "Students, have you gone on holiday?" the student answered with "yes." Then the teacher asked again,

"where did you go?" students answered with, "I went to the mall, Jakarta, etc." Here, the teacher brainstormed with the students about what kind of text that the students learned. After that, the teacher gave a background of knowledge about the text. The teacher explained that recount text includes social function, generic structure, and language features. The teacher also gave the students as much information concerning the topic. To make students understand recount text, the teacher started to show and introduced the picture storybook first as the example of recount text. The teacher taught parts of the picture storybook, such as the cover, titled, illustration, and pages. The teacher needs to tell everything about the book first to make students know about the picture storybook. On that occasion, the teacher wanted to give students a picture storybook and discuss it together. The picture storybook was entitled "a trip to the zoo." The students' responses after showing the picture storybook were quite good. They respond with enthusiasm and curiosity about the picture storybook.

During the while-activities, the teacher used the jigsaw technique, so students' were divided into five groups of six students for each group and asked them to make a circle. Then, the teacher chooses the group leader as the expert group to discuss picture storybooks together first. After that, the teacher distributes the picture storybook to all groups to read the recount text. The rest of the students asked to count from one to five to decide their part to read in the picture storybook. After that, the experts return to their home group and lead a discussion. Next, the teacher asked each group to return the picture storybook to the teacher. Here, the students' responses to the teacher's instruction were quite good. The teacher asked the students to pay attention. The teacher started to open the picture storybook, stopped on a particular page, and asked the students to guess the next page. Then, the teacher asked the students, made them familiar with the meaning of the words, and gave them the chance to state their opinions or comments about the story. It is used to check the students' understanding of the story. Moreover, the teacher gave additional information about the story and connected the generic structure and the language features of recount text. At the end of the while-activities, students gave the students some exciting activities to check their understanding of the story. The teacher gave exercise to work with the group. The exercise is called a guessing sentence game. After the students finished it, they asked to present their group answers in front of the class.

On the post-activities, the researcher gave another evaluation to the students by answering the multiple choices related to the picture storybook individually. This evaluation aims to check students' understanding of the material. After the students finished answering the questions, the teacher concluded and closed the lesson—the teacher-reviewed what was learned that day.

### ***Second Meeting***

The second meeting in the classroom was held on Thursday, March 5, 2020. The teacher continued to use picture storybooks as media of teaching reading but with the story's different title. Here, the students' responses were relatively good. They still respond with enthusiasm and curiosity about the picture storybook. In the pre-activities, the teacher started with greetings the students, "good morning students, how are you today?" and the students answered with "good morning, I am fine, and you?" and then the teacher responded, "I am fine too thank you." After that, the teacher checked the present list by calling the students to name one by one. This activity took 5 minutes for the pre-activity as the opening class.

On the while-activities, the teacher asked students to work in groups again but with the different group members and make a circle. The teacher asked the students to count from one until six and decide which part that they should read and remember. Then, the students were asked to read along with the picture storybook. After students read the picture storybook, the teacher asked the students to return the picture storybook. The teacher gives students the time to discuss the story's detailed information with their group and find the meaning of unfamiliar words. Then, the teacher asked the students to pay attention and started students to time each group to stand up and tell their part in turn based on the picture storybook, which has been divided. It is used to ask the students' understanding of the story. At the end of the while-activities, students gave the students some exciting activities to

check their understanding of the story. The teacher gave exercise to work with the group. After the students finished it, they were asked to present their group answers in front of the class.

On the post-activities, the researcher gave another evaluation to the students by answering the multiple choices related to the picture storybook individually. This evaluation aims to check students' understanding of the material. After the students finished answering the questions, the teacher concluded and closed the lesson—the teacher-reviewed what was learned that day. The teacher also gave the students' homework. The teacher also reminded the students to study more at home.

### ***Third Meeting***

The third meeting in the classroom was held on Tuesday, March 10, 2020. It was the last meeting of the teaching and learning process. The teacher continued to use picture storybooks as media of teaching reading but with the story's different title. Here, the students' responses were relatively good. They still respond with enthusiasm and curiosity about the picture storybook. In the pre-activities, the teacher started with greetings the students, "good morning students, how are you today?" and the students answered with "good morning, I am fine, and you?" and then the teacher responded, "I am fine too thank you." The teacher asked "how many students are absent today?" The students' answered one student, then the teacher continued checking the present list by calling the students to name one by one. This activity took 5 minutes for the pre-activity as the opening class.

Before the teacher went to the next activity, the teacher asked the students to pay attention first. The teacher started to open the picture storybook, stopped on a particular page, and asked the students to guess what the story was about. Next, the teacher showed the text but did not show the picture and asked one of the students to read, give their opinions about it, and point out its generic structure. On this occasion, the teacher wanted to check the student's knowledge and understanding after being taught by using picture storybooks two times. It showed the students were enthusiastic and active in giving their answers and opinions about the story. Then, the researcher continued to the next activities.

On the while-activities, students were divided into five groups consisting of six students for each group and asked them to make a circle. After that, the teacher distributes the picture storybook to all of the group to read the recount text. Next, the teacher asked each group to return the picture storybook to the teacher. Then the teacher asked the students to pay attention, and the teacher started to open the picture storybook and stopped on a particular page and asked the students to guess again about which part belonged to what generic structure. At the end of the while-activities, students gave the students some exciting activities to check their understanding of the story. The teacher gave exercise to work with the group. The exercise called to fill in the blanks. After the students finished it, they were asked to present their group answers in front of the class.

On the post-activities, the teacher gave another evaluation to the students by answering the multiple choices related to the picture storybook individually. This evaluation aims to check students' understanding of the material. After the students finished answering the questions, the teacher concluded and closed the lesson—the teacher-reviewed what was learned that day.

As a result, the description of picture storybooks in teaching reading comprehension of recount text includes the technique, the material, and the teaching process.

#### 1) The media used by the teacher

Based on the observation, the teacher used a media of Picture storybook. A picture storybook is a text with illustrations and complete design; the story consists of a social, cultural, historic document; and the story's experience for a child. So it means the media is useful for students, significantly increasing students' motivation.

## 2) The technique used by the teacher

Based on the classroom observation, the technique that the teacher uses is the jigsaw technique. This technique can help students learn more efficiently by teaching each other and understanding picture storybooks. In every meeting, the teacher divides students into several groups consisting of 5-6 students and gives each group the picture storybook. The teacher and students discuss the question related to the picture storybook.

## 3) The procedures of teaching and learning process

Based on the research findings, teaching reading using picture storybooks in the first meeting, the teacher divided the students into a six-group consisting of five or six students for each group. Then the teacher distributes it to each student in the group. The teacher asks the students' to read the picture storybook. After that, the teacher asked some questions and took a score of it. The question is related to the picture storybook. Based on the observation result, the researcher found that the teacher used the jigsaw technique to teach reading using picture storybooks. The steps are pre-reading, while-reading, and post-reading. According to Hadeen (2003), in teaching reading, three steps should be used as pre-reading, while-reading, and post-reading. These steps should follow to reach the goal of teaching. So, the researcher will describe three parts; pre-reading, while-reading, and post-reading.

### a) Pre-reading

The first step is pre-reading. Here, the teacher focused on students' attention to the teacher. The teacher showed the picture storybook and gave a short description of the media and what the students would learn. For example, the teacher asked a question related to the recount text. After that, the teacher showed the picture storybook and asked the students to guess the picture storybook's cover. So, the students give and share their own opinion. This step is useful for the students to make them curious before the teacher starts the lesson.

Next, the teacher explained and told the purpose and how many pages of the picture storybook. According to Aronson (1977) states, there are several ways in pre-reading. The teacher in SMPN 15 Banjarbaru used two as a focus on student attention and giving background knowledge. In other words, the use of pre-reading activities is an exciting way to be used in the classroom. If the teacher used a pre-reading activity, it could help students to think critically. The students' could build their prior knowledge related to the material. The students also get more curious and excited about what they will discuss in the lesson. Moreover, students' motivation could increase. In the pre-reading activity, various activities can be done in the classroom to make students enjoy the lesson from the beginning till the end. In short, the student can follow the activity in the classroom.

### b) Whilst-reading

The second step is whilst-reading. Here, the teacher divided the students' into six groups consisting of five or six students. After that, the teacher asked the students' to discuss and divide their part in the group. After they were done, they went to another group to continue discussing the storybook. After they had discussed their points, the students came back to their own group that had six students with the different points that would be described. After that, the students have the responsibility to share and explain what story they got from other groups. The students 1 and 2 explained part of orientation. It could be told about who the main characters are, where the story takes place and when the story happened. So students 1 and 2 guide the other students' in the group to find out the point. After that, the 3 and 4 students are about a part of the events. It could be about the main point of the story. The students should tell the entire story to the other students' in the group. Then, the students 5 and 6 are about part of re-orientation. So the students' guided about the ending of the story's scene, which is to conclude.

### c) Post-reading

The third step is post-reading. Here is an important part of knowing students' understanding of what the students learned and read. The teacher asked some questions, and the students should discuss it with the group. After that, students share their discussion, and the teacher gives the correct answer. The teacher also concluded the material that was discussed by students' in the group. If the students' response is correct, the teacher will give the score to the group.

So, in the teaching and learning of the use of picture storybooks, the teacher used a jigsaw. This technique is focusing on students as the centre in learning activities. Aydin et al. (2017) stated that three steps of pre-reading, whilst-reading, and post-reading help students develop their comprehension and give the students a chance to deliver their own opinion.

### **The Strength and Weakness of Using Picture Storybook**

From the observation and interview with the English teacher, the researcher found the strengths and weaknesses of using the picture storybook media in the classroom. As follow:

#### ***The Strength***

The students were active and enjoyed reading the story. By using picture storybooks, the students are more involved in the learning process. Based on the observation, when the teacher asks the students to read the story and find a difficult word, they can translate it without opening the dictionary because there is a picture in the storybook. In the use of picture storybooks, the students are also very active. When the teacher asks them a question, they re-read the storybook and answer the question right away. It is also the same as the statement as the teacher's interview:

"... pakai picture storybook ini anak anak jadi aktif nak, mereka langsung bisa mengartikan, kan ada gambarnya tuh langsung paham mereka. Kalau saya tanya pertanyaan mereka langsung membaca lagi dan bisa menjawab pertanyaan saya..." (Interview: Monday, January 20 2020)

The students have high motivation in teaching and learning activities. Based on the observation, the researcher saw that the students were enthusiastic when the teacher showed the picture storybook and delivered the materials. The students were not feeling bored and enjoyed the learning and teacher explanation. Because the teacher also used a collaborative technique such as the jigsaw technique. The students read the text and can discuss with their group and other groups so they can share their understanding and opinions when they do not understand. So learning and teaching in the classroom become more attractive. It is also the same as the statement as the teacher's interview:

"Kelebihan nya juga karena saya padukan dengan technique jigsaw anak anak tidak cuman membaca nak, karena mereka kalau meBaca saja sendiri sendiri jadi bosan. Jadi pakai jigsaw technique sehabis mereka membaca mereka bisa berdiskusi dan saling bertukar pendapat dengan yang lain." (Interview: Monday, January 20 2020)

The students got a chance to share their own story and opinion. Based on the interview, the teacher asks students about the story in the picture storybook and is connected with the explained material. The students can understand the story because the picture storybook has a colourful picture on it. After they read the picture storybook, the students need to remember the story, and after that, they make their understanding of the story to deliver with other groups. It makes students more confident and braver to speak and present their own opinion and understanding. These statements are related to observation in using picture storybooks at VIII C class from the first meeting until the last meeting.

#### ***The Weakness***

Based on the results from the observation and interview that have been done by the researcher, the researcher found that the use of picture storybooks has some weaknesses. The weaknesses are a) the difference in students capability. As we know, each of the students had a different capability in

receiving the information and material that was taught to them. Some of the students learnt without difficulties, and some of the students still get difficulties. So, sometimes it can make the teaching and learning process do not run well. Based on the observation, in the classroom, when the teacher explained the material to the students, some of the students' did not understand the material so the teacher needed to encourage more in explaining. The teacher needs to ask the students' about their difficulties so the teacher can explain or give more attention to the slow learners. b) took a long time. Based on the observation results, the researcher found that in use picture storybooks need more time. Because the teacher also used the jigsaw technique in the teaching and learning process, there are steps that are not enough in one meeting. Sometimes the students also do not want to stop reading the picture storybook. Another reason is also because not all the students' have the same abilities so when students read the picture storybooks they took a long time. So not all of the students' can quickly be done in reading the picture storybook. It is also same as the statement as the teacher's interview:

“Kekurangan nya itu nak, waktu kurang banyak kalau untuk mengajar dikelas. Terus anak anak juga sering keasikan membaca karena terlalu suka kan warna warni jadi mereka terlalu fokus membaca sampai tidak mau melanjutkan ke tahap selanjutnya.”

Based on the result of the interview, it can be concluded that the use of picture storybooks is required many times to make students' have a lot of time in the reading activity.

## CONCLUSION

Based on the result of data analysis, it can be concluded the researcher focused on analyzing teaching and learning process of recount text at eighth-grade of SMPN 15 Banjarbaru which consist of the technique and the media used by the teacher in the classroom. It concluded that the teacher used some kind of media and collaborative technique in teaching reading of recount text.

