



ELITE JOURNAL:

Journal of English Linguistics,
Literature, and Education

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The Students' Self-Confidence in Public Speaking

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ABSTRACT

This study aims to describe and analyze the students' self-confidence in public speaking at Advanced Speaking Class of English Education Department at Walisongo State Islamic University in the Academic year of 2018/2019. This study deals with Lauster theory, that tells about self-confidence is convincing in the ability and self-assessment of the task and it has an effective approach. This study applied a descriptive qualitative method. The data were collected through a questionnaire with 15 questions for 30 students, observation of the students' performance in public speaking with 10 checklists and interview with 6 students in order to gain the students' self-confidence. The technique of data analysis involved data reduction, data display, and conclusion drawing/verification by using Creswell. The result shows that the students' confidence level at an advanced speaking class was at the adequate level. From the result of a questionnaire, it shows that the mean score of students' self-confidence was 3,2 while from the result of observation, it shows that students did several lacks of performances, such as no eye contact, speaking with vibration, making repetition, giving many movements, and also giving many pauses. The influencing factors which lead to students' self-confidence were such as having a negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparation.

Keywords: *Self Confidence, Public Speaking, EFL Students.*

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INTRODUCTION

Self-confidence is an essential thing in creating good communication, especially in public speaking. Public speaking needs not only fluency but also self-confidence. Self-confidence is a positive attitude of the individual that enables himself to against the environment or situation he faces. Lauster stated that self-confidence is convincing in the ability and self-assessment of the task and it has a practical approach (Erdina Indrawati, 2018).

The self-confidence that has been owned by people can let people able to achieve the goals. Many people do not have self-confidence. For example, students are not self-confidence when doing a presentation in class, they feel afraid to speak in front of friends for some courses. Through the pre-observation, the reason is lack of practice, no mastering the material well, lack of vocabulary, feeling afraid when they speak in public. This is a very disadvantage because the primary key of public speaking is self-confidence.

Therefore, students need to have self-confidence. The advantage of self-confidence is an ability to convey message easily. The students who have self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skill (Salim, 2015) .

To increase the self-confidence, the students can try to speak in public because public speaking is about delivering material in public with many people as the audience. Public speaking is becoming very helpful in everyday life especially in speech communication. Many people especially students do not realize the advantages of public speaking. It offers their opportunity to increase the level of confidence in their speech, gives them an opportunity to engage in social conversations with more assurance, to approach others and to express themselves freely in any situation (Adnan, Jafre, & Abidin, 1989). Nowak stated that public speaking means that the way one expresses or communicates his or her opinions to the general public (Pratama, 2019) :

Public speaking is essential because the use of it is not only in companies but also in schools, university, even that societies need public speaking. Many agencies use public speaking in doing a presentation and the other.

Based on the explanation above, the researcher argued that public speaking could not be separated from self-confidence. In public speaking, a speaker is expected to be able in conveying ideas, argument, the topic in front of the public. To achieve this goal, the speaker must have self-confidence in themselves that they can convey the tasks and obligation with a good performance. Therefore, they would be satisfied with their excellent performance. Someone who has high self-confidence will have the courage to speak correctly in public because they can control emotions when they are under an absolute pressure. They also have belief in facing problem and challenges.

Therefore, this research focused on the students' confidence level. This research explained the confidence level through public speaking at advanced speaking class. The students' confidence level in public speaking can be known through body language, vocal variety, facial expression, and eye contact. To find out the students' confidence level, the researcher used a questionnaire, observation, and interview to get the data.

LITERATURE REVIEW

1. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with a similar topic.

The first topic is from Kamridah, International Journal of Science and Research (IJSR) September 2016, Vol. 5, Issue. 9. Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language (Kamridah, 2016). The purpose of this research is to determine the relationship between

the level of anxiety and public speaking, speeches, and presentation. This study is also to determine the role of systematic learning in influencing public speaking anxiety when speaking to students in a foreign language. Public speaking anxiety usually occurs when giving a speech and delivering the case in front of the audience.

This research used a mixed method, applying quantitative and qualitative method. The participant of this study is International English Training (IET) of Cambridge English College (CEC) Pare-Kediri East Java. A Sample of this research using purposive sampling technique, the number of respondents are 135. Data collecting technique use observation, recording, questionnaire, an interview that would be analyzed to identify the English students public speaking. It is to identify the correlation between the level of anxiety and public speaking performance. The result of the questionnaire described by using descriptive qualitative. The second topic is from Safaa Mohammad Al-Hebaish, Vol 2, No. 1: 60-65, January 2012. The Correlation between General Self Confidence and Academic Achievement in the Oral Presentation Course (Al-Hebaish, 2012). The purpose of this study is to investigate the correlation between general self-confidence and academic achievement in the oral presentation course. Self-confidence is a factor that gives students a supportive role in foreign language learning. The oral presentation is a presentation by using ideas that have a correlation with self-confidence, so this research is to investigate the correlation between self-confidence and oral presentation achievement.

This research used descriptive analysis and applying qualitative method. Correlation design is employed to find out the relationship between self-confidence and academic achievement. A descriptive design is an employed to describe the current status of the subject of this research. Participants of this study are Saudi undergraduate students majoring in English at Taibah University. Their age range was 20 to 22 years. Participants of this study are women who have learned from the intermediate stage onwards. They have been joined by the English Department without having experience in speaking in the English language. The technique of collecting data using a questionnaire and oral test, a questionnaire determine the students' self-confidence. The oral test is to determine students achievement when giving a presentation on any topic and preparation before the presentation.

The third topic is from Nur Ilianis Adnan, Degree of Master of Arts, August 2014. Using Public Speaking to Improve Students' Confidence Level in Speaking: A Case Study, University Sains Malaysia (Adnan et al., 1989). The purpose of this study is to investigate whether the public speaking courses can help students of Malaysian to increase their self-confidence level in speaking skills, and looked for the impact of the programme to help and encourage the students to become a better speaker. If the program of public speaking can have a large impact on the level of self- confidence and communication skill of the students, this programme can be adapted to build students' speaking skill.

This research was used descriptive analysis, using a qualitative approach. The speakers presented their speeches based on the manual. All of the members learn by doing and watching fellow members improve presenting their communication skill. This study is established to develop speaking skills, students will learn to speak with confidence, clarity, and convincing. The qualitative method is adapted to collect and analyze the data from the evaluation forms, interview, and observation. The interviews are conducted after students making speeches to build students' confidence level. All of the data from interviewed will be analyzed to determine the effectiveness of the public speaking program. The participants of this study were grade 2 and grade 4 schools in Penang.

The fourth topic is from Muhammad Arif Pratama, *Journal of Languages & Language Teaching*, Vol. 5, No. 2, November 2017. *Factors Affecting Students' Confidence in Public Speaking* (Pratama, 2019). The purpose of this study is to determine the internal and external factors that influence students' confidence in public speaking.

This study used a qualitative method. The subject of this study are E2DC members (English Debate), and the objects of this study are the internal and external factors that can affect students' confidence in the performance of public speaking. The participants of this study are students from the fourth semester and one student from the sixth semester. The data collecting technique used recording, note-taking, and questionnaire. The questionnaire consists of five items and each item consists of four options (very agree, agree, disagree, very disagree). The data were analyzed using data reduction, data display, verifying and conclusion.

2. Theoretical Framework

a. Public speaking

Public speaking is the act of speaking to a group of people. The speech should be in a structured and deliberate manner, delivered with sincerity. Every public speaking speech usually will have a function, and it is whether intended to inform, influence or to entertain the audience (Nadiah Ma'mun, 2018). At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech. Templeton and Fitzgerald stated that public speaking has a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Public speaking is quite similar to the presentation, where the difference is the latter is usually meant for the commercial or academic environment (Yee, Jafre, & Abidin, 2014).

From the statement above, public speaking is delivering a speech, topic, or material in front of the audience with the aim to give information to the audience. With public speaking, the audience will know about topic or material, and the audience will attract with the material that has been delivered by the speaker.

There are various purposes for a speaker to speak in front of the public. It can be to tell a story, to share experience, to inform you about a message, or to motivate others to take action (Yee et al., 2014).

Public speaking is to convey the information to the audience, to influence the audience so that the audience gets feedback from the material that has been heard. The purpose of public speaking is not only to provide the information, but to change the emotions, actions, and attitudes of the audience (Dale Carnegie (AKA Dale Carnegie) and J. Berg Esenwein, 2007).

b. Self-confidence

Self-confidence is defined as an individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves. This is like someone's feelings about themselves or self-esteem and competition that are associated with self-concept. It means that someone who is confident and capable of dealing with the word includes the belief that he or she can expect success or failure (Salim, 2015). Self-confidence is the feeling or worthy that one feels for himself/herself (Nadiah Ma'mun, 2018). Feltz stated that self-confidence as rather than a general feature, it is a belief of a person that they can successfully achieve an activity and individuals' trust to their judgment, ability, strength, and decisions (Erdina Indrawati, 2018). Then, Lauster explains that self-confidence is derived from life experience. Self-confidence is one of the aspect personality that is a belief in their ability, and can not be influenced by others can act according to wish, happy, optimistic, tolerant, and responsibility (Carnegie, 1991).

Lauster added that self-confidence is related to the ability in doing something right. This assumption makes the individual never become a person who has true self-confidence. However, the human ability is limited in some things that can be done and ability that can be mastered (Kamridah, 2016).

From the statement above the researcher concluded that self-confident is an ability to do something on the subject as a personal characteristic with a belief in their self-ability, optimistic, objective, responsible, rational, and realistic.

c. Self-confidence in public speaking

The one thing that is needful for the development of self-confidence in public speaking is practice. The speakers can practice with speech, it may be their speech or selected models of others, but the speaker must be rendered aloud. They ought to stand rightly with suitable gesture and give a good voice in their speech. Speakers can imagine the audience with any imagination such as making an audience as a statue or believing that there are no people in front of them.

Another preparation to build self-confidence is storytelling. Speakers can choose an interesting topic to tell. Then, speakers can do storytelling with family or close friends before speaking in public.

RESEARCH METHOD

In this study, the researcher used descriptive research (Cresswell, 2007). This research is conducted by collecting the data through a questionnaire, observation, and interview. This research aims to describe the students' self-confidence in public speaking at Advanced Speaking Class in the third Semester Walisongo State Islamic University in the academic year of 2018/2019.

In order to get the data of the students' self confidence in public, the students performance viewed from verbal and nonverbal, and the problems of the students' self-confidence, the researcher has conducted observation, interview, and questionnaire. The researcher conducted the research in advanced speaking class at the third semester of English Education Department of Walisongo State Islamic University in the academic year of 2018/2019. It consists of three classes of the advanced speaking class in the third semester. The researcher chose the respondent randomly from three classes of the advanced speaking class. The researcher needs four meetings for doing the research.

Firstly, the researcher observed the performance of students in public speaking viewed from verbal and nonverbal with 10 checklists. The researcher observed the students in a classroom; the researcher got the data from a natural situation. The result from observation had been analyzed by the writer. Secondly, the researcher interviewed the students of the advanced speaking class after speaking in public. The researcher interviewed 6 students by giving 7 questions. The interview is used to obtain information about the students' self-confidence problems. And a questionnaire with 15 questions also gave for 30 students in order to gain the information about the students' self-confidence problems.

FINDING AND DISCUSSION

1. The students' self-confidence from verbal and nonverbal performance

a. Verbal performance

a). Speaking with clear meaning and clear words

Based on the result in observing at advanced speaking class, the students who are being a speaker could not speak with clear meaning. Sometimes they spoke the word or sentence that did not have a clear meaning (Mandal, 2014). For example, as they presented about the benefit of the product by using utterance 'that nutrition will give your brain eh give your brain nutrition.' Then, another example 'cause by children infection eee cause by infection'. When they presented about the movie, they told 'celebrated Indonesian eh celebrated independence day of Indonesia.' This sentence made the audience confused. Maybe, they want to say 'this product give nutrition for your brain' or 'independence day.' The reason why the speaker did not speak with clear meaning was caused by feeling nervous. Then, they could not speak with clear words. For example, when they said 'I want to explain,' they said 'III I want to explain' and then said 'to love' they said 'to to love.'

b). Communication with the audience

Based on the observation result at advanced speaking class, the speakers could build communication with the audience. For example, as they did a presentation about the review of a movie. They made a conversation with the audience 'have you ever known about this movie? Alternatively, have you ever seen this movie? Please raise your hand'. Then, they presented another topic, that is about the product. They give some question to the audience such as 'do you ever complain about your picture quality?'. The question given by a speaker could make the audience showed up the answer. However, there was a speaker just only delivered the material from the beginning until the end. The speaker was expected to be confident in creating good communication with the audience.

c). Pronunciation and intonation

Based on the observation result in advanced speaking class, the pronunciation was not clear. For example, the speakers said 'title' became 'titel,' 'nice' became 'needs,' 'example' became 'exemple.' Then, the intonation was monotonous and many pauses.

b. Nonverbal performance

a). Making eye contact with the audience

Based on the observation result in advanced speaking class, the speakers did not look at the audience for several minutes; they just looked at the audience for a few minutes. Some students *looked at the note, slideshow, and they did not face the audience but faced up and only looked at the audience at a glance. They did not face the audience but they face to another object and also sometimes they blocked the audience with always facing to the slideshow.* The speakers felt nervous to make eye contact with the audience. It needs to be overcome because it must give eye contact in giving some speech in front of the public. Based on the book of Hilbram Dunar, he stated that the aim of looking at the audience is to attract the audience and make the audience interest with the speakers (Mandal, 2014). It could make the speakers get closer to the audience.

Based on the statement above, the speakers were expected to look at the audience in order to get closeness with the audience; it was not looking at the audience one by one but for several minutes to get the interest from the audience.

b). No rigid and no repetition

Based on the observation result in advanced speaking class, some speakers made repetition with the words, for example, speakers repeated the words 'eh eh.' Another example 'the process the process,' 'each each others', 'so you are point eh your point eh apasih,' and then 'it is should be eh would be un unpredictable,' 'is this, so eh is this phone.' Then, while doing the presentation in public, speakers were looked rigid because showed the expression of nervous, afraid, passive, and gloomy face. Because they were nervous, the presentation only runs in a short time.

c). Keep calm, focus on the audience, and do not too much movement

Based on the observation result at advanced speaking class, speakers made many movements, such as touching a hair. Then, some of the speakers was

delivering the material with bending the legs while they stand in front of the class, they did not stand rightly, they put their hands in pants or on the waist. Based on the journal Fatik Baran Mandal stated that worried people repeat actions frequently, such as pacing, fidgeting, rubbing the face, and running hands through their hair and do not focus.

Based on the statement above, speakers should focus on the audience and should not give any movement. Speakers should stand up when doing a presentation of the public. They must be confident. The researcher found some speakers were not calm; they showed their shocked expression face, confused and unfocused. That is why they touched head, hair, and gave many movements to reduce their anxiety.

d). Be able to express

Based on the observation result in advanced speaking class, speakers just delivered the material without any expression. For example, they presented their product; they did not show some expressions such as enthusiasm or persuasion. They should express based on the topic that they delivered. For example, when doing a presentation about the particular product, they should express with enthusiasm like a salesman who offered their merchandise.

e). Create the atmosphere come alive

Based on the observation result at advanced speaking class, speakers could not create the atmosphere to become alive; they just delivered the material. The number of students used the same method when speaking in public. For example, 'today I will explain about my presentation the title is....until the end'. They spoke the same words in opening the presentation; there was nothing variation. They just explained the topic of the material from the beginning until the end. Therefore, self-confidence and creativity were needed to speak in public. The researcher found some speakers could make creativity. For example, they made an illustration and asked the audience to answer the illustration in the middle of the presentation. The audience tried to guess the illustrations one by one that could make the atmosphere become alive. The first impression that created by speakers was to get attention from the audience. So, the audience would be interested in the topic and give attention until the end of the presentation.

2. The Students' Self-Confidence in Public Speaking

The data on students' self-confidence in public speaking was gained from a questionnaire. There were 15 questions of a questionnaire. The researcher gave a questionnaire to 30 students in the advanced speaking class. A questionnaire would be counted to get the percentage and average value. The researcher used the Likert Scale to analyze the category of students' self-confidence in public speaking at advanced speaking class. Based on the questionnaire result, the researcher analyzed the students' self-confidence in public speaking at the advanced speaking class.

1. Frequency

No	Category	Frequency	Percentage
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1.	Strongly Disagree		
2.	Disagree	1	3,3 %
3.	Uncertain	24	80 %
4.	Agree	3	10 %
5.	Strongly Agree	2	6,7 %
		30	100

2. Average

For knowing the average value of students' self-confidence in public speaking at advanced speaking class, the researcher used mean to count the percentage.

No	Category	Frequency	Σx	Percentage
1.	Strongly Disagree			
2.	Disagree	1	2	3,3 %
3.	Uncertain	24	72	80 %
4.	Agree	3	12	10 %
5.	Strongly Agree	2	10	6,7 %
		30	96	100 %

$$M_x = \frac{\Sigma x}{N}$$

Where, M_x = mean

X = total of variable

N = total number which observed

$$\begin{aligned}
 M &= \frac{\Sigma x}{N} \\
 &= \frac{96}{30} \\
 &= 3,2
 \end{aligned}$$

According to the data above, the result showed that the students' self-confidence in public speaking at the advanced speaking class was in the third category that is an uncertain category (adequate level). The average value of the questionnaire was 3.2%. In this case, students' of advanced speaking did not believe in themselves. Students felt doubt when they were speaking in public. Some factors caused the students' lack of self-confidence. Based on the interview result, the students' of the advanced speaking class were lack of preparation and practice. The preparation was not only material but also all of the students need to create a good performance such as creativity, appearance, mentality, self-control, topic selection, and media. Students need practice speaking English before performing in public such as speaking English in front of the mirror, having conversations with their friends by using English in every day. Based on the book of Hilbram Dunar, he stated that practice speaking for 60 seconds without stopping on one topic would make a person be fluently in speaking without halting or losing words.

3. The problems of students' self-confidence

The problems of students self-confidence in public speaking at the advanced speaking class were a negative mindset, lack of practice, lack of vocabulary, lack of ability, lack of motivation, lack of preparation.

Based on the statement above, practice is significant to increase the ability in speaking skill. The students must practice speaking English anytime and anywhere. The students who practice speaking English a lot, they will not only master in English vocabulary but also speak English fluently and affect their self-confidence. The students did not feel doubt, embarrassed, or afraid of speaking in public.

CONCLUSION

The researcher concluded that the students' self-confidence in public speaking at advanced speaking class was in the uncertain category or adequate level. Based on the finding, the score of students' self-confidence at advanced speaking class was 3,2%. The researcher found from a verbal performance. Students did not speak with clear meaning and clear words, the intonation monotonous, and many pauses. Then, from nonverbal performance, students did not make eye contact, looking at the note, slideshow, and they were not facing the audience but facing up. Students made repetition 'eh eh.' Students showed the nervous expression, afraid and gloomy face. Students made some gestures such as touch a hair, standing with bending legs, and put their hands in pants or on the waist. Based on the interview with the students, the researcher found the problems of lack of self-confidence are they have a negative mindset (do not believe in themselves), lack of preparation and practice speaking in public. Another reasons or factors are lack of vocabulary and lack of ability.

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The Practice of MIN English Teachers through Teaching Learning Process and their Reflective Practice to Develop Professionalism

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ABSTRACT

Teacher reflection has been part of continuous teachers' development. Yet, in reality, only a few teachers conduct such self-reflection processes to improve their professional performance during the teaching learning process. This study aimed to know (1) the practice of MIN English teachers through teaching learning process; (2) the reflective practice of MIN teachers in order to improve their professionalism. This study belongs to qualitative descriptive as it describes data of the MIN teachers' practice and their reflective practice through teaching learning process. The study result showed that (1) the MIN English teachers conducted teaching learning process by applying adequate three learning activities namely Introduction Activity, Main Activity, and Closing Activity along with the supported activities; (2) There are 3 types of reflective practice done by MIN English teachers through teaching learning process namely (a) the use of learning media; (b) the addition of exercise score; and (c) the changing of exercise content.