In the observation, the result of the research in teaching and learning process showed that the teacher used picture storybooks as the media in teaching reading of recount text. The researcher found that this media is helpful for students because this media is colourful and makes students easily understand the text. So, the students also become more confident to deliver and share their opinion with others. Also, the students' become more active and enthusiastic in the teaching and learning process. The jigsaw technique is collaborative learning. But the researcher also found the weakness of this media because there are some slow learners in the class, so they did not really understand what the story was about.

Furthermore, in this research, the teacher also used some techniques in the classroom. The technique that the teacher used is a jigsaw. This technique was used in order to make students' interested and not only read the material, but the students' can also share their own opinion to other students. The researcher found that in this technique, there are pre-reading, whilst-reading, and post-reading that the teacher used. Here, students become more active and confident in classroom activities, and mostly the students could comprehend the story text very well based on the task given. So, the use of picture storybooks also had a good impact on students' because all of the students enjoyed the teaching and learning process.

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# **Illocutionary Acts Used by English Teacher while Teaching and Learning Process at SMA Negeri 1 Candi Laras Selatan in the School Year 2018/2019**

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## **Abstract**

*The goal is to find out what English teachers do in the teaching and learning process at SMA Negeri 1 Candi Laras Selatan in the academic year 2018/2019, according to Searle's theory of speech law. This is a quality education. The information or goal of this study is words, phrases, and words spoken by English teachers. The information from the recording will be accompanied by the audio recording. From there, they will be translated in writing, chosen according to the study objectives recorded in the data table, interpreted and analyzed using the verbal theory of Searle's theory. Analyze the data using the interactive qualitative methods proposed by Miles and Huberman (1994). The coding system is also used to make researchers more easily identify the data. Researchers use theoretical triangles. Compare the data with Searle's theory. The results show that among the 326 words, the most commonly used behavior mimics are references (64.044%), which occurred 195 times, while the top 100 are the most rare (2.247%) 7 times. The use of advice can be understood because the relationships between teachers and students are not equal. Using questions by teachers helps students become more involved in the lesson. When asking questions, the teacher will know whether students understand the lesson. At the same time, questions are also used to test students' basic knowledge*

Keywords: *Pragmatics, speech act, illocutionary acts, utterance, teacher, classroom interaction*

## **INTRODUCTION**

### **Study Background**

Communication is a process that describes such things as you want to have communication between those who send or explain to those who listen. The most important thing in communicating and interacting with many people is language. Language is a medium of communication that uses speech as a medium (Moein et al., 2018: 24). If there is language, people can exchange information and express their opinions, ideas, opinions, feelings, etc. However, when using language, people do not Only But only construct the correct sentence according to the grammar Unable to communicate effectively and efficiently if the listener does not understand the language in which the speaker speaks Therefore, in order to facilitate the communication process, listeners must understand the language spoken by the speaker. Commonly used is the study of the relationship between language patterns and users of this model. Which means that the relationships of some words to know the form and purpose of these words Popularism has many facets, one of which is speech work (Mariani and Moen, 2007: 133).

In conversations between two people, sometimes there is a difference between the speaker and the listener. The reason for this condition is references and inferences. Listeners can trust strategies to help them understand the speaker. First, learn about the general sentiment of the term used, including identifying potential links. Second, you must understand about pragmatism and principles. Third, always pay attention to the language context or not. Information Fourth, pay attention to living things, other basic knowledge. Finally, pay attention to the fact that all relevant elements under the previous name are available for both participants and both participants. Know or suppose this is the case (Wayne, 2017). Students often are not able to make direct orders from teachers. Which means that the teacher has to explain the meaning of his words From the above explanation, the author claims that the subject of education is the speech used by English teachers in the classroom and there is verbal communication between teachers and students in the teaching and learning process in SMA Negeri 1 Candi Laras Selatan. The types of learning activities will be explained by the author.

### **Statement of the problem**

The study problem is:

“What types of illocutionary acts are performed by the English teacher during the teaching and learning process at SMA Negeri 1 Candi Laras Selatan in the school year 2018/2019?”

### **Study Objective**

Analysis of verb types, speaking, especially the assumed verbs of English teachers in the teaching and learning process at SMA Negeri 1 Candi Laras Selatan in the academic year 2018/2019.

### **Study Significances**

The results of this study are expected to play an important role in improving the quality of teaching and learning of English. We hope that these results will be very useful for English teachers, readers and other researchers in the following sections.

### **Study Scope**

Scope on the oral communication performed by an English teacher in SMA Negeri 1 Candi Laras Selatan. The focus of the research is on the type of illocutionary acts used by the English teacher in the class.

## **STUDY METHOD**

### **Study Design**

This study uses qualitative lecture methods. This is accomplished through the supervision of the classroom author (Moleong, 2009: 3). Speaking of qualitative education, it is the study that analyzes data in the form of written words or spoken descriptions that do not include Calculate or count The purpose of this descriptive study is to provide an explanation, presentation, methodology, truthfulness and truth, including clear connections between the phenomena being studied.

Researchers try to analyze the types of predicate verbs that English teachers have taught and learning at SMA Negeri 1 Candi Laras Selatan in the academic year 2018/2019.

### **Subject of Research**

#### *Population*

There are 6 classes from Class Ten to Class Twelve. The subject of the study was the English teacher at SMA Negeri 1 Candi Laras Selatan. Two English teachers at this school teach ten to twelve grades. But in this study, the author only examined one English teacher

#### *Sample*

The teacher is M. Pd, Muhammad Dipa Syahbana. SMA Negeri 1 Candi Laras Selatan teaches 10th grade students and often uses a combination of English and Bahasa Indonesia in their teaching and learning process. In this study, the author uses X IPS A as the study subject.

### **Instrument**

In this study, researchers used observation form as a tool. Direct observation methods are used to collect data not only from researchers, but also to evaluate what happened, as well as the required format, as well as some behavior. However, you should record certain actions, but still evaluate what happened.

In the process of observation, the author tries to observe the type of irrational behavior that the teacher studies in the classroom and uses in the classroom during the training. At SMA Negeri 1 Candi Laras Selatan, two observations were made observing the suspicious behavior of an English teacher.

### **Validity and Reliability**

#### *Validity*

In this study, information was taken from the words of an English teacher while teaching students. The study uses the equation source for data validation. Triangulation Is a general method used to improve the quality of search quality. Triangle analysis. Researchers are extremely important in reducing the bias in collecting and analyzing research data. The author asks the expert to confirm the fact. The expert chosen by the author to confirm this is the linguistic teacher at Lambung Mangkurat University. Therefore, you need to know about practical speaking.

## Data Collection

The data collection process that authors use for observation

The author went to class and saw all the events that occurred in the teaching and learning process.

The data collection process is as follows:

1. Researchers set a prediction log to record data provider responses.
2. Use VCR to record the teaching and learning process for English language teachers in the classroom.
3. The researchers asked questions and spoke naturally according to the concept of questions produced according to the interview guide.
4. The researcher recorded the responses of the respondents.
5. Listen to the recording and try to understand the teacher's message
6. Interpretation of the professor's written information
7. Listen to the recording again and verify the accuracy of the information.
8. Select information from records that match your educational goals.
9. Writing data to the table
10. Classification of data
11. Collected data is entered into spreadsheets and analysis. Spreadsheets and Analytics

data used by the researcher is presented in the table:

No.	Data	Activity	Dialogue	Types of Speech Acts					Context
				Rep	Dir	Com	Exp	Dec	
1.									
2.									
3.									

## Data analysis

Features in this study include data reduction, data presentation, and conclusions or audits.

Data is impaired by the encryption process. The process of labeling and classifying semantics is collected in descriptive or inference data during the research process. The purpose is to help the author to organize and collect information.

Data presentation or data presentation At this stage, the process is to provide data in words, sentences, lectures, charts and graphical forms for authors who understand the data collected to arrive at the desired result. According to the information presented, oral narrative is related to the teacher notes used for SMA Negeri 1 Candi Laras Selatan, English Teaching and Learning Process for the 2018/2019 school year.

Graphics or Inspection That means the recorder has finished viewing the data From the data analysis, there are instructions that teachers use in the learning process. This is the music that teachers use. The latter is the principle of cooperation that English teachers have seen and violated.

Below is a data analysis method in this study using the above steps.

1-The author collects information through observation, recording and interviews and then defines the data that is copied and focuses on by referring to the determination of research problems in the educational context. In other words, the unrelated data should be deleted and the relevant data attached.

2. After collecting and reducing the data, the registrar presented the data recorded in descriptive format. When the process is reduced and the representation should be taken into account in the determination of problems in research.

3- After reaching the result. In this study, the author uses a temporary and close overview doodle to verify the accuracy of the data. Conclusions begin after the start of the study, after collecting data with temporary results.

4- Then, in the final step, the author reaches a final conclusion. In other words, one can say that the conclusions are constantly analyzed and examined with regard to the optimal conclusions.

## RESEARCH RESULT AND DISCUSSION

### Data Collection Description

The first study was conducted by scientists on April 23, 2019. The author found 162 words with unconvincing work. In open activities, the author found 38 words spoken by irrational teachers. In open activities, the author found 38 words spoken by irrational teachers. In an expression consisting of 4 words, it can be classified as an expression in an open activity. It is said 3 times, which are divided into welcome forms. During open events, one word is categorized as a gratitude for open activity. Words, fortunately, in the fifth table, 15 copies. Words can be divided into verbs rather than learning, discovering and learning in the classroom. Only 6 words are categorized as evidence of open actions. During open events, one pronounced word was agreed upon. There are two words that are classified as notes. In open activity, there is one word unclassified. He agreed to open the event. There are 3 events categorized as notifications during an open event. There are two groups of words arranged into categories during open events. There are 19 words in total that can be divided into actions that do not match the sequence of actions. In the database 1, 07, 09, 10, 12, 13, 14, 17, 18, 19, 20, 23, 25, 32, 34 and 37, 16 citations were found from all requests. The words above are included in the question. In the teaching and learning process, only one assignment is included in the application. There is one word in open activity categorized as guess. Participation in open activities. Based on the data above, the researcher found advantages with 34 open comments on open activities.

Type of Illocutionary Act Used by Teacher  
in Opening Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Opening	Expressive	Welcoming	3
		Thanking	1
	Representative	Confirming	6
		Agreeing	1
		Explaining	2
		Disagreeing	1
		Informing	3
		Stating	2
	Directive	Asking	15
		Requesting	1
		Guessing	1
		Inviting	1

Researchers did not find the use of known and fun English teachers from 38 verbs. Verb expressions were used 4 times, 15 instead and 19 times directions.

Based on the course of 2013, the main activities are divided into many types of activities: exploration, development and coordination. The researchers found that there are 130 sentences related to the type of offense. From the observations, the researchers found that 23 statements were made by English teachers in the context of research activities. As a result of the observation, the researchers found 23 suggestions that English teachers spoke in their research activities. The researcher found that the professor spoke 15 commands with 8 comments, classified as a request for intelligence advice in

the main activity. There were 2 phrases that were categorized to request suggestions while researching the main activity. There are 3 correct words. Classified as an invitation while studying basic work There is one message that can be divided into activities directed towards the survey There is one message that can be categorized as a warning about expressions in survey activities. The researcher found that during the research activities, the teacher had 6 data from actors. There are two messages that can be classified as notifying agents in survey activities. There are two messages that can refer to the actors' approval category in survey activities. There is one indication that may be combined with the actors' approval category in survey activities. There is one message that can refer to the actor's guessing category in survey activities. The researcher found that during the research activities, the teachers had expressive phrases. There is one phrase that can be categorized as an apology for expression in the survey. There is one message that can refer to the category of sudden expression in the survey. From the above data, the researchers found that there were 23 placebo orders in the study of basic activities.

**Type of Illocutionary Act Used by Teacher in the Exploration Activity**

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Exploration	Directive	Asking	8
		Requesting	2
		Inviting	3
		Ordering	1
		Warning	1
	Representative	Informing	2
		Agreeing	2
		Stating	1
		Guessing	1
	Expressive	Apologizing	1
Stating surprise		1	

According to observations, researchers have found that in the setting 91 words are generated by an English teacher. Researchers have found that there are 65 learning steps that teachers take in detail during the action. Expanding the main action, there are nine phrases that are classified as routing, and in the main activity, there are 47 phrases that are classified as sentences. There are six quotes that are classified as orders between parts of the main event. There are two messages that can be categorized as alerts in the Action Detailed Guide. There is one vote that can be categorized as a notification to the participant of the confirmation operation. Researchers found 24 typical words, 7 details that could be classified as detailed notifications to participants, and 3 phrase details that could be classified as typical in exercises among the students in the survey. It was Some people disagree with the 10 phrase activities that can be categorized as representative confirmations of the activity. In detailed exercises, only one formula can be organized as an illustration. Only one expression can be classified as an approval of a detailed presentation of an activity. Researchers discovered that there were two expression parameters performed by the teacher during the study. Only one expression can be classified. Thanks for the details of the main expressions of activity. Someone said this could be attributed to a category of people who want to do core activities.

**Type of Illocutionary Act Used by Teacher in the Elaboration Activity**

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Elaboration	Directive	Ordering	9
		Asking	46
		Suggesting	1
		Requesting	6
		Warning	2
		Inviting	1

	Representative	Informing	7
		Stating	3
		Confirming	11
		Disagreeing	1
		Explaining	1
		Agreeing	1
	Expressive	Thanking	1
		Welcoming	1

From Table 4.3, English teachers SMA 1 Candy Larras Celatan use three types of verbs in their main activities. They indicate agents and express themselves. The researchers found that there was no introductory and playful use for English teachers. From 91 messages, direction assignments were used 65 times, shown 24 times, and determined twice. Note states that researchers found 14 statements made by English teachers to confirm the activity. The researchers found that while focusing on the main activities, the teacher made eight messages from the actors. There is one indication that can be combined with the class to notify the actors when confirming the activity. There are three statements that can be attributed to the category of action descriptions for activity confirmation. There are 3 comments that can be classified as representative behaviors of confirmation activities. There is one message that can be categorized as an actor's confirmation in the confirmation activity. There are 5 comments that are classified as route requests while the main event is intelligent. According to the data, there is only one statement that is considered an invitation during the inspection period.

Type of Illocutionary Act Used by Teacher in the Confirmation Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Confirmation	Representative	Informing	1
		Explaining	3
		Commanding	3
		Confirming	1
	Directive	Asking	5
		Inviting	1

Based on the observation, researcher found that 4 utterances are classified into 2 speech acts, that are commissive and expressive. The researcher found that there was 1 utterance of commissive performed by the teacher during in closing activity. The researcher found that there was 1 utterance of commissive performed by the teacher during in closing activity.

Type of Illocutionary Act Used by Teacher  
In Closing Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Confirmation	Commissive	Promising	1
	Expressive	Leaving	1

Based on data above, researcher found 2 utterances of illocutionary act in the closing activity.

researcher did not found expressive, declarative and commissives used by the English teacher. From 14 utterances, a directive illocutionary act was used representative 8 times and directives 6 times.

Type of Illocutionary Acts used by Teacher  
in the Teaching and Learning Process of First Observation

Activity	Type of Illocutionary Acts	Classification of Each Kind of Illocutionary Act	Frequency	
Opening	Expressive	Welcoming	3	4
		Thanking	1	
	Representative	Confirming	6	15

		Agreeing	1	19
		Explaining	2	
		disagreeing	1	
		Informing	3	
		Stating	2	
	Directive	Asking	16	
		Requesting	1	
		Guessing	1	
		Inviting	1	
Exploration	Directive	Asking	8	15
		Requesting	2	
		Inviting	3	
		Ordering	1	
		Warning	1	
	Representative	Informing	2	6
		Agreeing	2	
		Stating	1	
		Guessing	1	
	Expressive	Apologizing	1	2
Stating surprise		1		
Elaboration	Directive	Ordering	8	64
		Asking	46	
		Suggesting	1	
		Requesting	6	
		Warning	2	
		Inviting	1	
	Representative	Informing	7	24
		Stating	3	
		Confirming	11	
		Disagreeing	1	
		Explaining	1	
		Agreeing	1	
	Expressive	Thanking	1	2
		Welcoming	1	
	Confirmation	Representative	Informing	1
Explaining			3	
Commanding			3	
Confirming			1	
Directive		Asking	5	6
		Inviting	1	
Closing		Commissive	Promising	1
	Expressive	Leaving	1	
Total			168	

Based on the above data, the researchers found 168 verbs in the teaching and teaching process of a second English teacher from the pronunciation of 168 words used 105 times, vocabulary-9 times, representative-53 times. It was And another important word: English teachers have 79 questions and English teachers have 16 correct answers.

The second observation was made by researchers on March 24, 2019. Researchers have found 88 words with deceptive verbs. In the expressions of basic education and classroom education, there are three words that can be classified as expression verbs for open activities. There are two messages that can be classified as agents that perform open actions. Following the basics of teaching and learning in the classroom, you can classify 6 words as verbs for open exercise and 5 words for open exercise. Someone said that this can be classified as a guideline for open events. Since 2013, the core activities



have been subdivided into a number of activities with detailed research and components. There are many types of crime that teachers use in the process of teaching and learning. Researchers have discovered that 93 words are pronounced irregularly. After observation, the researchers found that the English teacher created 119 words in the survey. English teachers use all 74 words in their teaching and learning process using counseling. During the survey, 44 phrases were classified on demand and 10 words were sorted on demand. Based on survey data in the main areas of activity, there are 7 words that are classified as invitations when conducting a survey in a main activity, and 4 phrases that can be organized as a guide for the investigation. According to the data, there were a total of 7 voice sequences during the survey and 3 words were classified as prohibited during the survey. There are 45 phrases that can be classified into participants and 3 phrases that can be classified. That is, to inform the espionage participants, there are 17 words that can be classified to describe the espionage representative. The survey found 10 phrases that the survey could classify as found and 12 words that the survey could classify as confirmed. There are two pronunciations that can be classified according to the conclusions of the data dialogs for generations 43 and 122. 2. Researchers have discovered that for critical phrases, there is one pronunciation that can be classified as a conclusion during the study. The two words can be categorized as expressions of research in core activities. One of them said it was organized as a greeting when investigating major activities. There are two words that have been well classified in the study of the main activity. From the information above, researchers found 119 pronunciations in a survey of core activities.

Type of Illocutionary Act Used by Teacher in the Exploration Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Exploration	Directive	Asking	44
		Requesting	10
		Inviting	7
		Commanding	4
		Ordering	7
		Warning	2
	Representative	Informing	1
		Explaining	18
		Agreeing	10
		Confirming	12
		Concluding	2
	Commissive	Offering	10
	Expressive	Greeting	1
		Stating pleasure	2

From the above data, the researchers found that 119 sentences of speech provide information in the main activities, out of a total of 119 sentences, there are 45 words for general use, the command is 74 times, and the second expression. During development, researchers searched for words related to the nine words. There are nine times more English teachers use to teach using teaching. There are two messages classified as requirements during development. There is one matter divided into teams during development. There are four times that English teachers taught and learned with the assignees. There was one message that was categorized as information during development. There are two phrases divided into explanations during development. There is one message that is consensus during development. The researchers found that there were two messages that could be classified as humor and possibly in the development process. From the above information, the researchers found nine data for descriptive work in developing major activities.

Type of Illocutionary Act Used by Teacher in Elaboration Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Elaboration	Directive	Requesting	2
		Commanding	1
	Representative	Informing	1
		Explaining	2
		Agreeing	1

	Commissive	Promising	2
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Based on the above information, researchers have discovered that there are nine complex deprivation procedures. The researchers could not find the expressions or advertisements used by the English teacher. The researchers found that out of the nine words, ten were assigned to speak, with three pronunciations, four utterances, and two utterances. The researchers found nine words that could be divided into teams during the confirming action. Researchers have found one word that can be classified as a warning for irrational behaviour. The researchers found one literal that could be classified as a query, emphasizing the final action. The researchers found three words that could be categorized as questions and confirmed closed actions. Researchers emphasized closed actions and found only one verb that could be classified as confirmation. Researchers found three words that could be broken into order when confirming closed actions. Researchers found one word that could be categorized as an action on confirmation.

#### Type of Illocutionary Act Used by Teacher in Confirmation Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Confirmation	Directive	Warning	1
		Requesting	1
		Asking	3
		Confirming	1
		Commanding	3
	Commissive	Promising	1

From the above data, the researchers found that there were 11 citations in the confirmation activity. Researchers were unable to find expressive and representational meanings used by 11-language English teachers using ten words and humor. In the final training, the researchers found three sentences related to speaking, the researchers found that there were three messages that could be clearly distinguished during the final activity. There are two words during the last activity that were organized as expressive nurturing. From the above data, the researchers found that there are nine phrases in the development of major activities.

#### Type of Illocutionary Act Used by Teacher in Closing Activity

Activity	Types of Illocutionary Act	Classification of Each Kind of Illocutionary Act	Frequency
Closing	Commissive	Promising	2
	Representative	Leaving	2

Based on data, researcher found 3 utterances of speech act in the closing activity. The researcher did not found a directive, representative, and declaration used by the English teacher. From 3 utterances, the commissive speech act was used once, and the expressive speech act was used 2 times.

#### Type of Illocutionary Acts used by Teacher in teaching and Learning Process of Second Observation

Activity	Type of Illocutionary Acts	Classification of Each Kind of Illocutionary Act	Frequency	
Opening	Expressive	Welcoming	3	3
		Confirming	2	2
	Directive	Asking	5	6
		Suggesting	1	
Exploration	Representative	Informing	1	45
		Explaining	17	
		Agreeing	10	
		Confirming	13	

		Concluding	2	75	
		Stating	2		
	Directive	Asking	44		
		Requesting	10		
		Inviting	7		
		Commanding	4		
		Ordering	7		
		Warning	3		
	Commissive	Offering	1		1
	Expressive	Greeting	1		3
Stating pleasure		2			
Elaboration	Directive	Requesting	2	3	
		Commanding	1		
	Representative	Informing	1	4	
		Explaining	2		
		Agreeing	1		
	Commissive	Promising	2	2	
Confirmation	Directive	Warning	1	9	
		Requesting	1		
		Asking	3		
		Confirming	1		
		Commanding	3		
Closing	Commissive	Promising	1	1	
	Expressive	Leaving	2	2	
Total			158		

From data above, the researcher found 158 utterances of speech act during the teaching-learning process by the English teacher in the second observation. The researcher did not found a declaration used by the English teacher. From 158 utterances, the directives speech act was used 95 times, expressive 10 times, representative 48 times, and commissive 5 times. Asking was uttered by the English teacher were 52 times.

#### The Percentage Type of Illocutionary Act Used by English Teacher in First and Second Observation

No.	Illocutionary Acts	Frequency		Percentage (%)
		Observation 1	Observation 2	
1.	Declarative	0	0	0
2.	Representative	53	50	28.651%
3.	Expressive	9	8	4.494%
4.	Directive	105	95	64.004%
5.	Commissive	1	5	2.247%
Total		168	158	100%

From the table above, we can see that English teachers use 326 different expressions to represent sequences and quotes. Use 326 words, 195 orders, 64.044%, create 28 651 using 105 times. 15% of expressions are 4.494% and 7 times are 2.247%. Therefore, SMA Negeri 1 Candi Laras Selatan is a team, agents, expressions, and formulas.

## Discussion

The purpose of this study was to analyze the types of speech behaviors that English language teachers conducted during the teaching and learning process in 2018/2019 SMA Negeri 1 Candi Laras Selatan, and based on the results, the researchers discovered the behavior. Many types of speech that teachers use to pronounce their own vocabulary with students during the learning process) After conducting the research, researchers found that four types of speech were conducted by English language teachers during teaching and learning. In class 10, SMA Negeri 1 Candi Laras Selatan, according to notes made in March 2019, found the procedure and

represented expression, advice, and communication, and according to Mariani and Moen (2007: 137), all of these letters are included in the writing.

After the researchers analyzed the teacher's dialogue while teaching and learning in the classroom, they found no speaking behavior, and the researchers found only four out of five types of speech in Sarley's theory that he used English teachers to use speech. 326 patterns use four types of words. Express themselves, advise agents, and take responsibility for 326 orders. Policy instructions are used 195 times, accounting for 64.044%. Most orders are from English teachers. Agents used 105 times, 28.651%. The agents are used. Mainly by English language teachers and not as a medium of expression and teacher explained mostly to students. 15 expressions are used, with 4.494% of English teachers. Expressions are rarely used in teacher training at IPS A SMA Negeri 1 Candi Laras Selatan in tenth grade. Expressions are expressions of the psychological state shown in the case of completion in relation to the situation that appears in the proposal. Most teachers use welcome words with students, so English teachers tend to use them in the first and last activity, and there are seven uses for Commisive and 2.247% of discreet English teachers are still rarely used by teachers in X IPS A. SMA Negeri 1 Kandy Laras Selatan, in addition, English teachers of X IPS A SMA Negeri 1 Candi Laras Selatan use four types of speech. Refer to the agent expressing the expression. Advertising is not used by teachers in the teaching process. Declared wrong writing can change the world through words. The speaker must have a special institutional role when using this law. This is not possible if the teacher has a special institutional structure in the teaching and learning process. In addition, not only did teachers but use English as the language used in the classroom but it still speaks Arabic, Indonesian Bahasa and Bahasa Nagari. The Arabic language is used only by teachers in peace to greet students at the beginning and end of the learning process. The teacher translates the orders that students give to the English language using Indonesian translation. It is suspected that some students do not understand what they say and describe Indonesia as Indonesia. Finally, teachers use Bahasa Bulgarian in their mother tongue to help students become more familiar with the teacher. Sometimes Bajasbanjar is used to persuade students to say what they say.