Keywords: Teaching Learning Process, Reflective Practice, Professionalism Development

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INTRODUCTION

The progress of a nation is largely determined by the quality of resources possessed by both natural resources and human resources. Progress will be achieved when supported by adequate quality and quantity of both resources, whereas progress will be hampered if the resources are limited and in poor quality. Creating human resources is inseparable from educational factors. Because, education is a long-term investment in human resources that has a strategic value for the continuity of human civilization. But the aspect of education is a large area whose scope includes all human experience and thought about education. Republic of Indonesia Law Number 20 of 2003 about the national education system states that what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in order to have religious spiritual strength, self-control, society, nation and state. In order to achieve these educational goals, the role of a teacher as the spearhead in the learning

process becomes very important. This is obvious role of teachers to develop the education so that children can do their best in the future.

A professional teacher is required to have teachers' skills called competence. By having competencies related to their duties and responsibilities, teachers are expected to be able to carry out their duties professionally. According to the Ministry of National Education, competence is the ability to behave, to think and to act consistently as an embodiment of knowledge, attitudes and skills possessed by students. In other words, competency is a performance capability motivated by the mastery of knowledge, attitudes and skills (Depdiknas, 2006).

Teacher's competencies according to Article 10 of Law Number 19 Year 2005 concerning Teachers and Lecturers include pedagogic competencies, personality competencies, social competencies, and professional competencies. To be more specific, a teacher needs to develop adequate knowledge about the subject matter. It urges the need to develop the professional competence. As a demand for professionalism, a teacher is required to master the fields of science, teaching materials, learning methods, motivating students, having high skills and broad insight into the world of education. In addition, a teacher must also have a deep understanding of the nature of humans and society.

English as an international language plays an important role as communication means toward the world, as well as in absorbing science and technology. One aspect that needs to be mastered by students is the ability to speak good English, (oral and written). In addition students must master all four language skills as well as vocabulary and grammar (Deff, 1968).

This has been the reason why English is taught from the beginning level. It was started by the implementation of the Kurikulum Tingkat Satuan Pendidikan (Educational Unit Curriculum) which implies English subject from elementary level (SD/MI). This policy had been accepted by academics and practitioners especially for those involved in foreign languages learning especially English. This curriculum had widely changed the pattern of English language teaching program especially for the basic level. There were numbers of elementary schools gave English as one of their subject. Unfortunately the condition turned over as the government released Kurikulum 2013. The the newer curriculum had eliminated English subjects at the level of SD/MI although many people and experts had such a long debate about the issue. In order to cope with the condition, the government still accepted English as local content subject in the elementary level. The policy gives the possibility for elementary school students to learn English. Therefore, a number of SD and MI, both public and private with their respective policies, gave English as a subject of Muatan Lokal. The condition also occurs in Mataram. According to Ms. Diah, one of the heads of private MI in Mataram, English subjects is still needed for her students for some reasons. She explained that English will ease the English teachers in Junior High School (SMP/ MTs) in terms of introducing materials. In addition, with the status of Lombok island as a tourist destination, the position of English as a communication tool has become more important. Furthermore, she stated that out of 24 MIs in Mataram, there were still 17 MIs who still gave English subjects as *Muatan Lokal* subject.

The success of English subject is greatly influenced by the ability of teachers to carry out learning. One step for teachers to improve their professional roles and responsibilities is by having self reflection. According to Harmer (2007), being a reflective teacher means constantly reflecting on what has been done. Keep thinking about what we have done and why. Richards & Lockhart (1996) also mentioned that the teachers' approach in which they explored what they have done and its' reason was part of a reflective approach in teaching.

Thus continuous teacher reflection is part of the teachers' education literature. However, in practice, teachers rarely carry out self-reflection processes to make a number of improvements toward their professional performance. In fact reflection can be used as the main literature for teacher in developing new strategies to solve the problems of the teaching and learning process so that culturally it becomes a reference in the development of professional practice (Howard, 2003).

The preliminary observations showed that English teachers recruited by 3 MINs in Mataram were contracted teachers considered eligible to carry out the learning. This suggests the need for teachers' self-evaluation processes so that the learning can be more successful. Moreover if it is associated with the implementation of English subject at the level of primary education (MI/SD) which is 'only' as local content. It beyond the demands of times which continue asking teachers to do more than they have ever gotten from their teachers in the past. The gap shows the importance of exploring the professionalism of English teachers in MINs and how MIN's English teachers have done reflective practices to improve their professionalism.

The phenomena has led the researcher to conduct a reserach to identify the teaching learning process of English in MIN, and some possibilities of professionalism practice. In accordingly the research was aimed to find out (1) the practice of MIN English teachers through teaching learning process; (2) the reflective practice of MIN teachers in order to improve their professionalism.

LITERATURE REVIEW

1. Teaching Learning Process

Learning process is one factor that strongly influence learning success. In addition there are some obligations for teacher to understand and to implement teaching learning procedures. In general the teaching learning process is grouped into three stages as follows: (1) pre-learning activities; (2) core learning activities; and (3) post-learning activities. To be successful each of these stages should be carried out systematically, effectively and efficiently. Furthermore, the teaching learning procedure is a sequential process in shaping the students' ability due to predetermined goals.

According Winataputra, et al. (2003) through the learning process, there are 3 stages that are carried out, namely: (1) Introduction; (2) Core activities; and (3) Final activities and follow-up learning. The three stages are described as follows.

a. Introduction

During this preliminary activity there are several things that teacher can do namely (a) Creating the initial conditions of learning which includes fostering familiarity, creating learner readiness, and creating a democratic learning environment; and (b) Apperception /

pretest, includes asking questions related to the previous material, giving comments on the answers of students, and arousing motivation, and attention of students to take part in learning activities.

b. Core Activities

During the core activities, teacher needs to carry out the following activities: (a) Conveying the goals to be achieved whether by oral or in writing; (b) Delivering alternative learning activities that will be taken; and (c) Discussing the materials

c. Final Activity and Follow-Up Action for Learning

During the closing activity, teacher may carry out the following activities: (a) Final assessment; (b) Analysis of final assessment's results; (c) Follow-up; (d) Presenting the topic that will be discussed next; and (e) Closing learning activities.

2. Self-Reflection and Teachers' Professionalism Development

Self-reflection activities are activities that provide many benefits in developing teacher professionalism (Loughran, 2005). This helps teachers to gain a deeper understanding of themselves, the profession and how they can become effective, efficient, and successful teachers in learning. In addition, self reflection also helps teachers to explore their potential, improve weaknesses and find solutions needed for professional development. Therefore self-reflection contributes highly to helping teachers in developing their professionalism, and leads to increasing the competence of students. Furthermore reflection is important to fulfill the breadth and depth of teacher professional knowledge. There are three elements of professional knowledge that are self-reflection material, namely: 1) content knowledge; 2) pedagogical knowledge; and 3) knowledge of content packaging in meaningful learning.

Korthagen & Vasalos, (2005) mentioned 4 aspects of teacher reflection in their professional practice, namely: 1) Environment, namely how to use the learning environment; 2) Professional behavior, such as a positive response to change or innovation; (3) Competence, especially response to the importance of increasing professional competence; and (4) Teacher's belief about his profession.

A study conducted by Rahman (2014) aimed to see the extent of self-reflection by teachers contributed the effort to develop teacher professionalism. The study involved 120 elementary school teachers in Lampung. The results showed that teacher self-reflection significantly contributed positively toward professional behavior and the efforts to develop teacher professionalism amounted to 35.1% ($p < 0.05$). In other words, if teacher self-reflection is done well, then efforts to develop professionalism are also good.

3. Approaches to Reflective Practice

Years ago, Dewey called on teachers to take reflection that requires "active, persistent, and careful consideration of any expected beliefs or forms of knowledge in light of the basis that supports them and the further consequences they cause". Dewey identified three reflective attributes, namely: (1) Open-mindedness, namely the desire to listen to more than one side of the problem and pay attention to alternative views; (2) Responsibility (responsibility), namely the involvement of careful consideration of the consequences

caused by action; and (3) Wholeheartedness which implies efforts to overcome fear and uncertainty to critically evaluate their practice to make meaningful changes. (Farrell, 2008).

Farrell (2007) also mentioned that reflective practice in the professional development of teachers is based on the teacher's ability to improve teaching consciously and systematically by reflecting teaching experience. Meanwhile Valli (1997) suggested that teachers can "look back on events, make self-assessments, and change teaching behavior in terms of crafts, research, and ethical knowledge". Finally Richards & Lockhart (1995) said that teachers can use their classroom experience as a basis for critical reflection if the teacher can capture thoughts and reactions to information about the event itself. So that the teacher can develop strategies for intervention or change, depending on their needs.

The study conducted by Tairab (2003) aimed to explore ways to increase the professionalism of four elementary school candidates at The College of Education, United Arab Emirates University through reflection during the teaching practice period. This study used analysis in reflection reports written by participants and a discussion in the form of an interview, which involves pre-school discussion and post-study. The Schon formation models are used to analyze participants' written reflection reports. The three main findings of the study are: 1) reflection is raised by changing attention during the teaching practice period; 2) reflection is characterized by the reshaping nature that occurred during the teaching practice period; and 3) participant reflection is facilitated by time, opportunity and support obtained during the teaching practice period. The research implied that reflection should be regarded as a serious methodology for the growth and the professional development of prospective elementary school teachers. By learning through the reflection practice elementary school candidates may become professionals in the world of pedagogy.

RESEARCH METHOD

This research belongs to qualitative research with a descriptive approach where the data collected comes from interview texts, field notes, personal documents, memo notes and other official documents. Therefore, researcher will juxtapose empirical research data with the corresponding theory so that the results of this study can strengthen these theories or even provide a new perspective in the study of related theories.

This research was conducted in 2 State Primary Islamic Schools (MIN) in Mataram, namely MIN 1 Kota Mataram; and MIN 3 Kota Mataram. There are some considerations for location selection namely 1) Both locations provide English lessons; 2) Both locations have permanent English teachers; 3) Both locations are MIN in Mataram with adequate infrastructure; 4) Both locations are easily reached by researcher; and (5) Both locations can be entered by the researcher. In order to get focused data, the researchers took the upper class (grades 4, 5, and 6) in each study location. The research involved subject 2 English teachers from each MIN. Both of the teachers are chosen with some criteria. To make it clear some key information about the research subject are presented through following table.

Table 1: Information about the research subject

No	Initial	School	M/F	Age	Experience
1	NM	MIN	F	37	11 years

	(N)	1 (M1)			
2	NRM (R)	MIN 3 (M3)	F	29	7 years

Data collection in this study uses several techniques namely: (1) Observation, (2) Interview, and (3) Documentation. Each technique will be explained as following. This study uses structured observation guidelines to observe how teachers reflect on the learning that has been done in English subjects by looking. This observation guide will help the researcher to know teachers' activities from the Introduction Activity (KPD) to the Closing Activity (KPT). Some important notes from observations will be clarified through follow-up interviews after the learning is complete. Furthermore, the results of these observations will be transformed into narrative forms in order to provide an overview of the learning process observed.

The Interviews used in-depth interviews. After learning, the researcher interviewed the teacher about the notes found during the learning process as a form of teacher reflection on learning. With this technique the researcher asks for teacher comments on the teaching and learning process, especially those related to the Reflective Practice conducted by the teacher. To facilitate data transcription, researchers recorded interviews. Documentation is a way to obtain data sourced from written data, such as laws and regulations, school profiles, etc. as supporting data for teacher competence.

The data analysis of this study uses 3 steps, namely: (1) Data Reduction, where researchers collect all data obtained, both from primary sources and from secondary sources; (2) Data Verification, namely the researcher selects and sorts, selects and classifies the data that has been collected from the implementation of the research to verify which data matches the problem and which does not; and (3) Conclusion where data has been collected, selected, grouped, and interpreted by researchers based on data and theory then provide conclusions based on needs.

FINDINGS AND DISCUSSION

1. Teachers' Practice through Teaching Learning Process

From the results of the analysis it is known that the research subject had been able to carry out the teaching learning process adequately. This can be seen through the implementation of teaching learning process based on the activities stages supported with their sub-activities as following.

a. Introduction Activities

Through this activities teacher used two types of activities namely (1) Creating the initial conditions of learning and (2) Apperception. During creating the initial conditions of learning teachers perform two activities namely (a) Creating an attractive classroom atmosphere; and (b) Creating student learning readiness. Meanwhile during Apperception teachers perform two activities namely: (a) Asking about the previous material; and (b) Giving comments on students' answers.

This is in accordance with what was stated by Arikunto (1993) who stated that in this activity the teacher initially faced directly with the conditions and conditions that became

the place of activity in learning. The situation of the learning place needs to be regulated for the smooth learning in achieving more effective goals. The condition of learning is something that is very important and determines the success of children's learning.

b. Core activities

Through this activities teacher used three types of activities namely (1) Delivering the goals to be achieved; (2) Delivering learning activities to be carried out; and (3) Discussing the material. During delivering the goals to be achieved teachers mention any objectives to be focused during the class. Thus during delivering learning activities to be carried out teachers perform four activities namely (a) Asking students to pair up with their peers; (b) Asking students to answer questions using English and Indonesian in cross section; (c) Asking students to come to the front of the class; and (d) Asking students to repeat the mentioned vocabulary. Meanwhile during Discussing the material teachers perform three activities namely (a) Discussing material with varied question and answer; (b) Discussing material in pairs; and (c) Discussing material individually by assignments.

The implementation of the steps carried out by the teacher in the core activities according to Efendi (2009) explained that learning activities contain a series of activities that must be carried out by students in sequence to achieve basic competencies. Determination of the sequence of learning activities must be in accordance with the hierarchy of concepts of learning material.

c. Closing Activities

Through this activities teacher used four types of activities namely (1) Final assessment. During this period teachers perform two kinds of assessment namely (a) oral and (b) written assessment; (2) Follow-up activities. During this period teachers ask the students to continue the unfinished exercises for their homework; (3) Presenting the the next topic. During this period teachers usually inform what will be discussed at the next meeting; and (4) Closing the learning activities. During this period teachers perform two kinds of assessment namely (a) greetings as well as thanking; and (b) Extra training.

The closing activities occurred in subject research have proofed there are some important activities need to conduct not only as the closing but also as the further feedback of students exercise. This was in accordance with Mulyasa (2008) which explained that the closing activity included the activity of drawing conclusions/ reviewing the material that had been studied, conducting evaluations/assessments, and giving follow-up actions on the material that had been studied.

Looking through the description can be said that the professional competence of English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram in the learning process has been quite good. This is indicated by the implementation of 3 learning activities with supporting activities. This is expected to improve learning in English subjects. This is in accordance with the statement of Harsono and Sofyan Arif (2010) who mentioned that professional competence is the ability to master the subject matter widely and deeply. In this case, it is required to master the knowledge in the field of study and the critical steps to deepen the contents of the field of study based on Competency Standards and Basic Competencies.

2 Teacher's Reflective Practice through the Teaching Learning Process

From the results of the analysis, there are three types of reflective practice in the English language subject of research in carrying out the teaching learning process. The three types of reflective practice are (1) the use of learning media; (2) the additional exercise scores; and (3) the change in exercise material. The following will describe the discussion of each reflective practice found.

1. The use of learning media.

The study showed that the use of wall clock media prepared by the teacher facilitates understanding as well as increasing students' motivation and focus in learning. This is in accordance with what was stated by Arsyad (2011) who emphasized that the learning process can become more dynamic and will achieve the desired goals if added tools or media, such as audio-visual media, print, projectors, films, games, and so on. Shin (2006) also revealed that one way to increase students' attention and involvement in learning activities required the existence of supporting tools in the form of visual aids, toys, dolls or other colorful objects, which were in accordance with learning, so language learning became easier to understand.

2. Giving additional score

The study shows that giving additional scores has increased students' motivation in answering teacher questions. In this case the motivation given is extrinsic motivation in the form of teacher scores on additional training. It supports Ur (1996) who claimed that where this motivation has the power to foster a person's natural curiosity, develop competence and maintain one's stability in developing self-confidence. Further external motivation comes from curriculum, competition, community expectations and so forth.

3. Changing in exercises' material.

The study showed that changes in exercise material by adjusting the questions had made it easier for students to answer questions. This is in accordance with what was stated by Muhammad Rohman and Sofan Amri (2013) which is one of the principle principles of material development, namely the material has the principle of relevance, meaning relevance. Learning material should be relevant to the achievement of competency standards, basic competencies and content standards. For example, if the competencies expected by students are in the form of memorizing words, then the learning material taught is in the form of facts.

CONCLUSIONS

The conclusions are drawn from the findings of research results as follows: (1) The practice of teaching learning process done by English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram in has been quite good. This is indicated by the implementation of 3 learning activities (Preliminary Activities, Core Activities and Closing Activities) with details of supporting activities; (2) In carrying out the learning process of English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram carried out three types of reflective practices. The three types of reflective practice are (1) The use of learning media; (2) Giving additional scores; and (3) Changing in exercises' material.

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Grammatical Errors Made by Students in Writing English Descriptive Paragraph: A Study at English Department at Institut Agama Islam Negeri (IAIN) Kerinci

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ABSTRACT

This study aimed at describing the types of grammatical errors made by the in writing English descriptive text. The participants of the study consisted of 47 students of English department at Institut Agama Islam Negeri (IAIN) Kerinci. The data were collected from the students' compositions. The data were analyzed by using Error Analysis (EA). The grammatical errors in the students' compositions were identified and classified. Each grammatical error was counted and calculated into percentage for frequency. The results revealed that the grammatical errors made by the students fell into seven categories: errors in using verb tense, singular and plural form, articles, prepositions, pronouns, word order (disordering/inversion of subject and verb) and word choice. The number of the errors in each type was apparently different. The most dominant errors were the errors in the use of preposition. There were 23 errors related to the use of preposition (33.3 % of the total errors). Compared to the total errors made by the students, there was only 1 error (1.4 %) in the use of pronouns.

Keywords: Error Analysis, Grammatical Errors, Descriptive Paragraph

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INTRODUCTION

In the English language teaching, we recognize there are four language skills. They are speaking, listening, writing and reading skill (Mursia, 2001). Among the four skills, writing is very important of students where the students can apply their knowledge and experience. Writing is one of skills that have to be mastered by students in learning English (Wikipedia, 2019). The students need a lot of practice in order to be able to write effectively and meaning fully in writing activities. Furthermore it is considered that writing is the most difficult subject in english learning. We must be able to understand of the language in writing so we can get idea what they written. The English teacher or lecturer in teaching writing must give more attention some elements of writing so the students can write English paragraph well.

Writing is one of skills that have to be mastered by students in learning english. The students need a lot of practice in order to be able to write effectively and meaning fully in writing activities. Furthermore it is considered that writing is the most difficult subject in

english learning. Generally, writing is considered as a complex process it is because in writing activity, students need a lot of ideas, able to use correct grammatical, and able to organize ideas in a coherent fashion. It can be said that knowledge is the main key in order to be able to write well (Haris, 1999).

Based the explanation above, in writing, the students must effort to increase their skill in grammar too. If the students are able in understanding grammar, so the students can be good researcher. But to be good researcher the students must be able to choose relevant method or strategies in developing idea of paragraph. One of some method in writing is the understanding about topic, organizing of the sentence, and relating sentence by sentence to be good paragraph.

In recent years, there has been a growing awareness of the importance of the English writing skill at English departments in Indonesia. The writing skill is part of the English syllabus at colleges/universities. Writing an English paragraph is a main activity as a result of the writing lesson in the tenth form. Hence it is very important for students to be taught how to write a paragraph.

However, while teaching English at English department of Institut Agama Islam Negeri (IAIN) Kerinci, we find that most of the students have difficulties in writing English paragraph. Some of these difficulties are problems related to grammar and vocabulary at sentence level. Many difficulties on writing lead students to be more susceptible to producing errors.

LITERATURE REVIEW

1. Grammatical Error

Error is defined as a thing done wrongly (Hornby, 1995). Errors is a portion of competence in target language (English), and it will cause by lack of knowledge about the target language (English) or the student has not mastered yet the rules of the target language and mistake that refer to performance. It is as a faulty representation of competence caused by psychological restriction, such as memory lapses, confusion, hesitation, slips and carelessness and the students will be able to recognize it immediately and correct it after word.

Errors are viewed as an integral part of the language learning, process and they are very significant. They should be treated as the forms of information to the learner as well as the teachers.

Error occur if the learner do not master the system completely yet. They probably do some errors once then twice, and they cannot correct them by themselves. Furthermore, errors is a portion of competence in the target language (English), and it will cause by lack of knowledge about target language (English) or the students has not mastered the rules of the target language and mistake that refer to performance.

Errors are evidence of failure of in effective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any errors. The errors that students made in learning English as the target language can be classified into same causes of errors.