To sum up, SMA Negeri 1 Candy Laras Selatan, English teacher, uses most words more than other types of speech. Because the teacher wants students to be interested in asking many questions to students

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Teachers use four types of speech: command, agent, expression, and expression out of 326 words. English teachers do not use this ad in their teaching or learning process. In this teaching, 64.044% of teachers had unacceptable behavior during the 195 English teachers and two English teachers' meetings in the course of learning. Teachers use teams to drive students into action. Interrogation is the most visible force, spoken by a professor's command identified in 112 of the 195 words.

### **Suggestion**

Students are expected to learn and learn more about verbal practice, especially in the study of speech behavior. Understanding Speaking Behavior helps students better understand language use. In this way, students can avoid misunderstanding and misunderstanding when interpreting the messages referred to by the presenter.

Professors of language studies, especially about linguistic phenomena related to speaking English teachers need to make the most use of the English language, teach students the importance of language and help students understand how to use the language. This does not mean that teachers need to teach as science. Instead, teachers should be encouraged to include a variety of learning activities that are not only limited but help to enhance student awareness but also develop communication skills. Teachers should consider increasing the opportunity for students to participate in interaction in the classroom.

According to other researchers, the purpose of this study is to identify the types of speaking behavior for teachers that teachers do, with an emphasis on teacher behavior, teacher speaking skills, and their participation in the learning process. Teaching English is particularly limited, and as a result, the limitations of this study are expected to encourage other researchers who wish to conduct such studies to explore other aspects of pragmatism such as oral tradition, sub-narration, literature has been completed, in addition, an extension has been proposed The study period by examining the student's speech behavior because it was not reviewed in the current study. Additionally, if possible, it is recommended to receive reliable information to make the study more natural.

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# **PHONOLOGICAL INTERFERENCE OF BANJAR HULU BANJARESE IN PRONOUNCING ENGLISH VOWELS AND CONSONANTS BY THE STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FKIP ULM BATCH 2019**

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## **Abstract**

This research aims to describe the phonological interference of Banjar Hulu Banjarese made by English Language Education Study Program FKIP ULM Batch 2019. It is a descriptive study that investigates interference phenomenon on phonology level. The subject of this research is the students of the English Language Education Study Program of FKIP Lambung Mangkurat University, who speak Banjar Hulu Banjarese as their mother tongue. The instruments used in this research are questionnaires and oral tests. In order to analyze the interference phenomenon, this research used a generative phonology approach. The study found out that Banjar Hulu Banjarese does interfere with English pronunciation. The interference occurs in English vowels those are: /i:/, /æ/, /ɒ/, /ɔ:/, /u:/, /ə:/, /ɑ:/, /e/, /ə/, in diphthongs, those are; /oʊ/, /eɪ/, /aʊ/, /əʊ/, and in consonants, there are; /tʰ/, /pʰ/, /kʰ/, /f/, /v/, /b/, /d/, /g/, /θ/, /ð/, /z/, /ʒ/. Based on the result of this research, the researcher suggests the students of English Language Education Study Program whose background is Banjar Hulu Banjarese need to practice how to pronounce the vowel and consonants in English correctly, especially for the phoneme that got interference. They also need to raise their awareness in English sounds so that they will not overgeneralize the sound of particular vowels or consonants in particular words. The researcher also suggests that lecturers who teach English consonants and vowel pronunciation do more drilling in teaching and learning progress.

**Keywords:** Interference, Generative Phonology, Banjar Hulu Banjarese

## **INTRODUCTION**

The speaker of a certain language acquired their speaking ability by the learning process and then used the language in the speech community. Through the process of learning the language, the speaker may have mastered more than one language; mother tongue or native language and second language. For instance, people who live in Banjarmasin will use Banjarese as their native language and Indonesian as their second language. When the speaker can use more than one language, they are considered as bilingual speakers. According to Weinreich (in Mu'in and Kamal, 2006:59) bilingual is a person who involved in alternately using two languages, in this case, it can be said that before someone can be stated as bilingual, of course, he has to master two languages by then, mastering two languages enables him to use two languages alternately. In one situation, he uses one language, and in the other situation, he uses the other language. Therefore, he, then, can be stated as a person involved in what is called bilingualism, the practice of alternately using two languages.

The definition of bilingual became broader as the experts began a discussion on what exact state that the person can be stated as bilingual. The bilingual definition from Weinreich is then argued by Haugen (in Mu'in, 2019:125). It stated that a bilingual does not necessarily use two languages alternately; the person only understands one language besides his first language or mother tongue. From that definition, a bilingual can be stated as someone who understands one or more languages than his first language. The bilingual extended definition is the main theory where this research began. The term native-like control of two languages from Bloomfield is not the main consideration for a speaker to be defined as bilingual. This concept of bilingualism required an equal mastery of two languages. On the other hand, Haugen broadened the concept of bilingual to the condition where the speaker can be defined as bilingual if he understands the



other language besides his native or first language. The bilinguals' condition is similar to that of the subject of this research, where they are still in the process of acquiring a foreign language (English).

A bilingual who has mastered two languages may have an interference phenomenon. According to Muin and Kamal (2006:62), interference is linguistic deviation of language pattern when bilingual speakers use one of the languages into another. It occurs in bilingual speech because of the unequal linguistics competence of one language to another. In a speech, interference is like sand that is carried by a stream; it occurs anew in the bilingual speaker's utterances as a result of his personal knowledge of the other tongue. The pattern and the amount of interference are not the same at all times and under all circumstances. The interferences may vary with the medium, style, register, and context that the bilinguals use (Mackey, in Fishman, ed., in Mu'in and Kamal 2006:61). According to Mu'in and Kamal (2006:62), The Level of interference may be cultural, semantic, lexical, grammatical, and phonological. In phonological level, the problem of interference concerns the manners in which a speaker perceives and reproduces the sound of one language in terms of another. This interference occurs in the speech of bilingual speakers as a result of the fact that there are different elements in the sound system between one language to another, or between native and foreign language.

In some cases, the native and foreign languages have similar sound systems and grammatical systems. However, in most cases, both languages are different either in sound systems or in grammatical systems. This research then used contrastive analysis in order to analyze the difference between English and the Banjar Hulu Banjarese phonological system. It is found that English and Banjar Hulu Banjarese are different on their sound systems. Both languages have different numbers of vowels and consonants. According to Durasid (1981:28), Banjar Hulu Banjarese has 3 vowels and 18 consonants. Meanwhile, English has 12 vowels and 24 consonants.

The Subject of the research is the English Language Education study program. Students who speak Banjar Hulu Bajarese as their mother tongue may have an interference phenomenon when they try to communicate in English. It may happen due to the different sound system of Banjar Hulu Banjarese and English. Banjarese is a native language for people who live in Kalimantan Selatan province. This language has two dialects, and they are Banjar Kuala and Banjar Hulu. Banjar Hulu Banjarese dialect is the first language for students from Banjar Hulu region. It means that as the mothers' tongue language Banjar Hulu Banjarese cannot be separated from the speakers' tendencies in uttering a word or sentence in any language. The researcher assumed that it is important to study and investigate the interference of Banjar Hulu Banjarese when Banjar Hulu students pronounce English vowels and consonants. Many English learners face difficulties in speaking. Therefore, the researcher then assumed that, there will be an interference phenomenon when the native speaker, which in this case, Banjar Hulu Banjarese language user or speaker tries to acquire English as foreign language

This study was held in the Faculty of Teachers Training and Education, English Language Education Study Program students' batch 2019. The researcher chose this setting because the students of English Language Education Study Program should speak English fluently and correctly in order to be a great future teacher. It is also because of the researcher's observation of his early stage in college. Many Banjar Hulu students faced difficulties and interference when taking intensive English courses. The subject of the study is English Language Education Study Program students' batch 2019 who speak Banjar Hulu Banjarese language as their native language. The researcher chose the subject because the mothers' tongue language is still closely related to their spoken language. Language is socially acquired, that is to say that when a person lives long enough and uses a certain language of the environment, their language mastery will be on a different level. This happens because the students from Banjar Hulu region will live in Banjarmasin, the city where its dominant speaker used Banjar Kuala Banjarese dialect.

### **Statement of the Problem**

The research problem of this study is:

“What is phonological interference of the students of English Language Education Study Program from batch 2019, who speaks Banjar Hulu Banjarese in pronouncing English Vowels and Consonants?”

### **Study Objective**

The objective of this study is to describe the phonological interference of Banjar Hulu Banjarese made by English Language Education Study Program Student’s batch 2019.

### **Significance of the Study**

The significances of the study are expected as followed:

1. Theoretical Significance  
It is hoped the result of this study will contribute to the theories of science development in linguistics, especially phonology. It is also expected to give a description on the interference of Banjar Hulu Banjarese towards English pronunciation.
2. Practical Significance  
The result of this study is expected to provide information about the occurrence of phonological interference of Banjar Hulu Banjarese in English pronunciation by English Language Education Study Program Students of FKIP ULM

### **Scope of the Study**

The Scope of the study are:

1. The subject is the Students of English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University batch 2019. They use Banjar Hulu Banjarese as their mother tongue language
2. The location of this research is English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University

## **STUDY METHOD**

### **Study Design**

This study objective is to describe the phonological interference of Banjar Hulu Banjarese. Hence, the most appropriate type of research is descriptive study. Descriptive research involves collecting data to answer questions concerning the current status of the subject of the study. This research used a qualitative approach to find out the answers to the research problem. According to Sugiyono (2015:15), the qualitative method is used to investigate natural object conditions. The researcher is the main instrument, the sampling was done by purposive or snowball, and the result of the research emphasizes more on meaning rather than generalization. The definition of the qualitative is appropriate for this research; it is to identify and explore the use of Banjar Hulu Banjarese by the English Language Education Department students in the classroom and daily life at a particular setting by using instruments and techniques in natural circumstances.

#### **Research Subject**

The researcher used purposive sampling to pick the subject based on previous knowledge of the students and the specific purpose of the research. The researcher used personal judgment to select a sample. According to Sugiyono (2015:300), purposive sampling is a sampling technique with a certain consideration. The consideration of a purposive sampling technique is when a certain person is considered the one who knows what we expect to find the data we need to acquire. The sample will be taken by finding a student whose native language is Banjar Hulu Banjarese and came from Banjar Hulu Region.

The researcher chose English Language Education Study Program students' batch 2019 who use Banjar Hulu Banjarese as their mother tongue or L1 as the subject of this research. The researcher chose them as the subject of this research because they were the freshmen and have not influenced for long with their new environment in Banjarmasin, which is commonly an area where the common people used Banjar Kuala Banjarese as their daily language.

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### **Research Instrument**

The researcher used questionnaires and oral test to find the data. The questionnaire is used to find the right and appropriate subject for the data. The oral test is an important part of finding the data. The oral test is in the reading form of English text determined by the researcher. It consists of words with investigated phoneme of English that have interferences possibilities of Banjar Hulu Banjarese.

### **Validity of Instrument**

In this research, content-related validity was used by the researcher. It refers to the content and format of the instrument. It requires the test taker to perform the behavior that is being measured (Brown, 2004:22). The instrument was designed in such a way that the researcher can instruct the students to read the sentences. The sentences constructed refer to the interference phenomenon possibilities. The research instruments were also validated by one of the lecturers of English Language Education Study Program of FKIP of Lambung Mangkurat University, as an expert.

### **Data Collection**

The data of this research will be collected in two steps. The first step is to find the subject of the research by distributing a questionnaire to students of English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University batch 2019. The purpose of the questionnaire is to find students whose native language or mother tongue is Banjar Hulu Banjarese.

The second step of data collection is an oral test. The determined students based on their questionnaire will read a text that is designed by the researcher. The test is collected through an oral test. Students who speak Banjar Hulu Banjarese are asked to read English text that has a vowel or consonant of English individually. While the students read and pronounce the text, the researcher records the voice of each student.

### **Data Analysis**

The data is analyzed by using a contrastive analysis method. The contrastive analysis highlighted a learners' the first language would likely interferes with his or her acquisition of a second language resulting a major obstacle to successfully mastered the new language. The contrastive analysis held that where the structures in L1 would be produced. Such errors were said to be due to the influence on the L1 habits on

L2 (Dulay et, all 1982:97). A basic analysis of this research is to systematically determine the descriptive data on subjects' problem in Banjar Hulu Banjarese interference presented in frequency and percentage form.

## STUDY RESULT AND DISCUSSION

### Data Description

The data of this research were obtained from 10 students through a pronunciation test. Each of the students was asked to read aloud 18 English sentences that have interference possibilities in it, and their voices were recorded. The tests were done from fifth December of 2019 until sixth December 2019.

### Students' Mispronunciation of 15 English Vowels

There is a different between English and Banjar Hulu Banjarese on their phonetic system. The first difference is on the number of vowels and consonants. According to Durasid Durje et,al (1985:30) there are 3 vowels of Banjar Hulu Banjarese that consist of /a/, /i/, and /u/ these number of vowels are less than English there are /I/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/ /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. This fact of different numbers of vowels between English and Banjar Hulu Banjarese cause an interference when English language education study program students' as the subject of this research whereas their L1 is Banjar Hulu Banjarese pronounce English words.