According to Richards, “the sources of errors in studying a language might be derived from the interference of the learners’ mother tongue and the general characteristics of the rule learning (Haryanto, 2007). The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners’ mother tongue are called the interlanguage errors.”

On the basis of the level of language, one of the classifications of the error is the “grammatical error”. A grammatical error is a term used in prescriptive grammar for an instance of faulty, unconventional, or controversial usage, such as a comma splice or misplaced modifier, etc. (Nordquist, 2019) Grammatical error is the breaking of grammatical rules or systems. For examples:

**She cans dance very well*

(The grammatical error in the use of tense marker in modal verb)

** Five childrens were playing there.*

(The grammatical error in the use of plural morpheme)

Contrast *grammatical error* with correctness. The expression “grammatical error” sounds, and is, in a sense, paradoxical, for the reason that a form can not be grammatical and erroneous at the same time. One would not say *musical discord*. Because of the apparent contradiction of terms, the form *grammatical error* should be avoided and “error in construction”, or “error in English”, etc., be used in its stead. Of course one should never say, “good grammar” or ‘bad grammar.

The common grammatical errors are as follow: subject-verb agreements, pronoun agreement, dangling participles, parallel lists, article agreements, dangling prepositions, run-on sentences and incomplete sentences or fragments, double negatives, contractions, tense shifts (Cynthia, 2007). Understanding the most common grammatical errors can help you improve your writing. When you know which errors to look for, it's easier to act as your own editor. One of the examples of grammatical errors is error in using pronouns. Pronoun errors occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, however, the pronoun must be plural as well.

2. Descriptive Paragraph

a. The Nature of Descriptive Paragraph

Descriptive type of paragraphs is written in such a way that the reader is able to imagine the scene, object, person, etc. (MGMP Bahasa Inggris, 2018). It aims to show rather than tell the reader what something/someone is like. Descriptive paragraph can be also be defined as a paragraph that contains a description about a topic described. It is used in all forms of writing to create a vivid impression of a person, place, object or event (Wikipedia, 2018). It is used to describe a special place and explain why it is special, and describe the most important person in your life. Besides, it is also usually used to help a researcher develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. It gives a description about what a person or thing is like. Series of detailed

observations are recorded, using sensory language. Descriptions are like narrative paragraphs, with visual characteristics unfolding in a *dramatic* way. The main objective of a description is to move the story ahead.

Moreover, in a descriptive text, a reader also can find certain language features used that relevant for describing a thing, person, or other objects such as the use of adjectives, and noun/pronouns. Specifically, the language features used in a descriptive text is as follows:

- a. Using attributive and identifying process.
- b. Using adjectives and classifiers in nominal group.
- c. Using simple present tense.

Djuharie states that the purpose of descriptive text is to describe or reveal a particular person, place, or thing. It organized by the following stages (Djuharie, 20017):

- a. Identification (Mention of the participant of the text described).
- b. Description (Mention the part, quality and characteristics of a subject being described).

b. Classification of Descriptive Paragraph

As the function of a descriptive paragraph is to describe about what something is like, this type of paragraph is also can be developed in order to describe a person, place, or thing:

- a. Description of person

In this type of descriptive paragraph, a reader can find about the description about what a person is like such as description of one's physical or characters.

- b. Description of place

This type of descriptive paragraph provides a reader some information or description about the real picture of the place described such as location, situation, and others.

- c. Description of things or objects

This type of description is composed to give description about how a thing is like. It includes the description about physical description, features, and the characteristics of a thing to be described.

c. Error Analysis in Language Teaching

Learning a foreign language is a step-by-step process, during which errors are to be expected during this process of learning. Errors might provide feedback; they tell the teachers something about the effectiveness of his teaching.

Simply, Error analysis is defined as the examination of those errors committed by students in both the spoken and written medium (Ridha, 2012). Error analysis is an activity to reveal errors found in writing and speaking. Error analysis is the study of errors made by the second and foreign language learners (Richard, 1973). It is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner (Brown, 1980). It is also defined as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Crystal, 1987). All of the definitions clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by

someone in speaking or in writing English sentences. The process of Error Analysis is followed by the error description process; learners' errors are usually classified in different categories (Fang & Xue-mei, 2007). Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, and it also seems to be important in providing insight into how far a learner has progressed in acquiring a language, and showing how much more the learner needs to learn. For teachers, it is required to evaluate themselves whether they are successful or not in teaching English (Hasyim, 2002). There are some significance of error analysis in language teaching and learning. By error analysis, teachers will get an overall knowledge about the students' errors (Fang & Xue-mei, 2007). Foreign language learning is a process of hypothesis and trial and error occurrence is inevitable. So the teacher should learn to tolerate some errors, especially some local errors. Secondly, errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn. So students' errors are valuable feedbacks. We can do some remedial teaching based on their errors. Thirdly, errors are indispensable to the learners themselves, for we can regard the making of mistakes as a device the learner employs in order to learn. Finally, some errors need to be handled, otherwise, they will become fossilized.

Therefore, in order to improve teaching, the teachers need to explore the learners' psychological process in language learning so that they can enhance their understanding of learners' errors. Based on the analysis of the causes of their errors, the teachers provide their timely guide and help. In addition, while placing an emphasis on error correction in the classroom, language teachers should take the teaching objectives, students' linguistic competence, their affective factors and the effectiveness of the error correction into consideration. Consequently, we can employ more flexible strategies in error correction and make more contributions to the ESL/EFL classroom teaching and learning.

RESEARCH METHOD

The participants of this research were 47 students of English Department at Institut Agama Islam Negeri (IAIN) Kerinci. To figure out the errors made by students in this study, composition task was employed. The data were analyzed by following the steps of Error Analysis (EA) specified by Corder (1967). The steps of the data analysis were as follow (Corder, 1967): collection of sample errors, identification of errors and description of errors. The grammatical errors made by students were coded and classified into the following categories: verb tense, singular and plural forms, articles, prepositions, pronouns, word order and word choice. For the purpose of this study, only the grammatical errors are described. Then, the errors were calculated in order to know the frequency of the errors by using the following formula (Arikunto, 1996):

$$P = \frac{n1}{\Sigma N} \times 100\%$$

in which:

P = Percentage of each error

n1 = Total of the given error

ΣN = Total of the whole errors

The last step of the data analysis was drawing a conclusion based on the analysis. In this step, the researcher drew a valid conclusion in the form of a brief description of each of the errors.

FINDINGS AND DISCUSSION

1. Data Description

From the data that have been collected by the researcher, the researcher found that the students of English department at Institut Agama Islam Negeri (IAIN) Kerinci tended to make grammatical errors in writing English descriptive paragraph. There were 69 grammatical errors were identified by the researcher. The errors were classified by the researcher into 7 classifications as follows: errors in using verb tense, errors in using singular and plural form, errors in the use of articles, errors in the use of prepositions, errors in the use of pronouns, errors in word order (disordering/inversion of subject and verb), and errors in word choice. The frequency and percentage of the grammatical errors made by the students in writing English descriptive paragraph can be seen as represented in the following table:

Table 1. Grammatical Errors Made by the Students

N o.	Error Classification	Frequency	Percentage (%)
1.	Verb Tense	17	24.6
2.	Singular and Plural Form	9	13.0
3.	The Use of Articles	13	18.8
4.	The Use of Prepositions	23	33.3
5.	The Use of Pronouns	1	1.4
6.	Word Order (Disordering/Inversion of subject and verb)	2	2.9
7.	Word Choice	4	5.8
Total Number of Errors		69	100.0

Based on the data represented in the table above, it can be seen that there were seven classifications of errors made by the students of English department at Institut Agama Islam Negeri (IAIN) Kerinci in writing English descriptive paragraph. Each classification or type of the errors has different frequency or occurrence. According to the data, the most dominant errors made by the students were the errors in the use of preposition. There were

23 errors (33.3 % of the total errors) made by the students related to this classification of error. Compared to the total errors made by the students, only 1 error (1.4 % of the total errors) related to the use of pronouns.

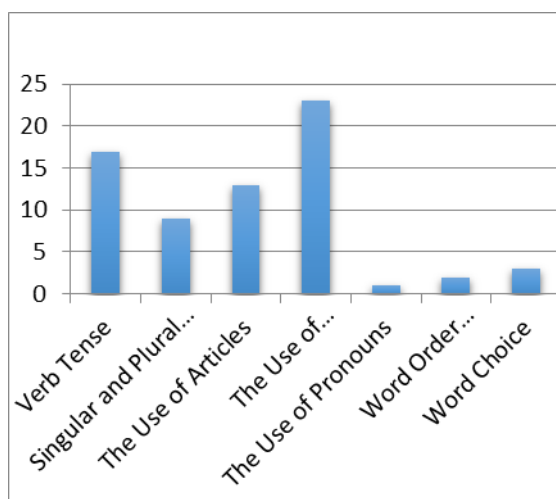


Figure 1. Frequency of Errors by Classification

2. Discussion

This section means to represent the grammatical errors made by students of English department at Institut Agama Islam Negeri (IAIN) Kerinci in writing English descriptive paragraph. A grammatical error is a term used in prescriptive grammar for an instance of faulty, unconventional, or controversial usage, such as a comma splice or misplaced modifier, etc. (Nordquist, 2019). A grammatical error is a term used in prescriptive grammar for an instance of faulty, unconventional, or controversial usage, such as a comma splice or misplaced modifier, etc.

Based on the data that have been collected, there were 69 grammatical errors from the English descriptive paragraph written by the students. The researcher found out the grammatical errors that were made by the students were as follow: *errors in using verb tense*, *errors in using singular and plural form*, *errors in the use of articles*, *errors in the use of prepositions*, *errors in the use of pronouns*, *errors in word order (disordering/inversion of subject and verb)*, and *errors in word choice*. The findings of this study seem to be similar to those of the research conducted by Haryanto (2007).

According to Haryanto, the students tend to make error in verb tense (Haryanto, 2007). The data of this study showed that wrong application of the verb tense can be seen when the students did not apply the correct tense to the verb in the sentences. The students used V-1 when they write the sentences in the past tense. They did not use the correct forms of verb in the past tense. From the total number of the errors made by the students in writing English descriptive paragraph, there were 17 errors in *using verb tense*, so the percentage of frequency of this kind of error is 24.6 % of the total errors made by the students. Besides, there were 9 errors (13.0 % of the total error) in *using singular and plural form* found by the researcher. Also, there were 13 errors (18.8 % of the total errors) in *the use of articles*. There were 23 errors (33.3 % of the total errors) in *the use of prepositions*. There was only 1 error (1.4 % of the total errors) in *the use of pronouns*. There were 2 errors (2.9 %

of the total errors) in the form of *word order*. There were 4 errors (5.8 % of the total errors) in *word choice*. According to the data, it can be seen that the most dominant errors were the errors in the use of preposition. There were 23 errors made by the students related to the use of preposition in writing the English descriptive paragraph (33.3 % of the total errors). Compared to the total errors made by the students, there was only 1 error (1.4 %) in *the use of pronouns* made by the students.

3. Errors in Using Verb Tense

The use of some past tense forms showed that these participants are aware of the rules on different tenses application. The students used V-1 when they write the sentences in the past tense. They did not use the correct forms of verb in the past tense. The following is an example of the error: *She get married about 5 month ago.*

Besides, the students did not use the correct forms of verbs when the subject of the sentence is the third singular person. In this case, they did not use the verb ending with “-s”. While, in the simple present tense, if the subject is the third singular person, the verb must added by suffix “-s” or “-es”. In addition, the error was also in the form of negative sentence in the simple present tense. The student did not use the correct form of the modal auxiliary verb (do/does) for the sentence (see examples below). Besides, they also made errors in using the correct form of the verb “have” for the third singular person. The examples of the errors made by the students are as follows:

- (1) *She always care with her family.*
- (2) *She always study every night.*
- (3) *Cigarette don't hamper my brain.*
- (4) *He have 2 children.*

In using verb tense, the students used the past forms in the sentence in the form of simple present tense. They used wrong forms of the verb “be”. Besides, the student also used double “be” in the sentence.

- (5) *English was international language.*
- (6) *Everything I do is be a hobby.*

4. Errors in Using Singular and Plural Form

Pluralization is a process of adding morpheme (*s/es*) to pluralize nouns. There are many exceptional nouns that do not use adding *-s/es* to construct their plural forms. The function of *pluralization* is to show that the noun is more than one.

Based on the data that have been collected, the researcher found that some of the students did not know that the plural form using the suffix “s” must be applied to the countable plural noun. When the subject was in the singular form they applied the plural form to the noun as shown in the examples below:

- (1) *I have three brother and 1 sister.*
- (2) *My sister have three child.*
- (3) *He is one years old.*
- (4) *My old sister have three child.*

5. Errors in Using Articles

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/ an). The indefinite articles a/an are relatively easy to use if you know the simple rule of using “an” before words that start with a vowel sound (Taher, 2011). We use definite article “the” if the noun has been mentioned before or if the noun has been familiar. The article “the” developed historically from a word meaning “this” and still retains some of the basic meanings of the pointing demonstrative. The article “the” serves to particularize a noun. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one. Indefinite article is used (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used.

Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to differentiate them, they will make errors like what the researcher found in this research. The examples of the errors are as follows

- (1) I have big family.
- (2) I am student at LAIN Kerinci.
- (3) I have the busy day.

6. Errors in Using Prepositions

The most problematic word class for English learners must be prepositions (Taher, 2011). There is no good way or rule on how to use prepositions; you just have to learn when and how to use them. The most common prepositional errors that the learners make are transfer errors, i.e. when the learners translate sentences directly from their mother tongue into the second language.

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

Based on the result of the data analysis, the researcher found that some of the students made errors in using preposition when they write a descriptive paragraph in English. Some of examples of the errors made by the students in using preposition are as follows:

- (1) I come at campus.
- (2) I have the busy day in every day.
- (3) I cook at morning.

7. Errors in Using Pronouns

Pronoun is used to substitute nouns. It has many Classification; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. Based on the result of the data analysis, the researcher found that some of the students tended to make errors in in using pronouns when they write a descriptive paragraph in English. The examples of the errors made by the students are as follows:

- (1) *I enjoy about its.*

8. Errors in Word Order (Disordering/ Inversion of subject and verb)

The data showed that the students tended to make errors in term of word order when they researcher English sentences. In writing the English sentence, the students tended to write the sentence in wrong order of subject, predicate, and complement. The examples of the errors are as follows:

- (1) *It's good a job.*
(2) *The activity I do everyday.*

As represented in the examples above, it can be seen that the student put the articles “a” just between the NOUN and ADJECTIVE. While, the correct order of the words is that the article “a” is placed just before the ADJECTIVE “good”. In addition, the student misplaced the OBJECT “the activity”. It should be placed just after the VERB “do”, followed by the ADVERB “everyday”.

9. Errors in Word Choice

In writing English paragraph, some students of English department at Institut Agama Islam Negeri (IAIN) Kerinci also tended to make errors in the form of *word choice*. The students did not use the correct word in some sentences.

- (1). *Everyone in my family are kindness...*
(2). *He is wisdom.*
(3). *My family very like him.*

It can be seen that in the example (1) above, the student did not use the correct word, the word he used has different function and it was not suitable for the sentence. He should use “kind” for the replace of the verb “study”. In addition, in the examples (2), we can see that the students were wrong in using the NOUN “wisdom”. They should use the ADJECTIVES “wise” for the complement of the sentence. In the example (3), the student did not use the correct choice of word “very”. In English grammar, an ADJECTIVE never comes before VERB. So, the sentence should be “My family likes him very much.”

CONCLUSION

The findings of the study indicate that in writing English descriptive paragraph, the students of English department at Institut Agama Islam Negeri (IAIN) Kerinci produce different kinds of errors in their writings. Most of the students were not aware of the lexical aspects and grammatical rules of the English language. The findings of the study indicate that the students produce different kinds of errors in their writings. The students tended to

make errors in *using verb tense, singular and plural form, articles, prepositions, pronouns, word order (disordering/inversion of subject and verb), and word choice*. From the total number of errors made by the students, the frequency of errors in using verb tense is 17 (24.6 %), singular and plural form is 9 (13.0 %), articles is 13 (18.8 %), prepositions is 23 (33.3 %), pronouns is 1 (1.4 %), in word order (disordering/inversion of subject and verb) is 2 (2.9 %), and word choice is 4 (5.8 %). Accordingly, based on the data, the dominant error is error in the use of prepositions, the frequency of this kind of error is 23 (33.3 % of the total number of the errors made by the students).

The results of the study show that errors that participants committed were basically grammatical. The participants also had a relatively weak vocabulary and their sentences were sometimes incomprehensible. They committed errors in applying sentence structure rules in the English language. Hence, we can conclude that these participants have problems in acquiring normal grammatical rules in English.

This study has shed light on the manner in which students internalize the rules of the target language. It further shows that error analysis can help the teachers to identify in a systematic manner the specific and common language problems students have, so that they can focus more attention on these types of errors. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials. Also, by being able to predict errors to a certain extent, teachers can be well-equipped to help students minimize or overcome their learning problems.

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Lecturer's Nonverbal Communication attitude in Classroom: Its Meaning for College Student

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ABSTRACT

The improvement of students interest and their willingness to study are mostly showed by their experience in the way of learning occurs. In this case the existence of the lecture's role is very important as facilitator in the class with their good communication, not only transferring the knowledge but also provide a good classroom condition which drive the college students to get their knowledge. Of course this condition should provide them with a good communication skill. Well actually some of them in presenting the learning process is done without an extensive preparation in the design. The objective of this research is improving the understanding of nonverbal communication attitude phenomenon in teaching learning process in order to improve the quality of it. With an ethnography studies used to reach the goal of the study. While the result shown that; 1) the lecturer applied several kind of nonverbal communication, 2) they face expression mostly with interpersonal relation between lecturer and the college students. 3) the college students have a various response relate with to the lecturer face and eye contact expression. 4) lecturers eyes contact expression indicates whereas he/she pays a good attention to his class or not. This is the meaning of a lecture's nonverbal communication attitudes for the college student, to prepare them emotions condition in order to join the teaching learning process.

Keywords: lecturer, non-verbal communication, college student

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INTRODUCTION

Learning achievement at the University is not seen from the learning achievements of students in the form of a cumulative achievement index, however, the learning activities on campus are to be addressed to foster student interest and joy in the process the learning. The existence of interest to learn and love to learn is very important because it can encourage any students to continue to learn not only in class but also outside the classroom. The growing interest in learning and love learning is largely determined by the experience of the students when studying in class, whether the learning experience pleasant or unpleasant. Beginning from a very enjoyable learning experience will cultivate a positive outlook toward learning itself so that learning is not only seen as a burden because of the

demands of the value or condition of graduation solely but also activities that bring pleasure along with challenges (Muhadjir, 1991; Sadiman et al., 1993).

In the process of delivering the course material in the class, the communications aspects that have an important role in the classroom interactions are non-manageable and create a good atmosphere that empowers or motivate the students to learn. It is undeniable the role of the teacher or lecturer as a conductor who requires the good skill to communicate because of the absence of good communication would be difficult for him or her to be able to create good conditions to the learning process. The factor of this communication is actually an interactive learning activity and also based on the rationale that the communication is managed and developed properly can support the achievement of the expected learning (Brown and Yule, 1983; Brown and Wen, 1994; Brumfit and Johnson, 1979).

The study of communication in teaching long enough to do, but with an emphasis only on the use of instructional media or communication media (Gerlach and Gerlach, 1980; Kemp and Dayton, 1985; Sadiman et al., 1993; Seel and Richey, 1994). Of course, research on teaching media is important but making the media focus on the study of communication theory can lead to inaccuracies in the discussion of the phenomenon of communication in learning itself. One variable that has not been studied communication in the discipline of learning technology is non-verbal communication (Brumfit and Johnson, 1979; Fussell and Moss, 1998; Habermas, 2000). Furthermore, we understand that in daily human interaction is only 7% are made through verbal messages, 38% through tone of voice and the sounds, and 55% through non-verbal messages (Pease, 1987). Teachers and lecturers as media use a number of non-verbal communication behavior in interacting with students or student in the classroom. Further research on communication in the learning needs to get the attention of education practitioners to be able to obtain more complete information about the phenomenon of communication in the learning itself given the role of teachers and lecturers who are responsible for managing interactions in the classroom.

The learning process is processed an interesting phenomenon to examined and is something that complex, where the achievement of learning objectives is not only seen from the student or students learning achievements is not only seen from the figures the cumulative achievement index or report cards on the results of their study but is a learning activity that is aimed to cultivate interests and their favorite on the teaching and learning activities. A growing interest in itself is highly determined by their own learning experience, in this case, the role of the teacher becomes something very important to provide a conducive learning atmosphere and comfortable, as well as being able to empower students or students in learning. The role of a teacher can be likened as a conductor in an orchestra that is able to change various factors related to learning so that facilitate the learning process processed (DePorter and Hermacki, 1992; DePorter and Hernacki, 1992).

In simple terms, the behavior of non-verbal communication is communication other than verbal or communication without words (Miller, 2005, 1986) Edward Sapir different from that nonverbal communication is an elaborate code that is written nowhere, known to none, and understood by all. This notion is very simple. It is regrettable that people have the impression that knowledgeable about what can be labeled as verbal communication.

Understanding even this raises a question, how far non-verbal communication can be defined ?. As a way to understand it is worth looking to do with the other issues involved. This is done not to see one or the truth of an issue but to get the alternatives and the implications of view held by both the expert.

For dialectics followers, nonverbal communication is regarded as one of the forms of human communication, apart from verbal communication (Hickson and Stacks, 1992; Patterson, 2017). This means that in a condition carried the dialectic process of delivering messages through nonverbal expression by not accompanied by the words (Richmond and Prayne, 1991, p. 4). With the above explanation can be concluded that the keywords used are "mode of communication" that the things which refer to the way of delivering a message through gesture or gestures and facial expressions, and other nonverbal behaviors views.

This study refers to the views of Richmond, where the term nonverbal behavior and nonverbal communication used with similar meaning. Assuming that every human nonverbal communication activity always involves nonverbal behavior. As noted Richmond, we have used the terms of nonverbal behavior and non-verbal communication but we have not distinguished between them. It is important that we do so. Nonverbal behavior is any of a wide variety of behaviors in which humans can engage Also that have the potential for forming communicative messages. Such nonverbal communication nonverbal behavior Becomes if another person interprets the behavior as a message and attributes meaning to the message. We can engage in nonverbal behavior Whether we are alone or someone else is present. We engage in nonverbal communication only in the presence of one or more of people who choose to interpret our behaviors as a message and assign meaning to them. At a very mundane level, we can engage in the nonverbal behavior of scratching ourselves when we are alone. If we do so in the presence of another person and that person interprets as scratching our message and interpret it, for example as indicating we are nervous, we have engaged in nonverbal communication..

RESEARCH METHOD

The researchers used the method to answer the research questions that were outlined earlier, according to the goals to be achieved which describes the kind of behavior of non-verbal communication is used lecturer in learning activities in class, further to uncover the non-verbal communication what is a major concern of students, as well as other objectives which are to get students' perception of nonverbal communication behavior of the lecturer is (most of the attention from students). As well as the important thing is whether the meaning of non-verbal communication behaviors are used by professors in the classroom when learning takes place. Referring to the objectives described above, the approach of the study is qualitative research, this was due to the expected results are not notions of statistical or quantitative form but research has focused on efforts to understand, appreciate (*verstehen*) of life, behavior, and relationships of human interaction. Thus this method is suitable for use as a way to understand the phenomenon of nonverbal communication behavior lecturers used in learning activities in the classroom every day.

The study design used is of ethnography, where education is a process of interaction, because it was only recording the process may be approached by a potential approach to explain. The use of ethnography in education by experts in part is considered more human, more realistic and conclusion can be applied to the education and teaching experience that is actual (Spinder, 1982). Ethnography itself can be said to be an in-depth study against behavior that occurs naturally in a cultural or social group. This type of research is trying to understand the relationship between culture and behavior, further use of Ethnography in education specifically is class and could even be extended to the school level. Rather than just study the process of teaching and learning by gathering test scores before and after treatment, ethnographic experts prefer to work in a more inductive observe various aspects of the learning environment and try to identify contributing factors related to the environment that enables faster learning. The rationale behind the use of ethnographic research is the existence of basic beliefs, namely that the behavior was significantly influenced by the environment in which that behavior is taking place.

The use of ethnography design will focus on the behavior of learning, in this context, a social group that would be a concern is student of Tadris Bahasa Inggris of IAIN Madura, and the phenomenon to be observed is the nonverbal attitude or behaviors of the lecturers in teaching learning process in class is how the behavior of nonverbal communication used by lecturers when the perceived classroom learning activities, respond, and interpreted by students and then provide an impact in the learning process in class. Thus the use of ethnographic design is an attempt to describe and understand the learning process in class. In this study researchers act as data collecting instrument so that the absolute presence of researchers in field became a necessity, in this understanding of the situation and the daily life of the students processed into priority should be understood when doing an interview so that researchers are able to understand the context of the emergence of the perception of the student. As it is known in advance that the purpose of this research is to understand the phenomenon of nonverbal communication behavior used by lecturers in the learning in the classroom, with the subject thoroughly is a student Tadris Bahasa Inggris of 6th semester on 2018-2019 academic year, in this case the observations made on the 6th class of A up to F, and deep interview done with the students randomly as much as 5 students from each of the class, with a total number of the informant 36 students .

The comprehensive interview was done in advance to make an appointment with the students and recorded, in addition to data through interviews with students also gotten by conducting comprehensive interviews outside of the main interview. The conversation was conducted at a time when the researchers observing the role and the conversation is done purely circumstantial spontaneously and honestly found more of conversation each day. As for the lecturers who observed the use of nonverbal communication behavior in class as much as 5 lecturers. Further, the data collected by the data collection strategy, the role of observation, as well as being equipped with a comprehensive interview and footage, or profound. As for the data networking focused on the type of communication used nonverbal behavior of lectures in the teaching-learning activities most processed and gets

the attention of the student, the student's response against it and its meaning for learning students in the class.

Furthermore, in the process of data analysis in this study begins by examining all the data that netted either from field observation, observing the lecturers who are teaching by using recording equipment, as well as interviews with the students. The data available to be read many times reflected to obtain an overall picture of the information obtained. This type of behavior nonverbal of communication used by lecturers in learning who gotten by recordings and field notes are selected and then grouped according to the Taxonomy Walters, including nonverbal communication behavior associated with the use of the body.

Furthermore, interviews with students and conversations with researchers in the field notes are data to capture student responses to the behavior of nonverbal communication used by lecturers. In this study, the themes are arranged as follows: (1) themes: the term for a variety of facial expressions of the lecturer, (2) themes: the term for eye contact lecturers, (3) themes: the meaning of facial expressions of faculty to students, (4) themes: the meaning of eye contact of the lecturers for students, (5) themes: the feeling of the students response, (6) themes: the response of the students to lecturers facial expressions when entering the classroom, (7) themes: the actions of the students.

In this study, the researchers acted as a research instrument was, therefore, the participation of researchers in the activities in the classroom is very determined the validity of the data. To meet the degree of credibility of the data, the researchers conducting the observation role for 3 weeks, following the learning activities are processed, chatting with students at a moment outside of time or hours lectures and coursework.

FINDING AND DISCUSSION

As part of the teacher or professor teaching media, including on the part of the assessment delivery strategy. Instructional media delivery strategies are a component that can be given a role that will be presented to the learner, whether, that person, tool or an Institution. As a medium, this means that the teacher or lecturer should have a number of qualifications which shows that he is an effective medium to deliver the message either verbal or nonverbal messages. The position of teachers as instructional media is expected to have a certain quality that can deliver learning materials properly. This means that a teacher or lecturer should have good communication skills to be able to deliver the learning content with good anyway.

As the implications of the research findings are then discussed, then some of the implications of this research can be reported as follows:

1. Lecturer

In implementing the learning in the classroom, you should consider the following matters:

- a. Facial expressions of the lecturer are where the students can find out how the lecturer feels in learning activities in the classroom. based on the student respond when the researcher has the interview, the lecturer smiling expression showed that they were in a state of happy, unhappy, or enjoy the teaching moment and it causes emotional responses in students who give rise to a feeling or an atmosphere that

gave additional spirit or empowers to the students to participate in classroom lectures. Instead of facial expression without a smile can be a contrary of a fact of student that the student when the process of teaching the lecturer has the feeling angry, happy, or there are a problem and students give emotional responses do not empower or support the students in learning. Therefore in doing activities in class, the lecturer should show a smiling facial expression.

- b. Lecturer facial expressions when entering the classroom has a special meaning for the students because it is used by students to express how future learning will take place, whether pleasant or unpleasant. This will determine the student's perception of the response of the students. Facial expressions smiling are perceived by students that learning will take place predictable will be nice and fun, while expression in contrast with a face without a smile is perceived by students that learning will not take place with pleasant so that students choose to be more cautious or silent. The implications of these findings are that professors should be prepared when going into the classroom. This means that any personal issues facing on by the lecturers should seek as far as possible to separate it from the learning process in the classroom so that the lecturers itself better look professional in teaching as it can separate the personal problem with work.

- c. Eye contact

Lecturer giving role on a personal relationship between lecturers and students it's seemed to be refreshed or trivialized, loved or unloved, neglected or ignored by the lecturer. All of this supports the growth of the personal relationship between lecturers and students. Therefore lecturers should be tried earnestly to communicate with each student during the lectures by using eye. Lecturers need to practice the correct use of eye contact in the classroom learning.

- d. In carrying out the classroom learning lecturers should use eye contact and facial expressions as follows:

- 1) Eye contact

- The students want the eye contact from the lecturers to the entire class to see each student they teach.
- The students want the lecturer to look in focus on students who talk with him.
- When describing the learning materials that are difficult, the eye contact of lecturers increasingly required by students because then the lecturer is expected to overcome the difficulties faced by students.
- The students do not like the lecturers who point of his/her eyes to the student.
- The student do not like the lecture who only keep in sight to one student

- 2) Lecture

- The students hope that the lecturer who entering the classroom with smiling expression

- The students hope that the lecturer give their smile when they are delivering the materials in the classroom, and also included at the time when the lecturers expressed disapproval, responding to errors committed students or respond to delay student entered the classroom
- Facial expression without a smile is not liked by students because it can mean the lecturer was not happy teaching, there is a problem or angry with him/her.

CONCLUSION

As already explain above, on the discussion of the data and theory dealing with the analysis, than the researcher could conclude the result of the research below:

1. The lecture used variety of nonverbal communication behavior/attitude on the teaching learning process in the class, in this case the students gave more attention to the lecturers' face that in the eye and the mimic.
2. The expression of lecturers 'mimic' is a line of expression of emotions eye contact lecturer and lecturer role in interpersonal relationships between lecturer and students. Student response against the facial expression and eye contact are used by a lecturer in the contexts of learning in the classroom. The facial expression the smile meant students that professors teach by feeling happy or unhappy and this has resulted in students also participated. So conversely, if student a smile without a lecturer's faces means that the lecturer is angry feelings are not happy. The Lecturer who teaches with those conditions give rise to a variety of negative feelings within the student such as fear, a sense of distress over learning, and any discomfort, lazy, anger, or don't care about the lesson. Eye contact teachers to students making students feel cared for and be heard so that students want to have a conversation with a lecturer.
3. In particular, the student pays attention to the lecturer's face when entering the classroom as it is used by students to predict the passage of subsequent learning activities. In this case, the facial expressions of teachers determine the continuity of learning in the classroom.

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Semantic Analysis on Advertisement Slogan's

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ABSTRACT

The objective of this study is to analyze types of meaning that used on the advertisement slogan's. This study used descriptive qualitative. The instrument of this research is the researchers herself. The main data was collected by taking a screenshot from the website of beauty, electronic, and technology product. The researchers found 42 types of meaning in 30 advertisement slogans which were published from March up to May 2019. To clarify the accuracy of the data, the researchers used theory and investigator triangulation. The results showed that connotative meaning is the most type of meaning with 31%, reflected meaning or situational meaning had 24%, affective meaning is 17%, 10% for social meaning or socio-cultural meaning, conceptual meaning or lexical meaning and collocative meaning or textual meaning with 7%. The lowest type of meaning is thematic meaning with 5%. Thus, the types of meaning created an expressive, influential, and impactful advertising slogans.

Keywords: Semantics, types of meaning, advertisement slogan

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INTRODUCTION

Language cannot be separated with the whole of a person's life. The function of language stands as a communication tool to make an interaction with others. Language is formed in two aspects that are written language and spoken language. Written language is the language displayed in written text such as novel or poem. While spoken language is used in speaking such as conversation. Cameron in Munfiqoh (2012) elaborated that language is used by children for increasing the cognitive ability to solve their problems. This means since childhood, language is used as the main instrument to achieve successful communication. In communication aspect, language has functions to exchange information, make negotiation, deal with an agreement, and finishing any activities. The problem appears if the listener does not catch the meaning of language. In spoken language, the listener can directly ask what the speaker means. Another case, the readers cannot directly know what the writer had written in a book or novel. It will cause a misinterpretation with the meaning of language. Whether the listener or the speaker, it is important to know and comprehend the meaning. To make the meaning can be delivered and accepted easily, people can explore the meaning of language through linguistic study.

The different level of analysis is divided into three kinds; they are; Phonology is the study that analyzed sound system of language. Syntax used to check sentence based on grammatical order. And semantics as the branch of linguistic study for understanding and investigating the meaning.

Semantics is the study of how the listeners interpret the meaning behind what the speaker says and also how the readers understand the meaning what the writer writes. According to Saeed (2016) the meaning that is communicated through language can be studied in semantics. This implicitly means that the meaning is created through the language used in communication. The meaning of language that is agreed by people also draws the language symbol. It is related to the opinion of Filip in Agung (2016) the meaning that is expressed by any language has a characteristic as a symbolic system. The sense of the speaker can be caught if the listener realizes what the speaker means. The principle of semantics states that the meaning will be different when it was formed by different writing (Suprpto, 2010). Thus, people must agree and obey the rules for achieving the meaning agreed by social life.

Meaning is a basic way of understanding what is talked about. Leech (1981, p.9) had described seven types of meaning that are conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning. Conceptual meaning is the real meaning of the words stated in dictionary. Mwihi (2004) said that conceptual meaning or literal meaning has special features. It is caused since conceptual meaning stands as primary or universal meaning without know how the process is. Connotative meaning is the meaning of words more than conceptual meaning normally. The meaning associates with expression and emotional aspects based on culture and the experience of the individual. The example is the word *sea*. In dictionary, *sea* is the expanse of saltwater, but *sea* associates with the sense of danger based on the experience of the individual. The third kind of meaning is social meaning. Social meaning depends on social circumstances of the speaker's culture such as the difference of tones and styles from various background of life. It indicates that social roles affect social meaning. A person who communicates with personal feeling or attitudes of the speaker is called affective meaning. The expression of the speaker's emotion is determined by the situation of the occurrence of the speaker. This meaning also depends on the tone of voice and the intonation of the speaker.

The next is reflected meaning. The understanding of reflected meaning is affected by one sense to another sense. Leech (1981) stated that collocative meaning is the meaning occurs through association with other words. Collocative meaning correlates an appropriate word with another word to make good sentences. The association of words will convey a sense of meaning in good sentences. The last type is thematic meaning. In thematic meaning, the sentences are written based on grammatical order or thematic structure. Thematic meaning aims to emphasize the message of the sentence. Another theory that the researchers takes to accurate the data is the theory from Suryawinata (2003) since it is almost same with Leech (1981). In Suryawinata (2003) classified five types of meaning that are lexical meaning or conceptual meaning, grammatical meaning or thematic meaning,

textual meaning or collocative meaning, situational meaning or reflected meaning, socio-cultural meaning or social meaning.

The types of meaning usually relate to the advertisement slogans. The slogan usually uses a catchy phrase to attract the attention of the consumer. The use of effective advertising slogan will affect the consumer to buy the product. According to Duboviciene & Skorupa (2014) slogan is written in short and memorable language. A simple slogan can be accepted and remained in the consumer's memory. Furthermore, in the recent era, mostly advertising slogans use semantics standard to write a good slogan. From those explanations, there are many previous studies in doing the similar field of the research. The newest findings between the previous studies with the researchers' study can be known from the theory, the types of meaning, and the objects.

RESEARCH METHOD

This study is descriptive qualitative. The main instrument was the researchers herself to directly participate in conducting the data, categorizing the data in the corpuses, interpreting the data, and making conclusion. Documentation was the second instrument used in this research since the researchers compiled the advertisement slogans to obtain the information. The primary data was written advertisement which were published from the official website on March up to May 2019. The first step of data collection was browsing advertisement slogans specialized for beauty, electronic, and technology product in each official websites. Then, the researchers took advertisements which were written in English language. In data reduction, the researchers classified the slogans based on Leech theory. The types of meaning based on Leech theory that had the same meaning as Suryawinata theory were grouped in other corpuses. After that, the researchers analyzed the type of meaning that emphasized most on the advertisement slogan. Next, the researchers interpreted the meaning of the slogan based on types of meaning theory and concluded the findings. The researchers combined two theories by Leech (1981) and Suryawinata (2003). Furthermore, the researchers also used investigator triangulation to get the accuracy of the data.

FINDING AND DISCUSSION

Conceptual meaning or lexical meaning is found in LG 3D Glasses slogan "Bring the Action in Close". The meaning of *close* in dictionary is near or knowing something very well. As 3D glasses, the meaning of close is suitable with the function of this product. The product is made to view specific visual information and enjoy looking at the entertainment. It is being an alternative glasses to look much illusion of three dimensional images. The slogan "Flash that Flush" in Silky Blush Stick slogan also has type of conceptual meaning. In dictionary, *flush* means redness of the face. The use of this blush is designed to add color on the cheeks or in other parts of the face. Thus, it is same with the aim of the product. The last slogan that has type of conceptual meaning is "Every finish, Every Fetish" in Urban Decay Lip Colors slogan. Based on the dictionary, *fetish* has the meaning as something which wants to be given too much attention. The product offers 150 lips colors

to make the user feels more confident. An appropriate aim of the product and the meaning of the slogan is from the use of this product to attract more attention.

The second type is connotative meaning. The word *million* in the slogan “1 Purifier, 10 Years, Million of Breaths” has the type of connotative meaning. According to Leech (1981:12) connotative meaning is an expression that depends on what language refers to. This implies that connotative meaning wants to deliver something hidden behind the real word. The number of *1.000.000* on the slogan connotes the meaning of much, many, most of, or a lot of. This product emphasizes that LG Puri Care product can clean the dust to save the people in the world. The word *sensitivity* in the slogan Sony Camera a7S II connotes something with the product. It is symbolized the product as a person who can be sensitive. The slogan “Sensitivity Mastered” aims to be capable in taking picture quickly whether in an impossible condition. The sentence “Elevate your Home with Glass” in LG OLED E8 TV type of connotative meaning. Here, the word *glass* is connoted as TV product. Connotation meaning is given since the word *glass* cannot be defined as the conceptual meaning normally. The *world colors* in the slogan “Unlock the world’s colors” connotes as a good something. Sony TV product wants to satisfy the consumer to enjoy watching the program. It is related to the aim of the product which wants to deliver the most up to date programs and news. The slogan “Tiny but tough. Premium imaging anywhere” is called connotative meaning. It connotes as the highest quality of the image that is taken from Sony Camera RXO II. The slogan implies that the product still is capable to take the best images although the camera is in a small form.

Next, the slogan “Music to take you further” has the sense of type connotative meaning. The features of headphones can work properly whether on the tack or under the ocean. The phrase *new way* on the slogan “A New Way to Interact” connotes as a new smartphone. LG Company has made a new smartphone to develop smartphone innovation in interacting with people around the world. *Extremes* in the slogan “Built for extremes” consists of connotative meaning. The Walkman is made for people who like exercising in dangerous place. The use of connotative meaning is to share the experience that associates with the expression of someone. In the slogan, the word *rulers* connotes as the differences which can separate the couple. The meaning of “Love breaks all rulers” associates that the feeling of love that is brought by Estee Lauder fragrance does not care about anything that breaks its relationship. The meaning of *tattoo* in “Inked up with tattoo intensity” slogan is connoted as the power of Maybelline eyeliner to create the thickness eyes like a tattoo. Normally, *black* means the darkest of color and *white* is the color of fresh or snow. But, in the slogan “Feel the new freshness of black and white”, *black* and *white* connote as a pack of Deodorant product. In the slogan “Pick a statement that inspires you”, *statement* means the word that people want to say. Silky company wants to deliver that by having this lipstick, the user can take control before says something. The last slogan that has connotative meaning is “Send dark circles into hiding”. The word *hiding* can be referred to a process of human to keep something out of sight. Then, the slogan “Bigger, Blacker, Badder” has the same suffix –er. It is same with the words *harder* and *larger* in the slogan “Work harder. Live larger” includes as social meaning since it delivers language style. The same rhyme –er on the sentence creates the slogan more pleasing. The meaning of the slogan is LG Tablets

offers a variety of software application in the big screens and sleek designs. The repetition of suffix –oom on “Boom, Boom, Bloom” also make the slogan more attractive. Then, the same suffix –ish on the slogan “Every finish. Every fetish” creates an interesting slogan.