The lack of vowels from the first language led to subjects' mispronunciation as showed in the following tables,

**Table 4.1 Vowel /i:/**

Word	Incorrect Pronunciation	Percentage
He /hi:/	/hi/	80%
Feet /fi:t/	/pit/ or /fit/	80%
Deep /di:p/	/dip/	60%
Sea /si:/	/si/	70%

**Table 4.2 Vowel /æ/**

Word	Incorrect Pronunciation	Percentage
Fat /fæt/	/pat/ or /fat/	80%
Cat /kæt/	/kat/	20%
	/ket/	70%
And /ænd/	/en/ or /end/	90%
Rats /ræts/	/rat/	50%
	/rets/	30%

**Table 4.3 Vowel /ɒ/**

Word	Incorrect Pronunciation	Percentage
Gone /gɒn/	/gun/	30%
	/gon/	50%

**Table 4.4 Vowel /ɔ:/**

Word	Incorrect Pronunciation	Percentage
Cord /kɔ:d/	/kurt/	30%
	/kort/	40%

**Table 4.5 Vowel /u:/**

Word	Incorrect Pronunciation	Percentage
School /sku:l/	/skul/	80%

**Table 4.6 Vowel /ə:/**

Word	Incorrect Pronunciation	Percentage
Bird /bɜ:d/	/birt/	20%
	/bɜrt/	20%
First /fɜ:st/	/pɪst/	20%
	/pɜrs/	10%
Work /wɜ:k/	/wɔrk/	20%
	/wɜrk/	20%

**Table 4.7 Vowel /ɑ:/**

Word	Incorrect Pronunciation	Percentage
Far /fɑ:(r)/	/pɑr/	30%
	/fɑr/	60%
Hard /hɑ:d/	/hɑrt/	60%
	/hɑrd/	20%
Bathroom /'bɑ:θrɒm/	/batrum/	70%
	/betrum/	10%

**Table 4.8 Diphthong /ou/**

Word	Incorrect Pronunciation	Percentage
Coast /koost/	/kus/	50%
	/kos/	20%
Robe /roʊb/	/rup/	40%
	/rop/	40%

**Table 4.9 Diphthong /eɪ/**

Word	Incorrect Pronunciation	Percentage
Way /weɪ/	/wai/	60%
Late /leɪt/	/let/	30%
	/laɪt/	20%
Main /mem/	/main/	70%

**Table 4.10 Diphthong /aʊ/**

Word	Incorrect Pronunciation	Percentage
Out /aʊt/	/aut/	50%
Mountain /'maʊntən/	/mauntain/	20%
	/monten/	50%
	/muntin/	10%
How /haʊ/	/hau/	40%

**Table 4.11 Diphthong /əʊ/**

Word	Incorrect Pronunciation	Percentage
Goes /gəʊs/	/gos/	40%
	/gus/	10%
Road /rəʊd/	/road/	10%
	/rod/	60%

**Table 4.12 Vowel /e/**

Word	Incorrect Pronunciation	Percentage
Says /sez/	/sais/	50%
	/sis/	30%

Fence /fens/	/fins/	40%
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**Table 4.13 Vowels /ə/**

Word	Incorrect Pronunciation	Percentage
Sentence /'sentəns/	/sintins/	20%
	/sentens/	60%
Garage /gə'ra:ʒ/	/garaj/	10%
	/gerej/	20%

### Students' Mispronunciation of 24 English Consonants

**Table 4.14 Consonants /t<sup>h</sup>/, /p<sup>h</sup>/, and /k<sup>h</sup>/**

Word	Incorrect Pronunciation	Percentage
Time /t <sup>h</sup> aim/	/taim/	50%
Pen /p <sup>h</sup> en/	/pin/	80%
Key /k <sup>h</sup> i:/	/ki/	90%

**Table 4.15 Consonant /f/**

Word	Incorrect Pronunciation	Percentage
Far /fa:(r)/	/par/	30%

**Table 4.16 Consonant /v/**

Word	Incorrect Pronunciation	Percentage
Movement /'mu:vmənt/	/mupmən/	40%
	/mu:fmən/	40%

**Table 4.17 Consonant /b/**

Word	Incorrect Pronunciation	Percentage
Robe /roub/	/rup/	90%

**Table 4.18 Consonant /d/**

Word	Incorrect Pronunciation	Percentage
Cord /kɔ:d/	/kurt/	70%

**Table 4.19 Consonant /g/**

Word	Incorrect Pronunciation	Percentage
Bag /bæg/	/bek/	60%

**Table 4.20 Consonant /θ/**

Word	Incorrect Pronunciation	Percentage
Thank /'θæŋk/	/teŋ/	80%
Bathroom /'bɑ:θrɒm/	/batrum/	80%

**Table 4.21 Consonant /ð/**

Word	Incorrect Pronunciation	Percentage
That /ðæt/	/dat/	70%
Whether /'weðə(r)/	/weder/	50%
	/weter/	30%

**Table 4.22 Consonant /z/**

Word	Incorrect Pronunciation	Percentage
Is /ɪz/	/is/	90%
Zoo /zu:/	/ju/	40%
Lazy /'leɪzi/	/leji/	60%

**Table 4.23 Consonant /ʃ/**

Word	Incorrect Pronunciation	Percentage
She /ʃi/	/si/	40%
Shiny /'ʃaini/	/saini/	50%

**Table 4.24 Consonant /ʒ/**

Word	Incorrect Pronunciation	Percentage
Garage /gə'ra:ʒ/	/garaj/	70%
	/gəreg/	10%
Rouge /ru:ʒ/	/ruj/	50%
	/rug/	10%
	/rouge/	10%

## Discussion of the Research Finding

### *The Absence of Phoneme in First Language*

The researcher found out that Phonetics Interference of Banjar Hulu Banjarese occurs because of the lack of vowel or consonant of the first language. In other words, the speakers whose native language is Banjar Hulu Banjarese tend to faced difficulties in producing the target language which in this case English because of their previous knowledge in producing sounds were limited. English has a larger number of phoneme than Banjar Hulu Banjarese. From the findings of this research, there is phonological interference that happens for this reason.

#### 1. The Absence of Vowel

The first one is interference a. vowel /i:/ do exist in English but it does not appear in Banjar Hulu Banjarese. It is founded that 80% of the subject of this research mispronounced the word /hi:/ become /hi/, /fi:t/ become /pit/ or /fit/ at 80%, then the word /di:p/ become /dip/ at 60% and the word /si:/ become /si/ at 70%. This mispronunciation happens because in Banjar Hulu Bajarese phonemic system does not have vowels /i:/ then it is being replaced by /i/.

Second interference is on /æ/, it exists in English but never occur in Banjar Hulu Banjarese. There are 80% of Banjar Hulu Banjarese students who mispronounce /fæt/ become /pat/ or /fat/, mispronouncing /kæt/ as /kat/ at 20% and /ket/ at 70%, word /ænd/ as /en/ or /end/ at 90%, /ræts/ into /rat/ at 50% and /rets/ at 30% students. Replacing vowel /æ/ with /a/ or /e/ happens due to the /æ/ vowel does not exist in Banjar Hulu Banjarese. This kind of mispronunciation is considered as interference b.

The third interference is related with vowel /ɒ/. 30% students pronounced /ɡɒn/ into /ɡun/ and 50% mispronounced it to be /gon/. The subject of this research replaced vowel /ɒ/ with /u/ and /o/ because they cannot find /ɒ/ in Banjar Hulu Banjarese. This mispronunciation is considered as interference c.

The next one is related with vowel /ɔ:/. Banjar Hulu Banjarese Students replaced vowel /ɔ:/ with /u/ with total 30% of the students and /o/ at 40%. This happen because there are no /ɔ:/ vowels on Banjar Hulu Banjarese phonemic system. This mispronunciation is considered as interference c. The next interference is on vowel /u:/. When pronouncing vowel /u:/ 80% of Banjar Hulu Banjarese Students tend to replace the vowel with /u/. It is because there are no /u:/ on Banjar Hulu Banjarese and it is also considered as interference c.

Another interference occurs on vowel /ə:/. there are 20% of Banjar Hulu Banjarese students mispronounced /bə:d/ as /birt/ or /bært/, then mispronouncing /fə:st/ as /pist/ at 20% and /pərs/ at 10%, and the word /wə:k/ as /work/ as they pronounced it the way it is written and replacing the /ə:/ vowel with /u/ become /wurk/ at 20% each. The researcher found out that the subject of this research whereas the students of Banjar Hulu Banjarese background tend to replaced vowel /ə:/

with /i/, /ə/ and /u/ or /o/ as the way the word is written. This phenomenon is considered as interference d.

Next one we have vowel /ɑ:/. When pronouncing vowel /ɑ:/ Banjar Hulu Banjarese students tend to replace the phoneme with /a/ or /e/. The subject of this research mispronounce /fɑ:(r)/ as /par/ or /far/ at 90% total of the students, then /hɑ:d/ as /hart/ at 60% and /hard/ 80%, and /'bɑ:θrɒm/ as /batrum/ at 70% and /betrum/ at 10%. This phenomenon is considered as interference e.

Vowel /ə/ does not exist in Banjar Hulu Banjarese and the researcher found out some interference with this vowel. there are 20% of students mispronounced / 'sentəns/ as /sintins/ 60% mispronounced it as /sentens/. 10% mispronounced /gə'ra:ʒ/ as /garaj/ they pronounced it the way the letter is written. 20% pronounced it as /gerej/. This happen because there is no /ə/ in Banjar Hulu Banjarese and considered as interference o. vowel /ə/ are replaced by /i/ or /e/.

Another vowel that does not exist in Banjar Hulu Banjarese is /e/. there are 50% of the students who mispronounced /sez/ as /sais/ the rest 30% mispronounced it with /sis/. 40% of the students also mispronounced /fens/ as /fins/. This happen because there is no /e/ vowel in Banjar Hulu Banjarese. This kind of mispronunciation is considered as interference o. vowels /ə/ is replaced by /ai/ or /i/.

The interference of vowel pattern can be seen by designing the phonological rules. With generative phonology approach, the interference is shown as followed:

(a) Tense vowel become lax vowel

Input	Becomes	Output	In the environment
[+tense]	→	[-tense]/_____	

[i:]	Becomes	[i]	
------	---------	-----	--

Input	Becomes	Output	In the environment
[+tense]	→	[-tense]/_____	

[u:]	Becomes	[u]	
------	---------	-----	--

Input	Becomes	Output	In the environment
[+tense]	→	[-tense]/_____	

[ɑ:]	Becomes	[a]	
------	---------	-----	--

Input	Becomes	Output	In the environment
[+tense]	→	[-tense]/_____	

[ɒ]	Becomes	[u]	
-----	---------	-----	--



Input	Becomes	Output	In the environment
[+ <i>tense</i> ]	→	[− <i>tense</i> ]/_____	
[ɔ:]	Becomes	[u]	

Input	Becomes	Output	In the environment
[+ <i>tense</i> ]	→	[− <i>tense</i> ]/_____	
[ə:]	Becomes	[i]	

Based on the phonological rules above, interference of Banjar Hulu Banjarese made a change in phoneme's distinctive feature of a vowel from tense to lax. For example, Banjar Hulu Banjarese students change vowel [i:] that has tense feature become [i] which is a lax vowel. From those rules, it can be stated that Banjar Hulu Banjarese vowel does not have tense vowel then the speaker pronounced the vowel with lax feature.

(b) Half-open or half-close vowel become close or open

Input	Becomes	Output	In the environment
[− <i>close</i> − <i>open</i> ]	→	[+ <i>open</i> ]/_____	
[æ]	Becomes	[a]	

Input	Becomes	Output	In the environment
[− <i>close</i> − <i>open</i> ]	→	[+ <i>close</i> ]/_____	
[ɒ]	Becomes	[u]	

Input	Becomes	Output	In the environment
[− <i>close</i> − <i>open</i> ]	→	[+ <i>close</i> ]/_____	
[ɔ:]	Becomes	[u]	

Input	Becomes	Output	In the environment
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$[-close]$ $[-open]$	→	$[+close]/\_\_\_\_\_\_$
$[ə:]$	Becomes	$[i]$

Input	Becomes	Output	In the environment
$[-close]$ $[-open]$	→	$[+close]/\_\_\_\_\_\_$	
$[ə]$	Becomes	$[i]$	

Input	Becomes	Output	In the environment
$[-close]$ $[-open]$	→	$[+close]/\_\_\_\_\_\_$	
$[e]$	Becomes	$[i]$	

The terms high-low is related to the position of tongue body whether it is raised or depressed from its natural position when pronouncing vowels in this research, the researcher used close-open terms. the tongue body has four position; they are close, half-close, half-open and open. The vowel that has already mentioned above has half-close and half-open attributes. However, in generative phonology, half-close or half-open is written as  $-close$  and  $-open$  as can be seen above. Banjar Hulu Banjarese only have open and close vowel, then when the speaker encountered half-close or half-open vowel, they tend not to include those attributes and change some vowel into open or close vowel. For example, vowel  $/æ/$  as a half-open vowel changed to  $/a/$  as an open vowel then there is vowel  $/ɒ/$  as a half-close become  $/u/$  as a close vowel, vowel  $/ə:/$  half-close become  $/i/$  close.