The fourth type is affective meaning. The word *great* in Sony Camera expresses the feeling of pleasure to show the amusement towards a good quality of the product. While the word cool in the slogan “Raid the fridge without losing your cool” wants to express happiness feeling because LG InstaView Refrigerator is made from an easy door to keep the cold inside. *Freshness* in the “Feel the new freshness of black and white” slogan represents a sense of emotion after the consumer uses the product. Another slogan “Boom, Boom, Bloom” also shows the enthusiasm of the user to the product. It appears because Mac Cosmetics gives a pleasant and fresh feeling. The slogan “I can so I did” presents the confidence of the person to make something. The advertiser emphasizes that all impossible will be possible after using the product. Affective meaning also appears on the slogan “Bigger, Blacker, Badder”. The slogan shows that the Mascara product can make the eyelash in darken, thicken, lengthen form. For the slogan “Fresh, radiant, bright-eyed”, affective meaning appears because the product aims to refresh the eyes to face the next day.

Next, the meaning of shake on the slogan 4K movies. Less shake” does not indicate the real meaning to shake something. It indicates that the camera has the specification of steady action to make clear images. The real meaning of elevate is raise something to a higher position, but in the slogan “Elevate your Home with Glass”, the word glass means *make the room*. By using LG TV, the interior design of home looks more elegant. The word *control* in the slogan “Intuitive Control is at Hand” means as the capability of the product to click or choose the entertaining programs by LG Magic Remote. The meaning of *unlock* as open a door using a key is different from the meaning on the Sony TV slogan. It represents that the product offers many entertaining programs from all over the world. It related to the meaning of *grab* on the slogan “Grab the best life” that cannot be represented the meaning normally. *Grab* stands as the speed of the product to get an important moment in life. *Raid* on the slogan “Raid the fridge without losing your cool” presents other senses. It expresses the strength of the product to catch the fridge.

Another meaning of *unlock* is also shown as the meaning showing something in the slogan “Unlock beauty of now”. The sense of *party* has different meaning if it is created on the slogan “Party in a Palette”. The product stimulates the consumer’s creativity to create the best look in eyeshadow creation palette. Reflected meaning can remove another sense in the same expression such as in the slogan “Flash that flush”. The word *flash* means as shining the face with the redness from the Silky blush stick. Another sense of affective meaning also can be seen on the slogan “Micellair goes expert-our new makeup remover”. Here, *goes* means that micellair product becomes an expert makeup remover. Collocative Meaning happens if the word associates with another word. It will give the sense of attraction from the slogans. The type of collocative meaning can be seen on the phrase *beauty sleep* on the slogan “Maximize every second of your beauty sleep”, *new makeup remover* on the slogan “Micellair goes expert-our new makeup remover”, and *bright eyed* on the slogan “Fresh, radiant, bright eyed”. The use of thematic meaning in writing the slogan will

emphasize the consumer to focus attention on the slogan. The slogans that have collocative meaning are in the slogan "Love breaks all rulers" and "Micellair goes expert-our new makeup remover".

In 30 advertisements slogans of Beauty, Electronic, and Technology product, the researchers found 42 types of meaning based on Leech theory (1981). While, in Suryawinata (2003), the researchers categorized 17 types of meaning. The results showed that the highest type of meaning is connotative meaning with 31% data. It showed that the advertisement slogans often used other words to connote or symbolized something based on experience, culture, and society. The lowest percentage of data is thematic meaning with 5% data. Reflected meaning has 24% percentage data. It indicated that the advertiser wants to deliver a new sense of words although in the same expression. Then, social meaning is 10% percentage data and 17% percentage data for affective meaning. While the same percentage data of 7% for conceptual meaning and collocative meaning. The total data showed the types of meaning from the largest to the smallest are connotative meaning, reflected meaning, affective meaning, social meaning, conceptual meaning, collocative meaning, and thematic meaning. From 42 types of meaning, the researchers found 18 types of meaning in Electronic and Technology product. Connotative meaning is the dominant type of meaning with 44% percentage data. The second type is reflected meaning with 33%. While 11% percentage data for affective meaning. Social meaning and conceptual meaning has the same data with 6% percentage data. In Beauty product, the researchers found 24 types of meaning where connotative meaning and Reflected meaning become the most types of meaning with 21% percentage data. The next type of meaning is reflected meaning with 17% percentage data. The same 13% percentage data for affective meaning and collocative meaning. The lowest types of meaning are conceptual meaning and thematic meaning with 8%. These results have similarity findings with the previous study from (Irfan, 2017). The dominant type of meaning that appears in *Samsung* advertisement slogans is connotative meaning. Another result also has the same as previous study from (Kurniawan, 2017). In Maher Zein selected songs, connotative meaning becomes the dominant type of meaning. It is caused because the association of meaning with other things in connotative type gives different sense. Furthermore, thematic meaning becomes the lowest types of meaning since the low target of the consumer cannot be got effectively.

Conceptual meaning or lexical meaning delivers the slogans to emphasize the aim of the product. As the highest type of meaning, connotative meaning symbolize something behind the real meaning. The sentence in social meaning or socio-cultural meaning has the function to deliver language style in order to make the slogans more pleasing and interesting. Then, reflected meaning or situational meaning is elaborated the new sense of the word in the same expression. The sense of meaning is created by depending on the situation of where and when the slogans are used; so that it increases new senses to the phenomenon. It gives an impact for the listener's response toward the advertisement. The association of word with another word in collocative or textual meaning is used to convey different meaning and own sense to the slogan. Next, thematic meaning aims to take consumer's attention to the advertisement. Based on the elaboration above, the results of this research are line with Leech theory. The explanation of types of meaning are supported

by theory. The use of types of meaning in advertisement is useful for the consumer to catch and understand more about the meaning of the slogan.

CONCLUSION

Based on the findings and discussion of this research, the researchers conclude that types of meaning determines successful communication between the readers and the advertisers. Leech (1981) elaborated seven types of meaning that are: (1) Conceptual meaning is the real meaning of the word that found in the dictionary, (2) Connotative meaning is the connotation of real word based on culture, history, and the experience of the speaker, (3) Social meaning is the meaning that delivers the language style in social culture, (4) Affective meaning is the meaning that is communicated with the feeling or attitudes of the speaker, (5) Reflected meaning is the meaning of sense that is affected by another sense in the same expression (6) Collocative meaning is the correlation between word and another word to make good sentences, and (7) Thematic meaning is written based on grammatical order and thematic structure. Therefore, based on Suryawinata (2003) to clarify the meaning that has the same meaning with Leech (1981) such as (1) Conceptual meaning or lexical meaning, (2) Thematic meaning or grammatical meaning, (3) Collocative meaning or textual meaning, (4) Reflected meaning or situational meaning, and (5) Social meaning or socio-cultural meaning. In 30 advertisement slogans, the researchers elaborated 42 types of meaning. This research resulted 18 types of meaning that were written in Electronic and Technology product that are Conceptual meaning (1), Connotative meaning (8), Social meaning (1), Affective meaning (2), and Reflected meaning (6). Connotative meaning was the dominant type of meaning appeared in this product. While, the researchers found 24 types of meaning that were published in Beauty advertisement that are Conceptual meaning (2), Connotative meaning (5), Social meaning (3), Affective meaning (5), and Reflected meaning (4), Collocative meaning (3), and Thematic meaning (2). The most type of meaning was connotative meaning and effective meaning. The types of meaning create the unique advertisement slogans. Successful communication can be achieved if the consumer knows the meaning of slogan and the advertiser uses the best types of meaning in writing the slogans. The researchers also present several suggestions. The first, the researchers expect that the results of this study can enrich knowledge about types of meaning in semantics theory. Secondly, the suggestion addressed to the advertiser for using types of meaning in writing slogans to make the slogan more expressive and attentive. Lastly, the researchers expects that the results of this study can be an inspiration for the next researchers to explore and learn semantics theory especially on the types of meaning subject.

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University Students' Perception on TOEFL as a Graduation Requirement: A Case in UIN Syarif Hidayatullah Jakarta

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ABSTRACT

This survey study aims to reveal the students' perceptions towards Test of English as a Foreign Language (TOEFL) is one of graduation requirement policy in Syarif Hidayatullah State Islamic University, Jakarta. This study also investigates what challenges and gains the students get from taking the test. Forty students from different major and status (graduated and not graduated yet) in Syarif Hidayatullah State Islamic University, Jakarta, were chosen as the participants. The data was gathered through questionnaires and interviews. There are seventeen questionnaire items regarding students' perception of the policy were given to the participants. Moreover, the interview was also conducted to support the result of the data collected by asking some of the participants' opinion related to the implementation of the policy of TOEFL as one of the graduation requirements. The research findings showed that nearly all participants supported the policy of TOEFL as a graduation requirement. It indicated that most of the participants considered TOEFL as an essential requirement for graduation as this policy allowed them to enhance their English proficiency and motivate them to learn English. Furthermore, from the findings, it can also be seen that the challenges and gains encountered by the students are varied.

Keywords: TOEFL, Perception, Graduation Requirement.

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INTRODUCTION

The Test of English as a Foreign Language (TOEFL) is one of the standardized tests which is widely used by many institutions in EFL countries to measure students' English proficiency. Warfield et al., (2013) argue that TOEFL is sometimes used as an indicator of students' academic success and how well their performance is, during their study in the university. In Indonesia, TOEFL is used by most universities as a tool to measure students' English proficiency level and also as one of the graduation requirements. Every university has its own requirements which need to be fulfilled by the students before they finish their study.

In Syarif Hidayatullah State Islamic University, TOEFL is used as one of the requirements for graduation. The university has set a minimum score for undergraduate-level of English Department as 500. Meanwhile, for non-English major, the minimum score is 450. The use of TOEFL score result as one of the graduation requirements is seen by students in both positive and negative ways. Some students considered that TOEFL might improve their English proficiency as stated by Murray (2016). Moreover, Murray stated that the students who possess good English proficiency would get a better opportunity in job hunting, promotion, get higher salaries, and school admission.

Meanwhile, despite its benefits, some students still have a negative perception towards TOEFL as it delays their graduation when they are unable to pass the minimum score set by the faculty. In her study, Mahmud (2014) stated some reasons from her participants as they did not pass the test, such as had no necessary skills in English, lack of TOEFL practice, lack of motivation for studying English, et cetera.

There are numerous related studies which have been conducted by many researchers to the students' perception of TOEFL. Bhakti and Marwanto (2013) investigated 178 "Diploma-IV" Accounting Study Program students of Samarinda State Polytechnic to see their perspective on the effectiveness of Polytechnic measures designed to enhance performance on Test of English as a Foreign language (TOEFL) – including a standard passing grade of TOEFL and how TOEFL influenced students learning. The study revealed that the participants gave more positive opinions than negative opinion regarding the effectiveness of TOEFL as a graduation requirement.

Susanti (2014) also concerned with the students' attitude with the influence of PBT on their learning and how the lecturers felt about the "washback or back-wash" towards their teaching. The findings revealed that, firstly, the majority of English Department students and lecturers agreed that the use of TOEFL gives positive wash-back effect to foster the English graduates quality. Secondly, there are lots of the students and lecturers felt that the materials provided during the three subjects help with the real PBT and have increased the average scores of English Department students in general.

Moreover, there is also a study conducted by Aziz (2016), which aims to reveal students' perspective on the requirements of having a minimum score in TOEFL to graduate in higher education. The study investigated that the students' perspective were classified into threefold, that is positive, negative, and neutral. The positive one is related to the advantages of TOEFL. Meanwhile, the negative one is related to academic reasons as it delays their graduation.

All of those studies have argued and revealed students' perception on TOEFL as a graduation requirement. Meanwhile, there are some gaps in this study with the previous studies. First, this study only concerned on students' perception of TOEFL as a graduation requirement, while one of the previous studies concerned on the perception of the students and figure out the attitude of the lecturers as well. The next distinction is that, in this study, the writers conducted a survey study and collected the data by utilizing questionnaires and short interview by meeting the respondents face to face, while in the previous studies, the researchers conducted the interview through telephone which means that the researcher did not meet the participants directly.

Based on the problems related to the students' perception of TOEFL as a graduation requirement, and in an attempt to get a deeper understanding of such issues, a survey study is conducted by the researchers. Therefore, the research questions of this study as follows:

1. Do university students consider TOEFL as an essential requirement for graduation?
2. What are the challenges experienced by students in having TOEFL as a graduation requirement?
3. What are the gains that the students achieved in having TOEFL as a graduation requirement?

LITERATURE REVIEW

The Concept of Language Test

McNamara in Lemmetti (2015) describes testing in social life as a universal feature. They argued that tests have particular purposes, such as to establish identity. This has become an accepted part of many fields. Test also is interpreted as a tool of measuring someone's ability, knowledge, and performance (Fauziati et al., 2014). In language field, test is used to measure someone's abilities or competencies. In language test, learners need to know what is to be tested in the field. According to Glenn (2014), a language test is a procedure which provides language ability on tasks designed to prove someone's ability to use the language. Language admission tests, particularly English language tests for admission, the tests are intended to predict the test-takers' academic success in studying English (Ma & Cheng, 2015).

Meanwhile Annamaria (2017) defines language test as assessments which responsible socially toward learners' real-world language abilities. Hughes in Tanihardjo (2016) also added that in academic field, test is one of the main tools to obtain information and to know how well and how successful the students are in achieving the course objectives. The test can result in the form of score, or grade which can be valuable information to diagnose the students' strengths and weaknesses in the courses.

The most important reason learners should be tested is to find out how well learners have mastered the language areas and skills which they have just been taught. The use of language test can be different and it depends on the purpose when giving a test to the learners. McNamara in Lemmetti (2015) divides two terms of test purposes; Achievement and Proficiency. Achievement test, in general, is a formal test which is given to the students at the end of courses or at the end of the school year. Meanwhile, the Proficiency test is usually to measure how suitable the candidates will be performing following a specific course. The proficiency test covers the four language skills which are listening, speaking, reading, writing, and also a language component, which is grammar (Mahmud, 2014). In this way, a proficiency test looks forward to the actual ways in which candidates will use English in the future. Daller & Phelan (2013) states that language proficiency might be a key factor in their academic success and the proficiency test can measure how much a person knows or has learned a language. This test is intended to check the learners' language competence. People employ this test to try to be admitted to particular foreign

universities, to apply for certain get jobs, or obtain certain certificates. The most popular tests over the world are TOEFL and IELTS.

TOEFL as Proficiency Test

According to Harris and Hughes in Susanti (2014) there are several types of test based on its purpose. They are the proficiency test, achievement test, diagnostic test, and placement test. The designation of proficiency test is to measure the certain language ability that the test takers are learning. This test has some specifications that the test takers need to perform in order to be admitted 'proficient' or to be considered as having sufficient skills of the target language. There are many kinds of a proficiency test in this world but one of the most popular is the TOEFL. TOEFL stands for "Test of English as a Foreign Language." Many experts have defined what TOEFL is. These experts have their own ways, words and also sentences to convey and express what TOEFL is. Despite the different ways, words and also sentences, these experts have come to one meaning to express the definition of TOEFL which is a standardized test designed to measure the English language capabilities of non-native English speakers. TOEFL has become one of the standardized tests which are administered, scored, and interpreted in a certain way (NCTE, 2014). As the purpose of language is to communicate, for non-native speakers, the TOEFL test is used to measures their ability to communicate in English, especially in academic setting. The TOEFL test is considered accurate to find out how well the non-native students use their English language skills in their college environment or in the classroom (ETS, 2016).

The TOEFL test is introduced by the National Council on the Testing English as a Foreign Language in 1963. Test of English as a Foreign Language (TOEFL) is a test that is already internationally recognized. TOEFL test has three types of tests. They are The Paper-Based Test (PBT), The Computer-Based Test (CBT), and The Internet-Based Test (IBT).

The Paper-Based-Test (PBT) is a pencil-paper-used test. This type of TOEFL test is the first type and is still considered a traditional examination. Lots of Colleges or other institutions use PBT TOEFL test to test their students. Therefore, the score is not internationally valid. The score is only admitted or accepted in the colleges or institutions where the examinees took the test. Most of the PBT TOEFL test-takers are the students who are going take their thesis final examinations.

In most cases, the scores that they have to achieve are different based on their department policy. In Paper-Based TOEFL, the test consists of three time-separated sections which are listening comprehension, structure and written expression, and reading comprehension with multiple-choice questions. In an international journal Vu & Vu, (2013) revealed that the test takers only took this PBT TOEFL test until the Computer-Based-Test (CBT) was brought and introduced in 1998. These days, this PBT TOEFL test is only used in some countries where the Computer-Based-Test (CBT) and Internet-Based-Test (IBT) are not available and employed yet.

The next type is the IBT TOEFL. In the study conducted by Nikolaieva (2016), it is clear enough that IBT TOEFL is the most popular type of TOEFL all over the world, particularly in non-English speaking countries. This IBT TOEFL test has been employed

since 1964. Internet-Based Test (IBT) is also the newest type of TOEFL. Even though PBT and CBT TOEFL are still employed in several countries, IBT TOEFL has replaced the position of others. USA, Canada, France, Germany, and Italy in 2005, are countries that have employed this test. Then, the IBT TOEFL was introduced to other countries in 2006 while CBT TOEFL is terminated in the same year (Sudarmono, 2013). IBT TOEFL test concerns on the test-takers' ability to communicate. IBT TOEFL test consists of four sections, which are reading, listening, speaking, and writing the test. The speaking section in this test type is designed to measure the test-takers' ability to communicate. In IBT TOEFL test there is no structure or grammatical section. However, although there is no grammatical section, it does not mean that the test-takers do not need to learn or master grammar since the mastery of structure also determines other sections. Without mastering grammar, it will not be easy for the test-takers to do the test well.

Another type is the Computer-Based Test (CBT). Computer-Based Test (CBT) was introduced in 1998. CBT TOEFL is almost similar to the Paper-Based Test (PBT). The difference lays in the use of computers in taking the exam. In CBT TOEFL tests, the test-takers are facilitated with headphones in listening section to enable them to listen well. The instructions to answer the questions are given in the beginning.

Moreover, the test-takers are able to see the computer to know how much time left to answer the rest questions. However, CBT also has the weakness that the test-takers cannot back to the passed questions since they use a computer. During the test, they cannot skip or pass the questions or even return to the previous questions. In general, CBT TOEFL test lasts for about four hours including the time to read the instructions. In CBT TOEFL, there are minimum and maximum scores. The minimum score that the test-takers have to reach is 173, while the maximum is 300 (Sudarmono, 2013). In addition, the score will be valid for two years. In taking CBT TOEFL test, test takers may not take the test more than once in a month. Hence, if they do not pass the exam, they have to wait for next test. Lots of people have to wait for the test again after two years in case they apply for the next two years' CBT-needed-programs. According to Sudarmono (2013), there are four sections in CBT TOEFL, which are listening, structure, reading comprehension, and writing.

In Indonesia, the TOEFL test is originally conducted by the English Language System (ELS), a specific institution for TOEFL test, known as Institutional TOEFL. Universities in Indonesia may also employ a test similar with TOEFL or we call it as TOEFL like or a TOEFL equivalent test, or also TOEFL prediction. These TOEFL like tests such can be administered by the center of language studies or by the language laboratory within the university. This TOEFL like tests are usually administered by the university and are used for internal usage to examine the students' English proficiency (Mahmud, 2014). As a comparison, O'Loughlin (2013) reveals that in Australian universities, English proficiency is mostly based on a single standardized test score. The test-types accepted at many Australian universities now include four standardized tests, The International English Language Testing System (IELTS), the Pearson Test of English - Academic (PTE-A), Cambridge English Advanced Exam (CAE), and Test of English as a Foreign Language internet-Based Test (TOEFL IBT). In the United States and Canada, TOEFL is a test designed to decide whether non-native English students have a good skill in English to

understand the courses at colleges or universities. Most of the American universities require international students for either undergraduate or graduate programs to take the TOEFL test. They do not have to take the exam only in the United States (USA), but they can perform the test in other countries as well as the result will be internationally accepted.