(c) Front vowel become back vowel or vice versa

Input	Becomes	Output	In the environment
$[-back]$	→	$[+back]/\_\_\_\_\_\_$	
$[æ]$	Becomes	$[a]$	

Input	Becomes	Output	In the environment
$[+back]$	→	$[-back]/\_\_\_\_\_\_$	
$[ə]$	Becomes	$[i]$	

Sounds produced with the body of the tongue retracted from neutral position are back, and sounds that produced with the body of the tongue either in neutral position or pushed back are non-back or front. on the first rule from above, vowel  $/æ/$  are front, then Banjar Hulu Banjarese Speaker change it to  $/a/$  that is a back vowel. This happened due to the lack of features in Banjar Hulu Banjarese,

and the closest or the most familiar vowel for them is /a/. The analysis of distinctive feature used in this research is based on Chomsky and Halle book entitle The Sound System of English (henceforth SPE) based on binary system; therefore, central vowel on this case /ə/ is considered as back vowel. The vowel /ə/ then got interference phenomenon, changed to become /i/ as front vowel by Banjar Hulu Banjarese Speaker.

## 2. The Absence of Diphthong

Moving on to diphthong /ou/. The students mispronounce the diphthong /ou/ and replace them with certain vowel. It is founded that when pronouncing /koust/ the students tend to replace it with /u/ or /o/ become /kus/ or /kos/ at 50% and 20%, then the word /roob/ with /rup/ or /rop/ at 40% each. This happen because there are no /ou/ in Banjar Hulu Banjarese and considered as interference f.

Another diphthong got interference, it is /ei/. 60% of students mispronounced /wei/ as /wai/, then 30% mispronounced /leit/ as /let/ also 20% with /lait/, and 70% mispronounced /mein/ as /main/ which is the way it is written. This is considered as interference g. it happens because there are no /ei/ in Banjar Hulu Banjarese Phonemic system and the diphthong is replaced by /ai/ or /e/.

Interference also happened when students pronounced diphthong /aʊ/. there are 50% of the students mispronounced /aut/ as /aut/, then when pronouncing /'maʊntən/ they tend to replace it with certain vowels become /mauntain/ at 20% as the way it is written, /monten/ at 50% and /muntin/ at 10%. It is also found that 40% of the students mispronounced /haʊ/ as /hau/. This phenomenon is considered as interference h, it happens because there are no /aʊ/ in Banjar Hulu Banjarese. /aʊ/ is replaced by /au/, /o/, or /u/.

Diphthong /əʊ/ is also got interference. some of the students mispronounce Diphthong /əʊ/. They mispronounce /gəʊs/ become /gos/ at 40% of the students and /gus/ at 10%, then 10% of them mispronounced /rəʊd/ as /road/ at 10% and /rod/ at 60% of the students. This phenomenon is considered as interference p. It happens because there are no /əʊ/ on Banjar Hulu Banjarese Phonemic system. Diphthong /əʊ/ is replaced by /o/, /u/ and /oa/.

Diphthong is a sound that consist of a movement or glide from one vowel into another. In terms of the length, diphthong is same as long vowels. The phonological interference in diphthong is elaborated in form of phonological rules as followed:

### (a) Gliding and not gliding

Input	Becomes	Output	In the environment
[+gliding to ʊ]	→	[−gliding to ʊ]/	_____

[ou]	Becomes	[u]
------	---------	-----

Input	Becomes	Output	In the environment
[+gliding to ʊ]	→	[−gliding to ʊ]/	_____

[əʊ]	Becomes	[o]
------	---------	-----

Those two phonological rules indicate that Banjar Hulu Banjarese speaker made an interference when pronouncing /ou/ changed to /u/ and /əʊ/ become /o/. The speaker did not perform a glide to

/ʊ/ because in Banjar Hulu Banjarese that glide does not exist along with /ə/ or /o/ as the first phoneme.

(b) Initial vowel change

Input	Becomes	Output	In the environment
[+gliding to ɪ - open - close + front ] [eɪ]	→	[+gliding to ɪ + open - front ]/_____	
	Becomes		[aɪ]

Both /eɪ/ and /aɪ/ are gliding to /ɪ/ diphthong. However, the initial vowel of the diphthong is changed. From /e/ to /a/, it happened due to the lack of vowel /e/ in Banjar Hulu Banjarese. That is why it got an interference and changed from /eɪ/ to /aɪ/.

(c) Lax become tense

Input	Becomes	Output	In the environment
[+gliding to ʊ - tense ] [aʊ]	→	[+gliding to ʊ + tense ]/_____	
	Becomes		[au]

Diphthongs constructed from two different vowels that glides from the first (initial) one to the second (final) one. Stated by Roach (1983:19), the first part of the diphthong is much longer and stronger to pronounce than the second part. Therefore, the second part must be shorter or quitter and it has lax attributes because it is weaker to pronounce. On the above rule, Banjar Hulu Banjarese students made an interference by pronouncing the /u/ equally strong to the /a/ which is the first or initial vowel of the diphthong. Both /aʊ/ and /au/ are quite similar. However, when it is pronounced by Banjar Hulu Banjarese speaker the /u/ from /au/ diphthong is pronounced in strong form or +tense. This happened because Banjar Hulu Banjare diphthongs are pronounced equally between its vowels.

### 3. The Absence of Consonants

The absence of some phoneme in Banjar Hulu Banjarese also occur in English Consonants. The first consonant that got interference is /f/. 30% students mispronounced /fa:(r)/ with /par/. They replace /f/ with /p/ because this phoneme did not exist in Banjar Hulu Banjarese and considered as interference j. Consonant /v/ is also does not exist in Banjar Hulu Banjarese. 40% of the students mispronounced /'mu:vmənt/ as /mupmən/ and 40% pronounced it as /mu:fmən/. they tend to replace /v/ with /p/ or /f/ because /v/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference j and the phonological rules are as followed:

Input	Becomes	Output	In the environment
[+labiodental ] [f]	→	[+bilabial]/_____	
	Becomes		[p]

Input	Becomes	Output	In the environment
[+labiodental + voiced ]	→	[+bilabial – voiced ]/_____	
[v]	Becomes	[p]	

The first rule, when /f/ become /p/ is an interference phenomenon that changed a feature of labiodental become bilabial. Labiodental is a place of articulation where the upper front teeth are in contact with lower lip to create an air obstruction. Meanwhile, bilabial is when both lips (upper and lower) are in contact to create an obstruction. /f/ is labiodental and /p/ is bilabial. Banjar Hulu Banjarese speaker changed /f/ sounds became /p/ because in Banjar Hulu Banjarese phonemic system does not have labiodental consonants and the speaker did not familiar with its feature. Similar interference happened when Banjar Hulu Banjarese speaker pronounced /v/ become /p/. However, /v/ in English is a voiced consonants and /p/ in Banjar Hulu Banjarese is voiceless.

Another consonant in English that does not exist in Banjar Hulu Banjarese is /θ/. it is found that there are 80% students mispronounced /'θæŋk/ as /teŋ/, then 80% mispronounced /'bɑ:θrɒm/ as /batrum/. The subject changed consonant /θ/ with /t/ because Banjar Hulu Banjarese does not have /θ/. This phenomenon is considered as interference 1.

Consonant /ð/ is quite similar to /θ/ but they are actually different. /ð/ is voiced consonants while /θ/ is unvoiced. Consonant /ð/ is also does not exist in Banjar Hulu Banjarese and creates an interference phenomenon. 70% of students mispronounced /ðæt/ as /dat/, 50% pronounced /'weðə(r)/ as /weder/ and 30% as /weter/. The /ð/ were replaced by /d/ and /t/ because Banjar Hulu Banjarese does not have /ð/. This is considered as interference 1 and the phonological rules are as followed:

Input	Becomes	Output	In the environment
[+apicodental + fricative ]	→	[+alveolar + plosive ]/_____	
[θ]	Becomes	[t]	

Input	Becomes	Output	In the environment
[+apicodental + fricative ]	→	[+alveolar + plosive ]/_____	
[ð]	Becomes	[d]	

Apicodental is a place of articulation when tip of the front tongue in contact with front teeth. Consonants /θ/ and /ð/ are apicodentals and fricative. Fricative is a manner of articulation in which

the articulators are brought very close together leaving only a very narrow channel through which the air squeezes on its way out, producing turbulence in the process. On the other hand, Banjar Hulu Banjarese change the consonants become /t/ and /d/. Both of the consonants are alveolar in place of articulation whereas the tongue tip or blade are in contact with alveolar ridge (a palate behind upper teeth). Consonants /t/ and /b/ by Banjar Hulu Banjarese speaker is also considered as plosive or stop in manner of articulation. The articulators come together and completely cut off the flow of air momentarily, then they separate abruptly creating an air release.

There is also consonant /z/ that got interference. 90% of students mispronounced /ɪz/ as /is/, they pronounced it the way it is written and also because the unawareness of the students about this word. 40% mispronounced /zu:/ as /ju/ and 60% /'leɪzi/ as /leji/. The /z/ consonant were replaced by /j/ and /s/ because /z/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference m. The phonological rule is as followed:

Input	Becomes	Output	In the environment
[+alveolar +fricative ]	→	[+palatoalveolar – fricative ]/_____	
[z]	Becomes		[j]

Consonant /z/ in English is produced by alveolar ridge and considered as fricative on its manner of articulation. When Banjar Hulu Banjarese speaker pronounced it, interference occurred by the change of /z/ become /j/. Consonants /j/ in Banjar Hulu Banjarese is different from English /z/. /j/ is produced at palato-alveolar ridge whereas blade of the tongue rising towards the alveolar ridge and the front of the hard palate. It also considered as affricative, the manner of articulation which first the articulators come together and completely cut off the flow of air, just as they do in a plosive; then they separate gradually.

Next consonant is /ʃ/. There are 40% of students mispronounced /ʃi/ as /si/, and 50% pronounced /'ʃani/ as /saini/. They replaced the phoneme /ʃ/ with /s/ because /ʃ/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference n. The Phonological rule is as followed:

Input	Becomes	Output	In the environment
[+palatoalveolar ]	→	[+alveolar ]/_____	
[ʃ]	Becomes		[s]

English /ʃ/ is a palato-alveolar consonant that in the production of the sound creates a hissing sound. This consonant does not exist in Banjar Hulu Banjarese, that is why the speaker change it to /s/ that is different in the place of articulation. Consonant /s/ in Banjar Hulu Banjarese is an alveolar and did not have hissing sound.

The last phoneme that got interference because of its absence in first language or Banjar Hulu Banjarese is /ʒ/. when pronouncing /ʒ/ in some words, Banjar Hulu Banjarese students tend to mispronounced it. Shown on above 70% students mispronounced /gə'ra:ʒ/ as /garaj/ then 10% pronounced /gəreg/ as the way the letter is written. When pronouncing /ru:ʒ/ the result would vary,

50% of the students pronounced it as /ruj/, 10% pronounced it as /rug/, and 10% pronounced it as /rouge/ the way the word is written. This happens because there are no /ʒ/ in Banjar Hulu Banjarese and this phenomenon is considered as interference. /ʒ/ is replaced by /j/ or /g/ and the phonological rule is as followed:

Input	Becomes	Output	In the environment
[+fricative]	→	[-fricative]/_____	
[ʒ]	Becomes	[j]	

Both /ʒ/ and /j/ are palato-alveolar consonants. What makes them different is the manner of articulation. English /ʒ/ is a fricative where the process of pronouncing the phoneme creates a consistent air flow. Meanwhile, Banjar Hulu Banjarese speaker changed it to /j/ that is considered as affricate consonant with cut of the air flow.

### ***Phoneme Distribution Difference***

Phoneme distribution are related to which position in words does the phoneme occur. Phonemes were distributed in initial, medial and final position of words or environment. English and Banjar Hulu Banjarese have their own distribution in phonemes some of the phonemes occur in every position of the environment and some were not. The researcher identified the distribution and created an instrument based on phonetic interference possibilities. The data then collected through oral test and below are some phonemes that got interference because of phoneme distribution differences.

The first one is consonant /b/. The consonant exists in both English and Banjar Hulu Banjarese but it does not occur in final position of Banjar Hulu Banjarese phonemic system. It is found that 90% of Banjar Hulu Banjarese students mispronounced the word /roub/ become /rup/. They replace phoneme /b/ with /p/. This is considered as interference.

The second consonant is /d/. There are 70% of students mispronounced /kɔ:d/ as /kurt/. The subject replaces phoneme /d/ in final position with /t/ because /d/ does not exist in final position of Banjar Hulu Banjarese Phonemic system. This is considered as interference.

The last one is /g/. 60% of the students mispronounced /bæg/ as /bek/. Consonants /g/ in final position is replaced by /k/ because in Banjar Hulu Banjarese /g/ does not appear on final position. This is also considered as interference. The phonological rule is as followed:

Input	Becomes	Output	In the environment
[+voiced]	→	[-voiced]/____[Ø]	
[b]	Becomes	[p]	At the end of a word

Input	Becomes	Output	In the environment
[+voiced]	→		[-voiced]/____[Ø]
[d]	Becomes	[t]	At the end of a word

Input	Becomes	Output	In the environment
[+voiced]	→		[-voiced]/____[Ø]
[g]	Becomes	[k]	At the end of a word

The rules consist of:

1. The input, which states the sound or sounds affected by the rule.
2. The arrow, which means 're-write as' or 'is realized as' or 'becomes'.
3. What occurs to the right of the arrow is the output of the rule.
4. Following the output, there is a diagonal line '/' to the right of that line is the environment, the line which forms part of the environment shows precisely where the changed segment is located,
5. The null symbol (Ø) is described as no sound or the end of a word.