The Importance of TOEFL

The policy of having TOEFL as a graduation requirement is seen by many institutions and people as a good thing. Aziz (2016) defines the importance of TOEFL which is often used to determine a person's ability to speak English. The Test of English as a Foreign Language (TOEFL) is a major indicator of non-native speakers' English ability. It is used worldwide to measure the English language aptitude of students who apply to universities and colleges in countries where English is the language of instruction. Scores on the TOEFL are required by more than 4,400 universities and colleges around the world at the graduate and undergraduate levels. The TOEFL test is a necessary test for some non-English speaking countries (and in a larger context, Asian) university students wishing to study at a university in the United States, Canada, or any other country where English is the language of instruction. The results of the measurement typically used by many international universities to determine the extent to which new students can speak English and, therefore, to follow the material presented during the study. Further, Bhakti and Marwanto (2014) state that another importance of TOEFL is that TOEFL can be used as one of the requirements of job admission in the government institutions as well as in the government and private companies. It also can be used as one of school admission as well as the graduation requirements

TOEFL as Graduation Requirement

Many colleges and universities in Indonesia use the TOEFL test as one of requirement for entering or exit in the graduate program. In Syarif Hidayatullah State Islamic University, TOEFL is used as one of requirements for graduation. The university has set a minimum score for undergraduate-level of English Department as 500. Meanwhile, for non-English major the minimum score is 450. In University of Sriwijaya the range for minimum TOEFL score that students have to achieve is 375 to 500. In this case, Medical students are in 450. University of Airlangga and State University of Surabaya (Prima, 2016; Musahadah, 2015) also take a decision for students who are going to do thesis examination, have to pass in 425 (S1) and 375 (D3) TOEFL score. Technological Institute of Sepuluh November and University of Riau have the same rule as University of Sriwijaya that is 450 TOEFL score for exit requirement but it is belongs to all graduate programs. From this information, it can be concluded that the TOEFL test has been recognized all over the world. Therefore, colleges and universities in Indonesia also take a decision to place the TOEFL test as an indicator of people who are able to use and understand English.

RESEARCH METHOD

Forty students from different majors in Syarif Hidayatullah State Islamic University Jakarta were chosen as the participants of this study. The students were chosen as the participants because the university used TOEFL as one of the graduation requirements. Furthermore, the participants were not only the students who have not completed their

study, but also the students who have already completed their study at the university. It is expected that there will be various perceptions about this policy which come from various majors and different status of the students.

The instruments used in this study included a questionnaire and interview which were modified from Hsieh (2017) and Bhakti (2013). The questionnaire was developed to obtain information about the students' perception of TOEFL as a graduation requirement. The items of the questionnaires were divided into several categories in order to know whether the participants have a positive or a negative perception towards TOEFL as a graduation requirement. The questionnaire employed 4-point Likert scale (from 1=strongly disagree to 4= strongly agree) in order to obtain students' perception. 17 questionnaire items were shared to the participants through WhatsApp in a link form.

Another instrument to collect the data is the interview. The interview is used in order to get more useful information and to avoid misleading answers from the questionnaire. The interview was carried out face to face in the form of open-ended questions, in order to give chance to the participants to answer a question with a statement. 10 students were interviewed and the data collected from interview were analyzed narratively. The writers gathered the data or answers from the participants, analyzed each answer, and look for insights and meanings. Each answer was compared and contrasted to look for interpretations to elicit meanings.

FINDINGS AND DISCUSSION

As mentioned in the previous section that this study employed two instruments to gather data; questionnaire and interview. The data collected from questionnaire and interview were analyzed. Therefore, this chapter has three main points describing the analyzed data. The first point is related to students' perception of TOEFL as graduation requirement, in both positive and negative, whether they consider TOEFL as an important requirement for graduation. The second point is related to the challenges experienced by students in having TOEFL as a graduation requirement, and the last point described the gains that the students achieved in having TOEFL as a graduation requirement.

Students' Perception of TOEFL as a Graduation Requirement

In order to get general understanding related to the policy of TOEFL as one of the graduation requirements, forty students from different major and status (graduated and not graduated yet) were asked to fill out the questionnaire which employed 4 points Likert scale (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree). The general perception of the students can be seen from the results of the questionnaire as described in Appendix 3. The data showed that the majority of students (85%) agreed that TOEFL should be used as one of graduation requirement where 65% students chose "agree" and the other 20% chose "strongly agree". Furthermore, most of them (95%) agreed that the policy of using TOEFL as one of graduation requirements gives many benefits. Many students (70%) seemed to feel more motivated to learn English in order to pass the test and get high score. Besides increasing their motivation, the policy of using TOEFL as one of graduation requirements is also seen as a way to measure and enhance English

proficiency of the students. This policy is believed to be able to enhance students' English proficiency and motivates them to learn English as well (Bhakti, 2013).

However, despite its benefits, 50% of them are still considering that TOEFL is a hard test even for English-major students. The students argued that since they did not have knowledge related to some topics in the reading section, both English major and non-English major students stated that it was difficult for them to answer some questions. Another difficulty they encountered is also in the listening section where half of the students got confused about what the speakers were saying, especially when they didn't focus or lost their concentration. Also in addition, non-English major students stated that since they do not really learn English which means that they only learn it in only one semester, English and TOEFL test is hard for them. Some of them also stated that they had to take TOEFL test more than three times to get passed.

From the interview result, it was revealed that some participants felt TOEFL is a hard test. Although they are English-major students, they were still arguing that there is a part that even English major students might have no idea about. It is probably due to the unfamiliarity to the topic of the reading. Some of the students from non-English major also argued that TOEFL also could burden them since they have a less course, less exposure, and less knowledge than English-major students.

Meanwhile, related to the minimum score in passing TOEFL, 60% of students disagreed that the minimum score set by the faculty is too high. Based on the interview result, it can be seen that some participants have no objections against the minimum score in passing TOEFL as set by the faculty. The minimum score set by the faculty is seen as a good policy by the students. Most of the students agreed that the score is appropriate and not too high to be achieved.

"Nowadays, I think we have to be competitive if we want to be accepted to the world. And I think, one of the requirements is to master English as English is an international language which is used and learned by people all over the world. So, for me, the minimum score of TOEFL in our university is not very high and I think it won't be too hard for the students to pass it if they have prepared themselves well before taking the test." (Interview)

From the interview, some of the participants argued that the policy actually encourages the students to learn English because of some reasons, such as TOEFL is able to make students become a competitive person and it also enables the students to know their ability. Moreover, this policy may help students to know their current English proficiency so they can take corrective measures for the future (Aziz, 2016). Furthermore, it can be concluded that most of students considered TOEFL as an important requirement for graduation as it gives many benefits. Through this test, the students will be able to measure and enhance their English proficiency. For the students who want to either pass the test or get high score, this policy will surely motivate them to learn English more so that they will be able to achieve their goal.

Challenges Experienced by Students in Having TOEFL as a Graduation Requirement

Most of the students found some difficulties in answering the TOEFL and therefore failed the tests. Some of them had to repeat the tests for many times but failed (Mahmud,

2014). There are many challenges that the students might have faced when they were taking TOEFL tests. According to the survey that had been conducted by the researchers, the challenges were related to listening comprehension, structure, and reading comprehension.

Based on the survey that the researchers had conducted, it was found that most of students faced challenges in listening because of the bad quality of the sound system (70%), and the accent of the speaker which is hard to understand (60%). Moreover, some of them (60%) also considered that the implied meaning in this section was difficult to understand. Meanwhile, students' challenges in structure section were related to lack of vocabulary (75%), and lack of grammar understanding (85%). However, the challenges in reading comprehension were related to lack of idiom knowing (75%) and not too familiar with the topic (85%).

The challenges in listening comprehension were not merely related to vocabulary. In short dialogues part of listening comprehension, there are also other problems experienced by the students, such as sound and word confusion, time, quantity, and comparison. Some students also stated that understanding the implied meaning in the dialogue that was being said by the speakers was quite hard and challenging, as they sometimes failed to comprehend what the speakers were talking about. As a result, they were not able to answer the questions correctly.

"For me, it is quite hard, the listening section. I sometimes couldn't understand what the speakers are saying. Understanding the real meaning of the speakers is hard. If I was not focused, I won't be able to understand what the speakers intended to say. It is important to understand the implied meaning that the speakers wanted to say, but it is not easy." (Interview)

"Listening section is not so hard for me, as I have much knowledge about English, and I get many exposures to English. But, the score of my listening section was not that high. The problem was not related to the knowledge, but it was because the quality of the sound system when I was taking the test was really bad. I couldn't hear the voice of the speakers clearly as the sound system in the room was bad." (Interview)

Some of the students especially the students from non-English major stated in the interview session that the part 2 of the test, which is structure section, is also difficult as they have low capabilities in understanding English grammar. They considered that the options were confusing as they did not have enough knowledge related to English grammar. Few students said that they did not really like learning English so they never tried to learn English grammar. As a result, they had difficulties when they were taking the test, especially in the structure section. Mahmud (2014) stated that many students were still facing some problems and challenges in this section due to lack of grammar understanding. It is stated that the issues existed since, in the TOEFL materials, the students were expected to know more about more complicated issues such as subject and verb agreements, parallel structures, etc. Thus, it is not enough for the students to only remember the fundamental level of grammar, such as subject pronoun, object pronoun, verb forms, etc.

According to the data (in appendix 3), the percentage of questionnaire results related to students' challenges in reading section is quite high. The data showed that many students were still facing some difficulties in reading section. Besides the lack of idiom knowing and

being not too familiar with the topic, the most critical problems were actually in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. These problems make students unable to guess the meaning and to understand a text (Samad, 2017). Besides those problems, lacking strategies, such as the ability to do scanning and skimming, leads to significant issues in comprehending reading text as stated by Nezami in Samad (2017).

Although there might be other challenges that the students might have faced during TOEFL, the main weaknesses so far, of the students in listening comprehension, structure, and reading comprehension are not only caused by their poor vocabulary and structures but also the failure to understand relation between tenses, sentences, as well as between paragraphs and longer discourses (Kasim, 2016). Moreover, there are also other problems which are not related to the students' knowledge, but related to, such as the quality of the sound system which is not supporting.

Gains that the Students Achieved in Having TOEFL as Graduation Requirement

All of the participants had the same opinion that TOEFL could benefit students in many ways. The participants said that TOEFL helped them in measuring ability, becoming a competitive person, and fulfilling the requirement to conduct thesis examination. Previous studies conducted by some researches such as Yu(2012), Doe & Fox(2011), and Ma&Cheng(2015), actually support this finding. In these studies, students who were doing preparation for taking test such as TOEFL had their motivation increased as they expected to meet their certain expectations for taking the test. TOEFL can assist people especially students for overseas education. There is much flexibility in performing a TOEFL test because the students will be offered practice tools and feedback and more alternatives to study abroad than any other English-language test in the world. The result of the studies even showed that the participants desire to learn English skills increased, and as they prepared a lot for taking the TOEFL test, they can learn how to reduce anxiety.

"I think when we talk about TOEFL, we talk about English proficiency. TOEFL is one of the measurements and if you've already passed the measurement like TOEFL it means that you've already been at a certain level of English mastery." (Interview)

"I think when we take a TOEFL test and we have known our TOEFL score, we would be able know our ability. So, if we think that we are still lacking, we can prepare ourselves more to improve our ability or our English proficiency."(Interview)

"For me, the test, English proficiency is about challenging our own limit and our own ability." (Interview)

"Although I am not that good in English, I felt like TOEFL is an important test that we as university students need to take. From taking this test, everybody will know his or her ability in English. For students who are still lacking, they will be more motivated to learn English in order to improve their ability and also to pass the test. I myself, feel motivated to learn English since I was still lacking. And now, I am feeling like my English ability has improved". (Interview)

Indeed, what actually benefits the students is English mastery, whereas TOEFL is an English proficiency test that measures and proves their ability. TOEFL helped them to measure their ability of English so that the students knew what grade they could achieve representing their ability. Further, TOEFL test completely has academic English skills

which make it necessary to demonstrate the English language skills which were learned in classroom level, both for English major students or non-English major students. In TOEFL test, test-takers will be asked to read a passage, listen to the lecture, and provide response also from reading and writing. All these reflect the classroom environment which tests students' academic skills. To add more, other participants also argued that TOEFL enables them various amenities such as listening to lectures, view films, read textbooks, speaks with other students in target language, write academic papers, reports, or emails, and more. In preparing to take the TOEFL test they eventually got used to doing the things above. Therefore, the TOEFL test seemed like a challenge for them. This test (TOEFL) can motivate students to learn English more in order to improve their ability and their English proficiency (Ermawan, 2013). By taking the test, the students could know their grade, and if they were still lacking, they would be able to try to improve it.

CONCLUSION

This article has discussed the perception of university students related to the policy of TOEFL as a graduation requirement. Based on the survey and interview which have been conducted by the researchers, it can be concluded that nearly all participants support the faculty policy where TOEFL is used as one of graduation requirement. Almost all of the participants even think that TOEFL gives many benefits to them. However, the fact that many participants still considered that TOEFL is difficult cannot be denied. From the data collected, it is found that many students still faced difficulties and challenges in taking the test. Challenges that the participants encountered related to listening and reading comprehension, lack of vocabulary and grammar mastery, and little knowledge of the topic discussed in the test.

However, despite the challenges and difficulties they encountered, this policy had a good impact on every student. Most of the students stated that they were encouraged to learn English in order to pass the test. Moreover, TOEFL also enables them to become competitive person and they are also able to know their ability by taking the test. Indeed, there were also some students argued that the requirement was supposed to be for English students only because they thought TOEFL is hard. Above all, TOEFL is not just about a requirement that has to be passed. Behind this policy, there is a purpose that the university means to the students. The purpose is certainly encouragement for students in order to make them learn English more and improve their English proficiency.

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***Magnet Summary Strategy* in Descriptive Writing: The Case of Madrasah Students in South Sumatera**

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ABSTRACT

The purpose of this study were to find out whether or not (1) there was a significant improvement on students' descriptive writing achievement taught by using Magnet Summary Strategy before and after the treatment and (2) there was a significant difference on students' descriptive writing achievement between the students who were taught by using Magnet Summary Strategy and those who were not. The sample were 68 students taken from 139 of the population. A quasi- experimental method was used in this study. Writing test was used to collect the data. Based on the result of the data analysis by using paired sample t-test, the p-output was 0.000 and the t-value was 11.347. It can be stated that there was a significant improvement on students' descriptive writing between those who were taught by using Magnet Summary strategy and those who were not before and after treatment. Based on the result of independent t-test, the p-output was 0.000 and the t-value was 5.994. It could be stated that there was a significant difference on students' descriptive writing achievement between those who are taught by using Magnet Summary strategy and those who are not. It could be assumed that Magnet Summary strategy could be used as an alternative strategy in teaching descriptive writing.

Keywords: magnet summary strategy, teaching descriptive writing

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INTRODUCTION

Language is practically defined as a characteristic of the human being. It has an important role for human life because through language people can express their ideas, emotion and desires. According to Brown (2000), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.

As one of the international languages, English has been considered as the actual universal language without any doubts. Abrar et al., (2018) stated that English was used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. Khadafi (2017) adds that English is one of language that used for communication all over the world, therefore, English has become a global language. Furthermore, Arif (2017) states that English is called world language or international language. English become important since the world got into globalization

era, where people use English in business, education, healthy, science, and technology. According to Crystal (2003), English is as a global language which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people. Siska (2016) states that creating a real life situation in English Language teaching has become a fashion in recent years. Jamin (2017) argues that character education is a conscious and planned effort to create an atmosphere and process of empowering the potential and culture of learners in order to build unique personal and group characters as citizens. According to Richards and Renandya (2002), English in different parts of the world where it is not a native language may have the status of either a “second” or a “foreign” language. In the former case, it is a language that it is widely used in society, and learners need to acquire English in order to survive in society.

In learning English, there are four basic skills that must be mastered. They are listening, speaking, reading and writing. Silfia (2016) stated that as one of four language skills, reading has occupied a place in English syllabus. Even so, arguments are sometimes put forward for not teaching students to read because it is felt that a command of the speaking and of writing is more important since these two skills are examined nationally. According to Zhang (2013), there are generally four basic skills involved in the language learning process. They are listening, reading, writing and speaking. Listening and reading are the processes of receiving, whereas, writing and speaking are processes of production, or put it another way, output.

Among those skills, writing is the most difficult skill. Richard and Renandya (2002) states that writing is the most difficult skill for learners to master. It is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. It is often perceived as the most difficult language skill because it requires a higher level of productive language control than the other skills. According to Harmer, as one of the four skills, writing has always formed part of syllabus in the teaching English. Problems in schools today largely center on the management of the classroom and school to improve students’ achievement (Muazzomi, Sofwan, & Muslim, 2017). Wahyuni, Dien and Ekawati (2016) argue that the students face some difficulties in writing because they are not accustomed to writing activity. In addition, Ghazali, Rabi, Wahab and Rohaizad (2017) states that in order to achieve this, all teachers and educators have to do is to prepare the country with an education system, infrastructure, teaching strategies and assessment system which could meet the present and future demands.

Based on the current School-Based Curriculum, writing is one of the language skills that must be taught at junior high school/Islamic junior high school (SMP/MTS). The teaching of writing aims to enable students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure and report. In addition, based on the Standard Competence - *Standar Kompetensi* (SK) and Basic Competence- *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact in the form of text types, usually know as genres, which are closely related to the purpose of each type. Descriptive writing is one of the text types that are taught at the eighth grade.

Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. According to Kaplan (2008), descriptive text refers to real person, places, and things within actual word. Besides, the descriptive text is not only a text learned at school but also the one found in the daily life: describing things and describing people. Students can find descriptive text in promotion, advertisement, and the brochure of university profile. They can also find the description of people in a poster of a music concert and in a seminar. Those are examples of the authentic texts of descriptive texts that we can find in the daily life. It is helpful for the students in learning descriptive writing.

In writing descriptive text, many students still find it difficult to make a good writing. Based on the informal interview with the students and teacher of English at one private madrasah in Palembang, South Sumatera, the reasons that the students could not make a good writing were caused by difficulties in generating their ideas, lack of grammar, and so on. Many students thought that writing was a boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write correctly. Those made the students have no motivation during teaching and learning process. Moreover, what the teacher stated in the interview about the students' difficulties was true.

Considering the difficulties faced by these students, the teachers should apply some strategies that are effective to solve the problems. Teachers should be able to encourage the students to express their ideas into good writing, stimulate and guide them to make good writing by providing some vocabulary that relates to the content. It can be done by introducing some topics.

Magnet Summary strategy is the appropriate strategy to overcome the problem above. According to Urquhart and McIver (2005), magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information. Summary as a part of writing activity should be focused on. Kamil, Suhaimi, Hartono, and Vintoni (2017) state that memory strategy involves simple tasks such as storing and retrieving new information while cognitive process. In addition, Moss (2010) stated that magnet summary helps students to represent how the ideas in the text are related and connected. It helps students collect some important vocabularies to be crystallized and arranged into a sentence or two that incorporate all of the relevant information. It is also a strategy which teaches the students about how to make a good writing by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words based on their grade level. Buehl (2014) states that magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words.

In addition, Moss (2010) stated that magnet summary strategy is appropriate for students from elementary age through high school and can be successfully used with materials in all content areas. In addition, it is appropriate for the eighth-grade students because one of the indicators in their course grid is that the students are able to write a descriptive text correctly. This strategy requires students to identify the key term of

concepts magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph. This study is supported by Hudaya (2015) who found that the use of magnet summary strategy is effective in teaching writing summary. Therefore, teacher can use magnet summary as an alternative strategy in teaching writing summary. Sakdiyah (2014) showed that there was a significant effect of using magnet summaries strategy toward ability in writing report paragraph of the second-grade students at Senior High School Budi Dharma Dumai. In conclusion, the use of magnet summaries could help students improve their writing skill.

Based on the explanation above, we were interested in finding out a significant improvement on Madrasah students' descriptive writing achievement taught by using Magnet Summary Strategy at one private Madrasah in Palembang, South Sumatera before and after the treatment and to know the significant difference on students' descriptive writing achievement between the students who were taught by using Magnet Summary Strategy and those who were not.