From the phonological rules the pattern can be seen that all of the phoneme has distinctive feature on whereas in English, consonants /b/, /d, and /g/ at the end of the words are voiced and then replaced with /p/, /t/, and /k/ consequently by Banjar Hulu Banjarese speaker that is voiceless consonants.

### ***Different Variants or Allophones***

English phonemes /p/, /t/, and /k/ are realized with aspiration if they are located at the initial syllable followed by stressed vowels, as said by Fromkin and Rodman (1978:116) that “Aspirate voiceless stops at the beginning of a word or syllable before stressed vowels”. “Voiceless stops” are /p/, /t/, and /k/. Meanwhile Banjar Hulu Banjarese does not have aspiration in the phonemic system. The researcher then found out some interference because of this Allophones. there are 50% of Banjar Hulu Banjarese Students mispronounced /t<sup>h</sup>aɪm/ as /tɑɪm/, 80% mispronounced /p<sup>h</sup>en/ as /pɪn/, and 90% mispronounced /k<sup>h</sup>i:/ as /ki/. This is considered as interference i.

Generative phonology introduced a phonological rules concept that may represent the pattern of certain pronunciation of phoneme. English has a rule that Aspirate voiceless stops at the beginning of a word or syllable before stressed vowels and in generative phonology it is represented as followed:

Input	Becomes	Output	In the environment
[-Spread]	→		[+Spread] /____[-cons + tens + stress](C)



[p]                      Becomes                      [p<sup>h</sup>]                      Before a stressed vowel

Input                      Becomes                      Output                      In the environment  
 [-*Spread*]                      →                      [+*Spread*] / \_\_\_\_\_ [-*cons* + *tens* + *stress* ](C)

[t]                      Becomes                      [t<sup>h</sup>]                      Before a stressed vowel

Input                      Becomes                      Output                      In the environment  
 [-*Spread*]                      →                      [+*Spread*] / \_\_\_\_\_ [-*cons* + *tens* + *stress* ](C)

[k]                      Becomes                      [k<sup>h</sup>]                      Before a stressed vowel

The rules consist as followed:

1. the input, which states the sound or sounds affected by the rule.
2. the arrow, which means 're-write as' or 'is realized as' or 'becomes'.
3. what occurs to the right of the arrow is the output of the rule.
4. following the output, there is a diagonal line ' / ' to the right of that line is the environment, the line which forms part of the environment shows precisely where the changed segment is located
5. brackets round an element (c) indicate that a given element is optional - the rule applies regardless of the presence or absence of any optional element. In this instance it indicates that a voiceless plosive is still aspirated even where a consonant intervenes, as in 'prayer'.

Based on the rules, every voiceless stop consonant, in this case /p/, /t/, and /k/ were aspirated when they are followed by stressed vowel. Meanwhile, Banjar Hulu Banjarese does not have stressed vowels. Banjar Hulu banjarese does have stress features but it only exists in Consonants. Regarding the rules of aspiration in English and it is not found in Banjar Hulu Banjarese is the reason why Banjar Hulu Banjarese Speaker did not pronounce the consonants with aspiration features.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the research, it can be concluded that:

1. Most of the Students of Banjar Hulu Banjarese background on this research uses their previous knowledge of phonemic system when pronouncing English vowels and consonants. The students also overgeneralized some phoneme due to their lack of knowledge in English.
2. The interference happened because of the differences of sound system between English and Banjar Hulu Banjarese in form of; (a) the existence of a given sound in the letter, which is not found in the former, (b) both languages have the same phonetic features, but they are different in their distribution, (c) both languages have similar sounds but have different variants or allophones.
3. Phonological interference of Banjar Hulu Banjarese occurs in; /i:/, /æ/, /ɒ/, /ɔ:/, /u:/, /ə:/, /ɑ:/, /e/, /ə/, /oʊ/, /eɪ/, /aʊ/, /əʊ/, /tʰ/, /pʰ/, /kʰ/, /f/, /v/, /b/, /d/, /g/, /θ/, /ð/, /z/, /ʒ/.

### Suggestion

Based on the result of the research, the researcher suggests:

1. the students of English Language Education Study Program whose background is Banjar Hulu Banjarese need to practice how to pronounce the vowel and consonants in English correctly, especially for the phoneme that got interference. They also need to raise their awareness in English sounds so that they will not overgeneralize the sound of particular vowels or consonants in particular words.
2. lecturers who teach English consonants and vowels pronunciation to do more drilling in teaching and learning progress.

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# **TEACHING READING NARRATIVE TEXT AT CERDAS ISTIMEWA CLASS OF SMPN 1 BANJARMASIN**

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English is a foreign language. Learning a foreign language needs a lot of practice and learning. A teacher plays an important role in learning English, especially for the Cerdas Istimewa program. The success of this class depends on the material, media, and techniques used by the English teacher. This research aims to describe the implementation of teaching reading in terms of material, media, and techniques at the fourth semester of Cerdas Istimewa class in SMPN 1 Banjarmasin academic year 2019/2020. This research used qualitative research. The subject of this research is the English teacher at Cerdas Istimewa class. The instruments of this research are observation, interview, and documentation. Based on the research finding, the teacher used material from textbooks and also from another source such as the internet. The teacher used various media in his teaching such as LCD, pictures, music videos, and film. For the techniques in teaching reading, the teacher used SQ3R, three phase technique, and question and answer relationship. The teacher implemented media based on curriculum 2013, selected the material based on students' need, and also from the syllabus of Cerdas Istimewa.

Keyword: Cerdas Istimewa, Material, Media, and Techniques in teaching reading

## **INTRODUCTION**

English is a foreign language. Learning a foreign language is not easy because it needs a long process to improve and develop language competence. Developing language competence, especially enhancing English skill can be done by a lot of practice. The practice is crucial because learning a foreign language is more complicated than learning a native language. Learners need a lot of time to develop their English competence.

English is taught from elementary school until university. In learning English, there are four skills that must be mastered by the students. Teaching language is mastering four skills namely listening, speaking, reading and writing (Nunan, 2003). In every subject, almost all of students' learning activities involve reading. Reading is one of the essential skills of learning a second and foreign language. Reading is about understanding written texts (Elizabeth et al., 2003). Reading is a complex activity that involves thought and perception. By reading, the students gain English knowledge such as vocabulary, prepositions and also know the pattern of English sentences that are different with Indonesia language.

Reading has many kinds of text, one of them is narrative text. The function of narrative text is to entertain the reader and deal with experience. Teaching narrative text engages with the goal besides entertaining and educating students' attitudes and behavior through moral value. Teaching reading narrative text is not easy to learn in junior high school, especially in Cerdas Istimewa class. The teacher must be creative to help the students understand the material.

SMPN 1 Banjarmasin is one of the favorite junior high schools in Banjarmasin. This school is the only one that provides an educational program called Cerdas Istimewa program in Banjarmasin. Cerdas Istimewa is a program where students can complete their education within two years or four semesters. This school uses an inclusive system based on system credit semester (SKS) that allows the students to

learn faster, especially for students who have intelligent potential. The objective of this class is to facilitate intelligent students, which is suitable for their potential, talents, and to balance or minimize the disadvantages of class strategy (Widyastono, 2001).

Mastering English skills needs enough time because it is complicated, while Cerdas Istimewa students only have limited time to learn English. Due to the shorter time of this program, the researcher ensures it is possible for the students to master the material in the limited time. It is important to know the material, media, and techniques in teaching reading. The teacher plays an important role in achieving the learning goals. The goals of this class depend on the teacher's aspects given and taught by the teacher.

Previous research has been done by Istina Dewi Haryani entitled "A Descriptive Study in Teaching Reading Report Text at the Ninth Grade of SMPN 24 Banjarmasin". This research described the use of strategies, techniques, methods, and was evaluated by the teacher. Based on the preliminary research conducted at SMPN 1 Banjarmasin, the researcher found that the English teacher implemented different media between regular class and Cerdas Istimewa class. From the result interview with the English teacher, Mr. Akhmad Basuki, S.Pd at SMPN 1 Banjarmasin. He said that the students only have four semester to graduate from the school. He said that he must ensure his students understand. In this case, the researcher describes the teaching reading in terms of material, media, and techniques in teaching reading at the fourth semester of Cerdas Istmewa class in SMPN 1 Banjarmasin academic year 2019/2020.

There are several aspects in teaching and learning. In this research, the researcher only focused on teacher aspect in term of the material, media, and techniques in teaching reading. This research is expected to be useful for the English teacher, the school, and future researchers. The finding of this research hopefully can give benefit and additional information for readers about Cerdas Istimewa program. Cerdas Istimewa is an educational program that provides opportunities for the students with special intelligence or cerdas istimewa abilities to be able to complete their education faster than the other students. According to Laurence (1985) stated that gifted students these are children who require differentiated educational program or services beyond those normally provided by regular school program in order to realize their contribution to self and society. The standard competence that must be achieved in Cerdas Istimewa class is the same with regular class. The regular class has three years to complete the studies while Cerdas Istimewa class only has four semester or two years to graduate from the school.

Cerdas Istimewa program used system inclusion or *satuan kredit semester* (SKS). The students must pass the requirements of the Cerdas Istimewa program. They only have four semesters to complete their education. In the first semester, they learned the seventh-grade material. In the second semester, they learned the eighth-grade material. They can take an additional course with a duration of thirty minutes equivalent to one-hour time course. The students are expected to take 64 credits (64-time course). In the third semester, besides learning the first semester of ninth grade material, the students also learn the second semester of eighth grade material or continue unfinished material. The methods of selecting the gifted students or Cerdas Istimewa, based on the book published by the Department of National Education as follows: the requirement of Cerdas Istimewa students are:

1. Have high score and consistent (above KKM)
2. The students have intellectual ability category genius (very superior) with score at least 130 IQ
3. The students have a high level of creativity (CQ)
4. Have good health, indicated by health certificate from doctor

5. Willingness of the parents to follow Cerdas Istimewa program.
6. Additional information obtained by oneself namely self nomination, peer nomination, teacher nomination, and gifted characteristics (Deden & Gunawan, 2013)

The difference between Cerdas Istimewa class and regular class in the curriculum is only about time. Teachers do not take much time to discuss the material in this class. The teacher only explain the surface of the material, so the students job is to learn deeply and short time to finish all materials (Leading Education, 2012)

A teacher plays important roles in the teaching and learning process. He or she can help the students to achieve their goals in the education field. The teacher's quality influences students' academic, and also students' outcomes. According to (Supriyanto, 2006), he stated that the teacher of Cerdas Istimewa class or acceleration class must have good quality or competencies. There are six criteria for a good teacher in this kind of class. First, the teacher can differentiate the curriculum for the students. Second, the teacher can manage the classroom to have conductive learning. Third, the teacher must select the material based on students' characteristics. Fourth, the teacher can access media and material from any source, such as the internet, printed media, and television. Fifth, the teacher should be creative to create fun learning. Sixth, the teacher must have theories about educational psychology. The teacher of Cerdas Istimewa class must have some criteria, such as managing class, creating different curriculum, choosing suitable material, and being a creative teacher because he or she only has limited time to teach this kind of class.

Reading is one of the basic language skills. Reading cannot be separated from other skills because almost all studies involve reading. Reading is the process of gaining knowledge and understanding the written text's content. Teaching reading narrative text is not easy to learn in junior high school, especially in Cerdas Istimewa class. The teacher must be creative to help the students master the material. Based on the syllabus from the fourth semester of Cerdas Istimewa class SMPN 1 Banjarmasin, teaching reading material is report text and narrative text. The researcher only focuses on narrative text. Narrative text is a text about the past story. It can be a real or unreal story, and the plot of this text consists of the climax of the story or complication then followed by resolution.

Material is something that the teacher uses in the teaching and learning process. The material can be textbook, handout, internet based on syllabus that the school had. The teacher also uses lesson plan, syllabus, and curriculum as the teaching material. According to (Richard, 2001) there are several reasons for using the material in the classroom:

1. The material gives information about the culture of the target language.
2. The material provides exposure to real language.
3. The material refers to a tool for students' needs.
4. The material supports creative teaching.

The Medium of teaching is one of the most important functions in teaching and learning English. Media is known as teaching aids which functioned as the mediator between teacher and learner. It also helps the teacher to deliver the material. The media will attract students' attention and increase their curiosity while the teacher delivers the material. Media can influence the success of the learning process. The teacher can use the media to attract students' attention to learn English. According to (Murcia, 2003) media is divided into two main categories those are non-technical media and technical media. The

examples of non-technical media are whiteboard or blackboard, flashcard, wall-chart, and poster. Technical media are television, recorder, radio, computer, slide projector, language lab, and computer lab.

Table 1. Completion of Curriculum 2013 Mindset

1.	The pattern of teacher centered learning should be learner centered learning. Learners should have the choice of materials to have similar competence.
2.	One way pattern learning (teacher-student interaction) should be interactive learning (interaction among teacher-student-society-nature environment, source or other media)
3.	The pattern of isolated learning should be learning networks (learners can get knowledge from anywhere, anyone that can be reached and obtained via internet)
4.	The passive learning pattern should be active learning ( learning is strengthened by the approach of science as learning models)
5.	The pattern of individual learning should be a group (team-based learning)
6.	The pattern of single media should be multimedia-based learning
7.	The pattern of mass-based learning into the needs of customers (users) by strengthening the development of the students potential
8.	The pattern of mono discipline should be multi- disciplined
9.	The pattern of passive learning should be critical learning

According to those mindsets, there is a mindset related to the media of teaching. It was already mentioned on the table above that stated the media of learning should be multimedia based learning. It is the change of single media into multimedia. Multimedia is the combination of text, image, sound, and video as an instructional tool to develop the learning process into practical learning (Harpain et al, 2014).

Technique is an implementation, meaning that it usually takes place in language teaching and learning in the classroom. According to (Brown, 2007) the technique is a variety of activities, exercises, and tasks in the classroom. Technique is also defined as a systematic procedure such as trick and strategy used to achieve the learning objectives. All techniques are also defined as all activities that take place in a language class. The teacher must apply appropriate techniques to achieve the students Cerdas Istimewa goals in limited time. There are several reading techniques that can be used by the teacher :

### 1. PQRST

This technique can be used in language subjects or reading. The purpose of this technique is to improve reading comprehension. There are five steps of this technique. Those are preview, question, read, summarize, and test.

### 2. SQ3R

This technique consists of some steps. Those are survey, question, read, recite and review.

### 3. Question and answer relationship

The teacher can use this technique to understand and analyze the questions. The use of this technique is to ask the comprehension of the students.

### 4. Three phase technique

In this technique, teaching and learning activities divided into three stages: pre-reading, while-reading, and post-reading

## **METHOD**

### **Setting and Subject of the research**

The setting of this research was conducted at SMPN 1 Banjarmasin. This school was chosen because this school provided some facilities that support English used such as English club, English card, and laboratory language. This school is also the only one school that has a program called Cerdas Istimewa. There are four English teachers at this school. The subject of this research is an English teacher of Cerdas Istimewa class.

### **Instrument**

This research used observation, interview, and documentation as instruments. The observation was held once because the school had days off due to covid-19. The researcher did the observation on 12 March 2020. The researcher used an observation sheet and field note to support the instrument. The researcher wrote the field note to describe the detailed activities in teaching-learning English. The researcher asked more deeply in the interview session. The interview guide was made to focus on the information that could not be found in observation. The documentation also gathered based on the teacher's syllabus and lesson plan.

### **Procedures**

The researcher only observed one class, the Cerdas Istimewa class. The observation was held once by filming the teaching reading narrative text at this class. It was done by the researcher to see the implementation of the material, media, and techniques in teaching reading. The researcher interviewed the teacher who teaches at Cerdas Istimewa class to support the data of the observation. The researcher used 23 questions to find specific information about the data. The researcher also gathered the documentation in order to support the data. The documentation was the syllabus and lesson plan used by the teacher.

### **Data Analysis**



The data of this research was analyzed qualitatively to get a clear description. The researcher used three steps in analyzing the data. The first step is reduction of the data. The researcher selected the important data to answer the research problem. After that, the researcher categorized and made abstract data based on the implementation of material, media, and techniques in teaching reading. The details of the observation were stated in the field note. The second step is to display data. This step deals with organized, compressed, and gathered information that has been classified on data reduction, and it is directed to the conclusion. The researcher analyzed based on her understanding to describe the data. The last step is conclusion drawing. After analyzing the data, the researcher draws conclusions and gives suggestions based on the data.

## **FINDING AND DISCUSSION**

### **Material in Teaching Reading Narrative Text**

The researcher found that the English teacher used a textbook as the teaching material. He also used the material from the internet. The teacher used Bahasa Inggris Think Globally Act Locally. According to the teacher, the content of the textbook should be relevant with the syllabus. Moreover, the textbook was completed with activities and exercises for English subjects. The teacher said that he did not always use the textbook in every meeting because he had limited time to teach Cerdas Istimewa class. Based on the observation, the teacher downloaded the material from the internet to get interesting material. The teacher used some stories such as Cinderella, Mouse Deer and Mr. Crocodile, and also Pari Temple. The use of those stories made the students know the generic structure of the story.

The teacher said that he used an appropriate material that has been selected based on the syllabus and students' characteristics of Cerdas Istimewa class. He also said the material for this class was more complicated than the material for regular class. The teacher did not teach the detailed explanation of the material because he had limited time. The teacher explained the definition of narrative text, generic structure, and also the tenses. The teacher develop students literacy skill. The teacher asked the students to read the story, after that he gave assignment to the students. The students answer the questions directly. He explained the difficult material only, while for the easy material the teacher asked them to learn it by themselves.

Based on the interview, the teacher said he usually used the material from textbooks and the internet, the teacher should choose the material based on the syllabus that included basic competences and standar competences. The teacher also mentioned there are some characteristics of material that the teacher used in teaching English:

1. The material is always chosen based on the textbook.
2. The material should be appropriate with the syllabus.
3. The material should be interesting and relevant to students' needs.
4. The material should be presented by using media.

The researcher also observed the syllabus of Cerdas Istimewa class

1. Observing, imitating, when the teacher reads some fairy tales texts and asking questions about the story's content.

The teacher implemented these activities in observation. Firstly, the teacher asked the students to observe the text entitled Cinderella, and then he asked the students to read the text after him. He also gave questions about the story. The questions were about the title of the story, the character of the story, and the setting of the story.

2. Learn how to read fairy tales by observing and imitating the teacher when he or she reads the stories, words, and correct words stresses.

Based on the observation, the teacher used full English when he taught Cerdas Istimewa class. He also corrected if the students made mistakes in pronouncing the words.

3. Asking information about the content of the text being studied by his or her friend.

The students of this class seemed not active in asking questions about the material. They only talked if the teacher asked them to answer the questions.

4. Mention the parts of the story that contain the message of moral value

The teacher asked the students to mention the moral story of Cinderella. The students could mention it directly.

5. Read one more story and ask questions about the content of the story.

The teacher showed three examples of narrative text, but no one of the student asked question

6. Complete the story summary with appropriate words and expressions according to the story.

The teacher gave the exercise in the form of fill in the blank. The students could complete the story given by the teacher.

7. Read concise with a loud voice in each group.

The teacher always asked the students to read aloud when he showed the text.

8. Reflecting on the process and learning outcomes

The teacher reviewed the lesson together with the students at the end of the lesson.

### **Media in Teaching Reading Narrative Text**

During the observation, the teacher used various media in this class. The teacher played a music video before he started the lesson. Through this activity, the students can have a cultural background of the target language by listening and watching the English song and music video. The students also learned English used in real life, pronounce the words, and add new vocabulary. He also used powerpoint slides with interesting design and pictures to attract the students' interest. The teacher stated that he rarely used a whiteboard. He preferred to display the material on LCD. He also presented the text and the exercise on LCD. The teacher always used LCD to make the teaching and learning of English easier. The teacher also used film when he taught at Cerdas Istimewa class. The film must be related to the learning material.

The teacher said that Cerdas Istimewa class has different treatment from regular class. He must prepare the media for teaching English into powerpoint. He said teaching with LCD makes it easier to deliver the material. The second media used by the teacher is music videos and also songs. There are

some advantages to using songs in the classroom. First, there are linguistic advantages . For example, songs can improve students' vocabulary, listening skills, and pronunciation. They could become better speakers if they learnt more words from those songs. It can also help them fix their grammatical mistakes. The second is psychological advantages.it can allow the students to be more motivated and participate more inside the classroom. The use of English songs also make them feel better and have a more fun learning environment. The teacher also said he often played a film related to the lesson. It means he used various media in one meeting, it was related to one of the curriculum 2013 mindset (Permendikbud, 2013) that stated the medium of learning should be multimedia-based learning. The teacher combined media of teaching such as technology, text, sound, and video.

## **Techniques in Teaching Reading Narrative Text**

Based on the observation and interview the English teacher used three techniques in teaching reading narrative text

### **1. Three Phase Technique**

In this technique, the teacher was teaching in sequence based on the lesson plan. It started from pre-reading, while-reading, and post reading

In pre-reading, the teacher introduced the text and gave background knowledge of the text. The teacher came to the classroom and greeted the students by saying “good morning students, how are you this morning?”. The students responded to it. After that the teacher asked the students to pray together. Then, the teacher checked the present list. All of the students attended that meeting. Before the teacher started the lesson, the teacher focused on the students attention first. The students are given fun activities by the teacher. The use of it is to make them interested and motivated in learning English. The teacher played a music video of an English song on LCD. After that, the teacher showed the text on it. He introduced the example of narrative text. He also asked general questions to the students “what is the title of the text?” “What is the text about ?” “Please mention the characters in the story!”

While reading, the teacher helped the students to comprehend the text and develop their reading skills. The teacher showed Cinderella text. It was one example of narrative text. After that the teacher asked the students to read the text together. They are guided by reading aloud. Then, the teacher explained the narrative text and also the tenses of the text. If the students understand the tenses of the text, it can help them to know what kind of tenses that can be used when they write kinds of text. The teacher also asked the students to mention the synonym, analyze, and guess the meaning of the text.it will improve students reading skills

In post reading, the teacher checked the students' comprehension. The teacher asked the students to answer the evaluation question directly in English to make them active in the class. The students must understand the content of the text. The teacher discussed the answer and reviewed the lesson together.

### **2. SQ3R**

This technique is divided into five steps: survey, question, recite, read, and review.

In the survey step, the teacher asked the students to observe the text that already showed on LCD. The students can survey the title of the text, and synopsis of the text. The students only read the important part of the text.

In the question step the teacher gave some guideline questions about the text. “What is the story about?” “with whom Cinderella lived?” “Why did her stepsister hate Cinderella?”. The questions must trigger students' critical thinking to encourage them and evaluate the text.

In the read step, the students read the whole text to find the answer to the questions. The students must understand what the story is about and analyze the text based on guideline questions.

The next step is recite. The teacher asked the students to answer the questions. If the students could answer the question with his or her own word. It means the students already understand the text. While if the students could not answer the question it meant they did not understand the content of the text. The students could mention or rewrite keywords that summarize the main point of the text.

The last step is review. The teacher asked the students to review and explain the text. The teacher asked about the text again to remember the text and see how well they comprehend the text.

### 3. Question and answer relationship

The last technique used by the teacher is question and answer relationship. The teacher gave some questions to the students. The questions were about narrative text. For example, “what is the synonym of precisely?” “What is the meaning of incredible?”. There were only some students that could answer that question. It was done by the teacher to know whether the students understand the material or not. The teacher used this technique because the students must focus on the material and understand the text. By using this technique, it can stimulate the students to think, understand the explanation given by the teacher, and to assess students' comprehension. Based on the observation, the researcher analyzed the implementation of this technique. The students still have limited vocabulary, they preferred to quiet than answer the question from the teacher.

## CONCLUSION

Based on the findings of the research, the researcher found that the English teacher at Cerdas Istimewa class implemented some material, media, and techniques in teaching reading. The teacher used the material from the textbook and the internet. He used a textbook entitled Bahasa Inggris Think Globally Act Locally. The teacher chose this textbook because the book is relevant to the syllabus and also suitable with students' characteristics of Cerdas Istimewa class. The teacher said the material for this class is more complicated than regular class. Therefore, due to the limited time of this class the teacher only explained the difficult material while the easy material was learned by the students. The teacher used the media to help him deliver the material. He said that the use of media makes the teaching and learning process easier and does not take much time to prepare the material. The English teacher also used a music video before he started the lesson. He also used film as the material of teaching. The media used by the teacher was relevant to the curriculum 2013 mindset that stated the pattern of single media should be multimedia-based learning. The English teacher combined those media such as text, pictures, video, and also technology. The teacher implemented some teaching techniques. Those are three phase techniques, SQ3R, and Question and answer relationship. The technique mostly used by the teacher is a three phase technique. He said that this technique was more suitable for this class. The teacher can know students' comprehension and improve students' reading skills by using those techniques.

## SUGGESTION

**For the English teacher:** the teacher should select the interesting material and ensure his students understand the material. The teacher should be selective and creative to choose the material. The teacher should improve the quality of his teaching to achieve learning objectives of Cerdas Istimewa

class. The teacher should use the media that is available in every class. He can use whiteboard media to play games such as board race and hangman. It is recommended for the teacher to try another technique. The teacher can use simple techniques of teaching reading, such as skimming and scanning. He should focus on one technique and use it properly. **For the school:** the school should provide more facilities for the students to learn English. The school can give the students English handbooks, and use the language laboratory more frequently. **For the next researcher:** the future researcher can use this research as reference for his or her research. They can conduct the same aspect and different focus. They can focus on the students' aspect. By conducting specific research, the research can describe more deeply.

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