LITERATURE REVIEW

The concept of teaching

According to Brown (2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Fajrina (2017) states that teaching means to help and cause someone to know something or to do something. In addition, according to Moore (2005), teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. Thus, teaching is how the teacher gives someone knowledge or trains someone to instruct. Teaching also gives some information of a subject matter to the students in the classroom.

Language teaching material are very essential. Richard argues that materials are the key components in most language programs (as cited in Erlina, Marzulina, Pitaloka, Astrid, fikriansyah, & Mukmin, 2018, p. 111). It can be defined as giving instruction, knowledge skill to somebody or making somebody understand or being able to do something. Then, teaching English is how the teacher transfers the language to the students in the classroom. The objective of teaching English as a foreign language is to make the students who do not understand the English language understand it.

The concept of writing

Nunan stated that writing is probably the most difficult thing there is to do in language (as cited in Holandiyah, 2006, p. 48). According to Mora-Flores (2009), writing is a process of transferring our thinking, our ideas, and our experiences into written form. It is not only the combination of letter which relates to the sounds when people speak, but writing is more than production of these graphic symbols. According to Harmer, writing has mechanical components like other skills (as cited in Astrid, 2015, p. 9).

According to Purwati (2017), writing is different with other basic skills in English. Heryanti, Sucipto, and Makmur (2017) says that writing skills could be defined as the ability of someone, in this case a writer skill to produce a piece of discourse, which composes correctness of form accuracy of style and unity of theme and topic. The process of writing is complex in which these processes should be followed from its first step until the final step of writing. In every step of writing, the writer should make an evaluation in order to produce good writing quality. It is because once the writer misses to evaluate one step which could be a mistake, than another step will be followed by another mistake connected to the previous step. Hedge (2000) states:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers” (p. 302).

While Harmer (2004) describes the process of writing into 4 parts.

- a) *Planning*, involves when planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.
- b) *Drafting*, involves the writers can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
- c) *Editing (reflecting and revising)*, reflecting and revising are often helped by other readers (or editors) who comments and make suggestions. Another reader’s reaction to piece of writing will help the author to make appropriate revisions.
- d) *Final version*, involves once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

In order to compose texts that are both accurate and effective, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

The concept of teaching writing

Teaching writing is an activity to transfer teacher's knowledge to the student to write effectively. Harmer (2001) states that teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know some of writing's special conventions (punctuation, paragraph, construction, etc.) just as they need to know how to pronounce spoken English appropriately. In all subjects and at all stages of learning, students need to understand the purposes and contexts of their writing. This enables them to compose written texts effectively which involves the ability to structure texts and to use language well.

Therefore, teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding require students need to learn about writing and learn through writing.

The concept of descriptive writing

Descriptive text is a text describing a particular person, places, or things. According to Kaplan (2008), descriptive texts refers to real person, places, and things within actual word. Similarly, Holandiyah (2012) states that descriptive text is a text used to describe particular person, places, or thing which describes the objects, people, places specially. Iskandar (2017) says that descriptive text is a text which describes a specific person, place, thing, or any subject. Kistono et al., (2006) state that descriptions are almost the same as report text. However, they are different in which a descriptive text focuses on a specific thing, and its specific features and report usually deal with things in general. It means that descriptive text is not similar to report text because a descriptive text concentrates on specific thing and its specific features, otherwise report text focused on things in general.

Descriptive text consists of three main points. Zaidah (2006) states that a description consists of: first, identification; this part introduces the person or thing described. Second, description; this part gives the details of the person or thing described. It may describe parts, qualities, and characteristics. the last, conclusion; optional statement to sum up main ideas.

There are some language features in descriptive text. According to Kristono et al., (2006), generic features of descriptions are first, the use of simple present tense, second, the frequent use of epithets and classifiers in nominal group. next, use of "be": is, are, was, for the identification and showing qualities. use of verb "have": have, has, had, to give detailed description of the object's features, then the use of action verbs related to the topic, especially when describing behaviors or personalities (for person). The last, the use of adjectives in describing things especially the qualities.

Based on the explanation above, it can be concluded that descriptive text is used to describe a particular person, place and thing within actual word. Descriptive texts are almost similar to report text because descriptive text focuses on specific things and its specific features meanwhile report text focuses on things in general. In other world, descriptive text consists of identification, description, and conclusion which has some generic features of description.

The concept of magnet summary strategy

According to Moss (2010), magnet summary helps students to represent how the ideas in the text are related and connected. Urquhart and McIver (2005) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

Based on Sejnost (2010), magnet summary strategy helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. In summary, magnet summary is a strategy that helps students condense and crystallize what they have read. It also helps students to comprehend the text selection easily.

The advantages of magnet summary strategy

Buehl (2014) shows that some advantages of magnet summaries strategy as follows:

1. students learn to prioritize what they need to remember, and develop facility in separating main ideas from supporting details.
2. students flesh out their understandings of key vocabulary and ideas.
3. students gain practice in reducing text to their most essential elements, allowing them to reflect on their personal understandings of what a text means.

Teaching procedure by using magnet summary strategy

There are some steps in applying magnet summary strategy. According to Urquhart and McIver (2005), magnet summary consists of some steps. They are as follows.

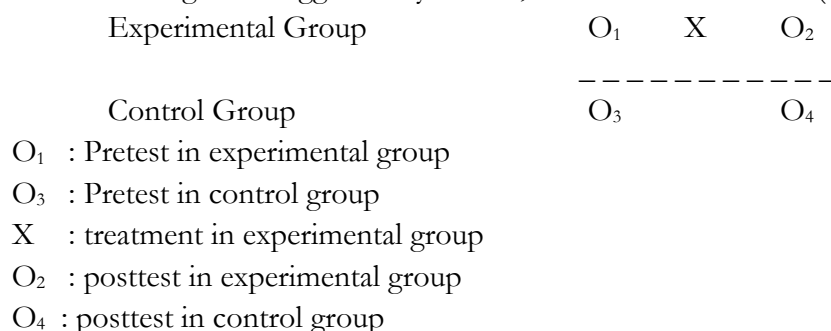
1. Begin by explaining how magnets attract metal object. Explain that magnet words will do the same thing. Model the concept by selecting a sample word and identifying key words or phrases that the sample word might attract. Teacher may want to consider repeating this model using a text selection.
2. Determine the text the teacher wants the students to read as they complete this exercise independently or with a partner.
3. Determine magnet words as the students become more familiar with this strategy and consider having them select their own magnet words.
4. Distribute index card to students and ask them to write the magnet words in the center.
5. Ask students to read the text and write key words or phrases on the appropriate card.
6. Show the students how they can combine the information on each card to write a summary sentence or two on the back of the card.

RESEARCH METHOD

Research design

In this study, a quasi experimental design was used, namely pretest - posttest non-equivalent group design. There are two groups, experimental and control groups which both were given the pretest and posttest. The treatment by using Magnet Summary Strategy was given to the experimental group, but the control group was not

The figure is suggested by Cohen, Manion and Morrison (2007) as follows:



The experimental group was taught by using magnet summary strategy. Meanwhile, the control group was taught by using teacher strategy.

Research site, sampling, and participants

The population of this study was four classes of the eight grade of madrasah students in Palembang, South Sumatera. The sampling technique used in this study was purposeful technique sampling. Two classes were selected from the population as the sample because they had the same number of students.

Data collection

In this study, test was used to collect the data. The test was conducted twice as pre-test and post-test in control and experimental group. According to Brown (2004), test is a method of measuring a person's ability, knowledge, or performance in a given domain. In collecting the data, the writing instrument test in the form of composition is used. The test is taken from Junior High School book for the eighth grade by Zaidah (2006) entitled "Practice Your English Competence". The test was about writing an essay with the topic which was relevant with the students' materials, for example the topic about my father, my village, my cat, my house and my English teacher. The purpose of the test was to know the result in teaching writing by using magnet summary strategy. The same test was used twice, as pretest and posttest. The test items in the pretest were the same as those of posttest because the purpose of giving them was to know the progress of students' writing score before and after the treatment.

The pretest was the test given before giving some treatments. According to Creswell (2012), a pretest provides a measure on some attributes or characteristics that is assessed for participants in an experiment before they receive a treatment. The pretest was conducted to the sample: experimental and control groups. It measured the students' descriptive writing achievement before the treatment. The students got an instruction to write descriptive text by using their own words. The students chose one theme. The themes were My Father, My Village, My Cat and My house or My English Teacher. The text had to consist of generic structure on descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 about minutes. The purpose of giving pretest to the students was to know the students' ability in learning writing before

implementing *Magnet Summary Strategy*. The result of students' work was checked and scored by three raters.

Posttest was given after conducting treatment to the experimental and the control group. According to Creswell (2012), a posttest is a measure on some attributes or characteristics that is assessed for participants in an experiment after the treatment. The treatment was given to the experimental group by using *Magnet Summary Strategy*. The type of posttest was the same as the pretest. The students got an instruction to write descriptive text by using their own words. The students had to choose one theme. They were My Father, My Village, My Cat and My house or My English Teacher. The text had to consist of generic structure of descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 minutes. The aim of giving posttest to the students was to measure students' descriptive achievement in descriptive writing after implementing magnet summary strategy. The same as pretest, three raters checked and gave scores to the students' work. The result of this test was to compare with the result of pretest in order to know the effect of teaching writing by using magnet summary strategy in the students' writing achievement. From the posttest, the data that could be obtained to measure the students' progress taught by using magnet summary strategy.

Validity

A good test should fulfill its validity. According to Fraenklel, Wallen, and Hyun (2012), validity is the most important idea to consider when preparing or selecting an instrument for use. Furthermore, Moore (2005) states that validity is the extent to which an evaluative device measures what it is supposed to measure. It means validity is the judgment of the appropriateness of a measure for specific inferences or decisions that result from the score generated by the measure. There were three experts evaluating the test whether it was appropriate or not. The raters were English lectures in one state university in Palembang and instructor of English Language Institution in one state university in Palembang. They were 5 (five) evaluated items; instruction, topic, time allocation, content, and content appropriate. In brief, the writing test was valid and appropriate to be used to collect the data. In this study, the test validity of construct validity and content validity were done.

a. Construct Validity

In order to know the validity of questions, the construct validity was estimated. According to Cohen, Manion, and Morrison (2007), a construct is an abstract; this separates from the previous types of validity which dealt in actualities – defined content. Further, Brown (2004,) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. Then, the we asked three validators to measure the format of instrument test. They were English lectures in state university in Palembang and English instructor of English Language Institution in one state university in Palembang who had pursued master degree of English Education, had more than three year teaching experience, and also had TOEFL score more than 530. They measured including such

things as instruction, topic, time allocation, content, and rubric. After measuring the format of instrument test, three validators accepted it to continue doing research to the eight grade students.

b. Content Validity

Then, content validity was estimated. According to Cohen, Manion and Morrison (2007), content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response or scores. Further, Fraenkel, Wallen, and Hyun (2012) state that content validity refers to the content and format of the instrument. A book for junior High School was used.

Reliability Test

Reliability is a measure of degree to which a test gives consistent result or scores. According to Fraenkel, Wallen, and Hyun (2012), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this study, raters (expert judgements) were used to handle the instrument and the rubric whether they were reliable or not. According to Brown (2004) Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular “good” and “bad” students, or simple carelessness. Inter-rater reliability is degree of agreement among raters.

There were three expert judgements used to see whether the test was reliable or not. The expert judgements were English lectures in one state university in Palembang and English instructor of English Language Institution in one state university in Palembang. They were 5 evaluated items; instruction, topic, time allocation, content, and content appropriate. In brief, the writing test was reliable to collect the data.

Data analysis

For analyzing the data, we used SPSS (Statistic Package for the Social Science) Statistics version 20 for calculating students' scores in pretest and posttest between two groups, experimental and control groups. The data were presented by using some steps and techniques. For scoring of descriptive writing, we asked raters. To assess students' descriptive writing achievement, analytical writing rubric was used. There were categories in scoring assessment of descriptive writing. They were excellent, good, fair, poor and very poor. The score is excellent if the students get 81-100. The students who get 66-80, the category is good. The category is fair if the students get 56-65. The students who get 47-55, the category is poor. If the students get score below 46, the category is very poor.

In analyzing the data description, there were two analyses. In distributions of frequency data, the students' scores and frequency were achieved. The distributions of frequency data were obtained from students' pretest scores in control group. Students'

posttest scores in control group, students' pretest score in experimental, and students' posttest scores in experimental group. Then, the distribution of frequency data was displayed in a table analysis. In descriptive statistics, the data was acquired to get the minimal score, the maximum score, standard deviation, and standard error of mean. Descriptive statistics were obtained from students' pretest and posttest in control group, and the students' pretest and posttest score in experimental group.

Normality was conducted to know whether the data obtain were normal or not. The data are classified as normal when the p-output is higher than 0.025 level (Basrowi & Soeyono, 2007). In order to test the normality, the Kolmogorov-Smirnov in SPSS program was used. The normality test was used to measure students' pretest posttest scores in both groups (control and experimental). Homogeneity test was used to measure the data obtained whether they were homogeneous or not. Basrowi and Soeyono (2007) stated that the score was categorized homogeneous when the p-output was higher than mean significant difference at 0,05 level. The homogeneity test was used to measure students' pretest and posttest scores in both groups (control and experimental). In measuring homogeneity test, Levene Statistics in SPSS was used.

In measuring the significance on student's descriptive writing achievement from pretest and posttest scores, independent sample t-test was used to compare two population means. There were two samples which were calculated to compare the subjects' mean scores on pretest and posttest, to see if there is significant difference between the students' posttest score in experimental group and control group. It was used to decide the students' development in their descriptive writing achievement by using *magnet summary strategy*.

- a. In measuring the significant improvement, the paired sample t-test was used for testing the students' pretest to posttest scores in experimental groups. The significance of experimental group is accepted whenever the p-output (sign.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (2.0345). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (2.0345).
- b. In measuring the significant difference, the independent sample t-test was used for testing the students' posttest scores in control and experimental groups. The significance difference is accepted whenever the p-output (sign.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (1.9966). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (1.9966)

FINDING AND DISCUSSION

Students' pretest scores in control group

In distribution of data frequency, we got the interval score, frequency, and percentage. It was found that six students got 25 (17.0%), one student got 26 (2.9%), two students got 29 (5.6%), two students got 30 (5.9%), three students got 31 (8.8%), one student got 32 (2.9%), one student got 33 (2.9%), three students got 34 (8.8%), one student got 35 (2.9%), one student got 36 (2.9%), one student got 38 (2.9%), one student got 41 (2.9%), one student got 44 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%),

one student got 51 (2.9%), one student got 52 (2.9%), one student got 56 (2.9%), one student got 57 (2.9%), two students got 58 (5.9%), one student got 59 (2.9%), one student got 61 (2.9%).

Students' posttest scores in control group

In distribution of data frequency, it was found that five students got 28 (14.7%), two students got 30 (5.9%), two students got 32 (5.9%), two students got 33 (5.9%), one student got 35 (2.9%), one student got 36 (2.9%), one student got 37 (2.9%), one student got 40 (2.9%), two students got 41 (5.9%), three student got 45 (8.8%), one student got 48 (2.9%), one student got 50 (2.9%), one student got 51 (2.9%), one student got 52 (2.9%), one student got 55 (2.9%), one student got 61 (2.9%), two students got 64 (5.9%), one student got 67 (2.9%), two students got 69 (5.9%), one student got 70 (2.9%), one student got 72 (2.9%), one student got 76 (2.9%).

Students' pretest scores in experimental group

In distribution of data frequency, it was found that eleven students got 25 (32.4%), two students got 26 (5.9%), one student got 29 (2.9%), one student got 31 (2.9%), one student got 32 (2.9%), one students got 33 (2.9%), one student got 34 (2.9%), one student got 35 (2.9%), one student got 41 (2.9%), one student got 43 (2.9%), one student got 44 (2.9%), two students got 45 (5.9%), one student got 46 (2.9%), two students got 48 (5.9%), one student got 50 (2.9%), two students got 51 (5.9%), one student got 53 (2.9%), one student got 55 (2.9%), two students got 59 (5.9%).

Students' posttest scores in experimental group

In distribution of data frequency, it was found that one student got 39 (2.9%), one student got 40 (2.9%), one student got 47 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%), one students got 53 (2.9%), one students got 58 (2.9%), three students got 59 (8.8%), one students got 62 (2.9%), two students got 65 (5.9%), two students got 66 (5.9%) two students got 67 (5.9%), three students got 68 (8.8%), one student got 69 (2.9%), one student got 70 (2.9%), two students got 71 (5.9%), one student got 74 (2.9%), two students got 77 (5.9%), two students got 78 (5.9%), one student got 79 (2.9%), two students got 84 (5.9%), one student got 85 (2.9%), one student got 87 (2.9%).

Students' pretest scores in control group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 25.00, the maximum score was 61.00, the mean score was 38.1471, and the standard deviation was 12.06330.

Table 1. Descriptive Statistics on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Scores	34	25,00	61,00	38,1471	12,06330

Students' posttest scores in control group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 28.00, the maximum score was 76.00, the mean score was 45.9706, and the standard deviation was 15.51048.

Table 2. Descriptive Statistics on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Scores	34	28,00	76,00	45,9706	15,51048

Students' pretest scores in experimental group

In descriptive statistics, it showed that the total number sample was 34 students. The minimum score was 25.00, the maximum score was 59.00, the mean score was 37.0294, and the standard deviation was 11.85898.

Table 3. Descriptive Statistics on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Scores	34	25,00	59,00	37,0294	11,85898

Students' posttest scores in experimental group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 39.00, the maximum score was 87.00, the mean score was 66.3824, and the standard deviation was 12.39994.

Table 4. Descriptive Statistics on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Scores	34	39,00	87,00	66,3824	12,39994

Normality test

In the normality test, the total of sample (N), kolmogorov smirnov, significant and result were analyzed. The scores were got from: (1) students' pretest scores in control group, (2) students' posttest scores in control group, (3) students' pretest scores in experimental group, and (4) students' posttest scores in experimental group.

Students' pretest scores in control group

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level was 0.157. From the result of the output, it could be stated that the students' pretest control group was normal. Since, it was higher than 0.025.

Table 5. Normality Test of Students' Pretest Scores in Control Group

Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
Control Group	34	1,127	,157	Normal

Students' posttest scores in control

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level was 0.611. From the result of the output, it could be stated that the students' posttest control group was normal. Since, it was higher than 0.025.

Table 6. Normality Test of Students' Posttest Scores in Control Group

Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
Control Group	34	,759	,611	Normal

Students' pretest scores in experimental group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level is 0.111. From the result of the output, it could be stated that the students' pre-test experimental group was normal. Since, it was higher than 0.025.

Table 7. Normality Test of Students' Pretest Scores in Experimental Group

Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
Experimental Group	34	1,202	,111	Normal

Students' posttest scores in experimental group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level was 0.593. From the result of the output, it could be stated that the students' posttest experimental group was normal since it was higher than 0.025.

Table 8. Normality Test of Students' Posttest Scores in Experimental Group

Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
Experimental Group	34	,770	,593	Normal

Homogeneity test***Students' pretest scores in control and experimental groups***

Based on measuring homogeneity test, it was found that the significance level was 0.83. From the result of the output, it could be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

Table 9. Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

Students' Pretest	N	Levene Statistics	Sig.	Result
Control Group	34	,083	,774	Homogeneous
Experimental Group	34			

Students' posttest scores in control and experimental group

Based on measuring homogeneity test, it was found that the significance level was 3.888. From the result of the output, it could be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

Table 10. Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

Students' Post-test	N	Levene Statistics	Sig.	Result
Control Group	34	3,888	,053	Homogeneous
Experimental Group	34			

Results of hypothesis testing***Measuring a significant improvement on students' achievement in writing descriptive text taught by using magnet summary strategy before and after treatment***

In this study, to measure the significant improvement on students' achievement in writing descriptive text taught by using *Magnet Summary Strategy* before and after treatment, we used the paired sample t-test. We analyzed the result of students' pretest score and the result of students' posttest scores by using paired sample t-test to find out whether or not there was significant improvement on students' descriptive writing achievement taught by using Magnet summary strategy before and after treatment.

Table 11. Result Analysis of Significant Improvement on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy Before and After Treatment

Magnet Summary Strategy	Paired Sample T-Test			Ho
	T	Df	Sig. (2-Tailed)	
	11.347	33	0.000	Rejected

From the table analysis of pretest and posttest in experimental group, it was found that the p-output was 0.000 and the t-value was 11.347. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table ($Df: 33 = 2.0345$) at the significance level $p < 0.05$, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be stated that there was significant difference on students' writing achievement taught using Magnet Summary strategy.

Measuring a significant difference on students' achievement in writing descriptive text taught by using magnet summary strategy and teacher's method

In this study, to measure the significant difference on students' achievement in writing descriptive text taught by using *Magnet Summary Strategy*, those who were taught by using strategy that usually used by teacher at one [private Madrasah in Palembang, we used the independent sample t-test. We analyzed the result of students' pretest score and the result of students' achievement in writing descriptive text taught by using *Magnet Summary Strategy*. Those who were taught by using strategy that usually used by teacher at that Madrasah posttest was scored by using independent sample t-test to find out whether or not there was significant difference on students' achievement.

Table 12. Result Analysis of Significant Difference on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy and Teacher's Method

Magnet Summary Strategy and Teacher's Method	Independent Sample T-Test			Ho
	T	Df	Sig. (2-Tailed)	
	5.994	66	0.000	Rejected

From the table analysis of posttest in control and experimental group, it was found that the p-output was 0.000 and the t-value was 5.994. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table ($Df: 66 = 1.9966$) at the significance level $p < 0.05$, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be stated that there was significant difference on students' writing achievement taught using Magnet Summary strategy.

Based on the findings which had been described in the previous section, we made some interpretations as follows. First, we gave the pretest in both control and experimental group. After the students' pretest scores were obtained from control and experimental group, we chose class C as control group and class D as experimental group. It was because the students' scores in control group slightly higher than the students' scores in

experimental group. It was also proved that the mean of pretest in class C was higher than class D.

Second, during the treatments in experimental group, we also found that the students faced the difficulties. Difficulties were in generating their ideas, lack of grammar, and so on. Many students thought that writing was a boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write the English words correctly. Those made the students did not have motivation during teaching and learning process. Then, we implemented *Magnet Summary strategy* to help students in teaching and learning writing descriptive text. After implementing Magnet Summary strategy, we found that the students' motivation in learning English significantly improved.

Third, there was significantly achievement in experimental group through Magnet Summary strategy during the treatments in 10 meetings. In the first to the fourth meeting, we still found that the students felt difficulties in learning process by using *Magnet Summary Strategy*. It was because the students were still confused how to revise their sentences to be summary of descriptive text by using *Magnet Summary strategy*. We had to explain them again to stimulate their critical thinking. In the fifth to the eighth meeting, the students could adapt in using this strategy. They were able to find key words and made their sentences to be summary of descriptive text. They also began interested and motivated in learning writing descriptive text by using *Magnet Summary Strategy*. In the ninth to the tenth meeting, the students used to apply Magnet Summary strategy as their new strategy in learning writing skill. They also felt the advantage when they used the strategy. The students became more active and had more spirit in learning writing descriptive text because they were able to revise their sentences to be a summary of descriptive text by using *Magnet Summary Strategy* form.

Fourth, from the result analysis using Independent Sample t-test, it could be interpreted that there was a significant difference between students those who were taught by using magnet summary strategy and those who are not, it means that Information magnet summary strategy was significantly improve students' descriptive writing achievement compared teachers' method. It could be stated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Second, from the result analysis using Paired Sample T-Test, it could be interpreted that there was a significant improvement from students pretest to posttest score in experimental group. It indicated that there was a significant difference on students' descriptive writing achievement between who were taught by using *Magnet Summary Strategy* and those who were not before and after treatment.

Fifth, based on the explanation above, it could be interpreted that *Magnet Summary Strategy* was successfully applied to the eight grade students of one private Madrasah in Palembang. It showed that the strategy was suitable for the students which helped them improve their writing skill. There were some reasons why Magnet Summary strategy could improve the student's writing skill. This result was in line with the study of Hudaya (2015), which claimed that there was significant difference in students writing summary achievement. Moreover, this finding was also supported by Hardiansyah (2013) who stated

that *Magnet Summary Strategy* had significant effect on student's reading comprehension. Since reading is hand in hand with writing, it could be interpreted that the strategy was suitable to be one of the strategies used to teach writing.

By using *Magnet Summary Strategy*, the students were taught to be able to find key words for write descriptive text summary in order to improve the quality of their descriptive text. It was because *Magnet Summary Strategy* motivated the students to find key words and then from the key words the students could make sentences related to the text and finally the students could make summary by using their own words from their sentences. Based on Sejnost (2010), *Magnet Summary Strategy* helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. As Moss and Lapp (2010) states that magnet summary helps students to represent how the ideas in the text are related and connected. So, it can help the students to generating their idea from their information that they find from the text. Urquhart and McIver (2005) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

From the interpretations above, it could be summarized that Magnet Summary strategy was beneficial to help students improve their skill in writing a good text, especially a good descriptive text. It was because with Magnet Summary strategy, the students could generate their ideas by their own words by using concept and step of Magnet Summary strategy.

CONCLUSION

After analyzing the result of the study in the previous chapter, we concluded that magnet summary strategy could improve students' descriptive achievement. It indicated that there was significant improvement and difference on students pretest to posttest score taught using *Magnet Summary Strategy*. It was because magnet summary strategy could be proven from students' encouragement in learning writing descriptive text.

It also could be proven in the study findings that the t-output was higher than t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis (H_0) and accepted the alternative hypothesis (H_a). It was because the students' motivations in experimental class were higher than students' motivations in control class. Besides, the students in experimental class were more interested and more focused than students in control group in learning descriptive text. Moreover, most of students in experimental group gave positive responses toward magnet summary strategy which had been implemented in teaching and learning process.

For teachers of English, it is suggested that they can use magnet summary strategy in teaching descriptive writing especially in order to prepare students to be a good writer. For students, we suggested that they could use magnet summary strategy continuously in learning writing descriptive text. It is because magnet summary strategy is very helpful for students to write a good text, especially descriptive text. For the other researches, it is suggested that magnet summary strategy can be used in teaching writing descriptive text or

other writing genres like narrative text, descriptive text, persuasive text, expository text, letters, poetry writing, etc.

Finally, we hope that the result of this study can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the use of magnet summary strategy.

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Implementation Online Reading Strategy on English Reading Comprehension Skills

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ABSTRACT

The purpose of this study was to find out the implementation online reading strategy on English reading comprehension learning. This strategy gave the different ways to student in understanding of the text. Because each student has been influenced by many factors in English reading comprehension learning. This study used exploratory qualitative case study. It investigated the students' English reading comprehension skills using online reading strategy that had used both of at school and home. The technique of collecting data used interview, observation, assignment of reading report, and test. The validity of data used credibility, transferability, dependability, and conformability. The result of study found that online reading strategy gave a positive impact on students' pattern in English reading comprehension learning both of school and home. They had a different context and collaboration in reading learning. Online reading strategy is be appropriate media to support English reading comprehension learning using internet facilitate, for example using World Wide Web. Online reading strategies improve students' understanding of the text because the reading process is done at any time through online texts that are accessed at any time.

Keywords: English Reading, Comprehension, Reading Online, Strategy

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INTRODUCTION

Reading comprehension is one of ability to comprehend the text. Besides that, this ability makes all people can interpret the meaning of text. They can use it in their daily life, like as to examination, or completion of the job. Some company has implemented the role that every worker must have the reading skills to understand some instruction in the office because the role of work has used English text. While in global era, all information used English. For many students, it can be used to understand the textbook that used to another subject. In Indonesia, English language learning, especially reading skills still face the problem. Such as in Universitas Islam Negeri Mataram, they have a problem in reading subject. The problems are 1) lack motivation in reading learning; 2) students have a negative attitude in reading subject; 3) English text is still difficult to comprehend; 4) the students have less vocabulary; 5) the students cannot interpret what they read and make the connection of meaning, so they cannot connect the meaning each text or sentences; while reading comprehension is the process of managing information, feel, and thinking that want to transfer because they do not have a cause of misunderstanding (Khabiri & Pakzad,

2012); and 6) reading strategy is still conventional. Teachers are still not optimally utilizing technology as part of implementing reading strategies.

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (Wooley, 2011). Learning to read is an important educational goal. For both children and adults, the ability to read opens up a new world and opportunities. It enables us to gain new knowledge, enjoys literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Another problem that is crucial is the pattern of reading strategy. They still feel lazy to read and always give the reason that they don't have the book to read. While today, to get the book is easy. Because the student can take it using the website. The technology is media for learning that can be used using the phone, or computer. So, it helps the student to get the online text include the textual resource. Online reading competence focuses on rapid, purposeful and comprehending. It helps everyone to fluent in reading and comprehend the meaning. When the core vocabulary of a language is mastered (Kang, 2014).

There are seven strategies in online reading strategy; a) using interactive multimedia, b) using applications in computers, c) dialoguing, d) set the reading goals and planning, e) preview and assign the reading, f) connect previous knowledge and experience with texts and assignments, and g) resume. Two strategies have unique concepts for online reading: five other strategies are applied to online reading and paper-based text reading. In this study shows that online hybrid reading emphasizes various reaction patterns and participants' preferences in their hypermedia learning environment (Park & Kim, 2011). The use of support strategies dominates the use of strategies and contributes most of the gains to understanding, but exclusive reliance on support strategies does not succeed in predicting improved scores on main ideas and details when students read more challenging texts. Overall, the use of global strategies contributes significantly to better comprehension (Huang, Chern, & Lin, 2009).

The other previous research has shown the effectiveness of the reading online strategy on reading skills. Many studies are done to explore and delivery the reading in online and electronic format. It is as a strategy in reading learning. Gheytsi, Azizifar, & Gowhary (2015) found that smartphones have turned into an everyday object for teenagers and many believe that these can be used to facilitate the language learning process. The results proved that the students who interacted with their application on mobile phones comprehended more reading texts. It can be concluded that synchronous discussion through mobile phones can be a variable to enhance reading comprehension. It means that the students from UIN Mataram can use the smartphone to read the text as online. Online reading strategy used to improve student's comprehension of the content of the text. Current mobile devices, even though suitable for reading, have not yet been applied to develop language learners' linguistic proficiency and affective abilities. Other results research described that the mobile group who not only outperformed the PC group in online activities and reading achievement but also showed greater appreciation of the online ERP than their PC counterparts. The study also proposed two directions for future studies on mobile-assisted reading. They included learners' studying textbooks and their

reading strategies on mobile devices (Lin, 2014). Piper, Zuilkowski, Kwayumba, & Strigel (2016) has analyzed about the effectiveness of ICT for early grade reading in Kenya. Education policymakers are investing in information and communications technology (ICT) without a research base on how ICT improves outcomes.

Therefore, reading comprehension is not the only activity to get linguistic achievement, but also as the complex activity requiring the knowledge and skills. So, it can be used for everyone to understand life. In the learning process, reading can learn in everywhere. The students can get the success of reading achievement, they must have a good reading pattern both off at home or class. In the digital era, technology has provided convenience in the teaching and learning process of reading in the classroom. At present technology has become a complement to the strategy of reading, such as online reading strategies. Teachers can build patterns of reading comprehension through online reading strategies, especially reading patterns at school and home. This is because the habit of reading can bring good reading habits in class. The online reading strategy used the multimedia that combined technology in the class. Thus, the strategy gave the effectiveness to the reader in the building of critical thinking to understand the meaning of the text. According to Griffith and Brophy, effective reading in the digital era further requires critical readers who are able to search, evaluate, and form interpretations of the material they read online or encounter digitally. These processes assume the development and use of inquisitive skills as well as the ability to read critically, which are important skills given that information can be accessed on the Internet at an unprecedented rate and the verification of authenticity requires careful scrutiny. Even though online searches using Google and other search engines can result in millions of returns, users tend to focus on a limited range of popular sources (Ng & Bartlett, 2017).

Based on that describing, it can be known that the previous studies have a lack of process to solve the problem of reading learning in the class. Because it focused on the implementation of technology, strategy, or media of learning in reading learning process. While, this study addressed to know the implementation of online reading strategy on reading comprehension that has done by a student at school and home. It means that the habit of students reading process at school and home will give the impact to the pattern of reading in the class. Thus, this study focuses on the implementation of online reading strategy using World Wide Web facilities in English reading comprehension learning.

RESEARCH METHOD

The method of research is an exploratory qualitative case study. It investigated the students of the third semester at UIN Mataram. How online reading strategy is done by students. The technique of collecting data used interview, observation, assignment, reading report, and test. Observations used to know the students' achievement in the reading process as learning in the class. The assignment used to assess the students' learning progress. The interview used by the teacher to get more information about students' reading learning. Reading report used to know the level of reading online at school and home. The test used to know the impact of online reading strategy pattern to know the result of reading learning at the class. The sample of the study is the third students on

2018/2019 years. There are 25 participants. The process of data analysis are 1) prepared and organized the data, 2) read the data carefully, and 3) make the category of data. There are two categories as a factor that influenced students' online reading strategy. These are students' knowledge and experience in using the electronic facility, and the language of online reading text. After that, the data is be analysis and interpretation. To enhance trustworthiness and transferability, the study collected and analyzed multiple data sets and clarified the perception and making framework by looking across the different types of data. The validity of data used credibility, transferability, dependability, and conformability.

FINDING AND DISCUSSION

a. Students' Knowledge and Experience in Using Electronic Facility

In this part, the teacher can know the students' knowledge and experience in using the internet to read at school and home. It refers to facility of World Wide Web that have many applications to share online information using internet networking. It is as media for the students in search of online text. Therefore, there is an interaction between text, internet and students. Like as said by Snow (2002), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements.

The first is the reader who is doing the comprehending. The reader is as the main player to read the text. They have the capacity, ability, knowledge, and experience that refers to the reader's act in the reading process. It is very important to build the interpretation and meaning of the text. The second is the text that is to be comprehended. It delivers the goal, process, and impact of the reader's act. When reading the connected text, knowledge of word meanings is only helpful when it is successfully integrated into a representation of the meaning of the passage being read. The third is the activity in which comprehension is a part. the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context. We elaborate on each element in subsequent sections. This activity can use using the internet. After they read, they can be connected with social contexts.

Here are the electronic facilities that have used when the students read the text as online. Based on the result of data analysis, here is the recapitulation of electronic media used by students to comprehend the English text using online reading strategy.

Table 1. Frequency (%) of Electronic Facilities in Online Reading Strategy

	Electronic Facilities in Reading Online Strategy	The frequency at Home (%)
1	Google Search	72%
2	Online News	40%

3	Facebook, Twitter, Instagram and Snapchat	88%
4	Links of Online Content Blogs	24%
5	Audio Recordings	48%
6	Picture Animation and Interactive	32%
7	Games	68%

Table 1 shows the result of data analysis in the percentage of electronic facilities that are used by every student. These completed the reading online strategy when they read the text. The student almost used the google search, social media like facebook, twitter, Instagram and snapchat, and picture animation and interactive games. The google search is an easy way to get more information, like as e-book, learning resource, or to finish the assignment from the teacher. Social media is used because most of the student have the smartphone to access and make social media. Picture animation and interactive games also are on the smartphone and computer. These electronic facilities almost accessed at school and home. The result of the interview, they used these electronic facilities from the smartphone.

Marzban investigated the effect of computer-assisted language learning on improving reading comprehension of Iranian EFL learners. To this end, 60 EFL learners participated in the study. Based on the nature of the study, an experimental design was used. The experimental group used CALL to enhance their reading comprehension and the control group used traditional methods of teaching reading. The results showed that the use of computer-assisted educational techniques can improve reading comprehension of foreign language learners (Marzban, 2011). The results of Mohammadian, Saed, and Shahi study revealed that video technology had a significant impact on reading comprehension ability of Iranian intermediate EFL learners. Taking into account the fact that using videos can be considered as one of the effective instructional materials in teaching reading to EFL learners, it can firmly be argued that proper use of this technology would significantly assist teachers and instructors to promote high school students' reading comprehension. The results of the current study assist the high school students to select useful reading strategies and materials in the classroom to improve their reading comprehension (Mohammadian, 2018).

The result of the interview with the students concluded that almost students never limit the time in using the smartphone. It is different when the students used the computer or laptop. The teacher always appreciated the student to use the technology in education or to read the text, then they can improve the reading comprehension ability. Here is the time frequency (%) of computer or smartphone usage as online reading strategy to comprehend the text.

Table 2. Time Frequency (%) of Computer or Smartphone Usage in Online Reading Strategy

	Time to use computer or smartphone	The frequency (%)
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1	An hour	44%
2	Two hours	60%
3	Three hours	80%
4	Four hours	36%
5	Five hours	40%
6	No limit time	52%

From table 2, it is known that parents provide limits on the use of computers for learning process of reading, on average as much as 3 hours per day. The second percentage is 2 hours per day and finally, it can be known that their parents do not limit the use of hours using computers. Therefore, it can be concluded that the students have gotten the impact from their parents in online reading learning. It is very important for the student. Because the success of learning in the class is not only from the teacher, but also the domination of learning achievement is from the students. The external factor is from their parents. It means that the students need parents' support to finish their assignment or learning. It has been proved that in various family environments, children do acquire a variety of experiences, through performing various activities and is constantly exposed to a range of influence and expectations from the people he/she cohabits. On the other hand, the family as an institution has to create conditions for the development of positive relationship towards work, which as such is a predisposition towards a better establishment of a realistic approach for better development of the children's personality (Ceka & Murati, 2016). Therefore, parents should get involved in supporting their children in doing their homework, as in this way they offer their parental support as one of the key strategies leading towards a successful education of their children at school.

b. The language of online reading text

In this part discussed the process of language online text. As it knows that English as a foreign language in Indonesia is difficult to understand. At home and school, they always used the website with the dictionary to know the meaning when they search the information. The result of reading comprehension test has supported the interpretation of data analysis. It can be concluded that the student improved their reading comprehension skills. It can be seen from the below graph.

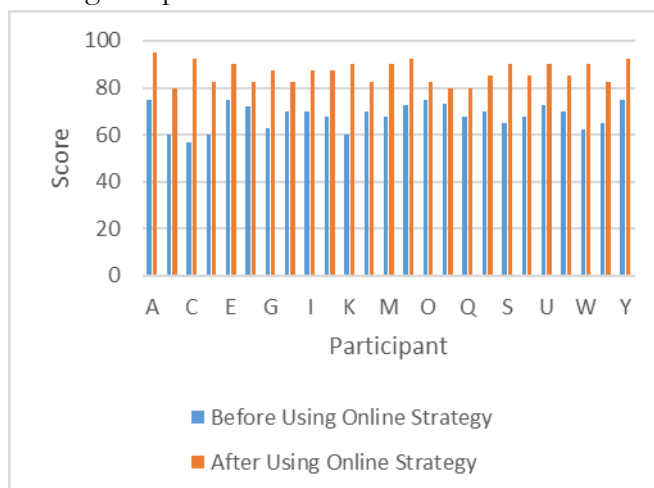


Figure 1. Comparing of Students' Reading Comprehension Before and After Using Online Reading Strategy

Figure 1 shows the improvement of reading comprehension ability. Almost the students have increased their score. So, it can be concluded that students' habit in using reading online text gave a positive impact on students' achievement of reading comprehension ability at UIN Mataram. Based on the results of the analysis of students' reading reports, it shows that students also always completed reading assignments online on time. Every week students submit a report on their reading progress. If the report data document is analyzed, it is known that every week students always increase the number of pages of text that has been read. In addition, students also provide fairly good conclusions or summaries of the texts they have read. Besides that, the result of the average score is 86.8. It is different from the average score before the teacher studied and gave the assignment to the students in using online reading strategy. In another hand that the online reading strategy pattern influenced the students' achievement in reading comprehension learning at class.

The students have used their ability, knowledge, and learning experience as reading the written text at home increased students' understanding of the text. Like as Buyut shows that every reading comprehension process highly demands the integration of readers' ability, schemata, other self-characteristics, and strategized action to achieve the goal. The implemented strategies and deep cognitive activities embedded in the process are thus able to increase the students' reading comprehension performance. Through students' self-exploration and teacher's guiding role as the main elements in constructivism learning, this study has proven that the graphics strategy, cognitive strategies and activities has resulted in enhancing the Reading Comprehension performance among the students studied (Bulut, 2017).

CONCLUSION

The finding shows that the pattern of reading online strategy at home is a good habit for students. Because it gave a positive impact to increase reading comprehension ability in the classroom. While most of the students have electronic facilities and the parents always support the students in using the computer. This impact can be seen from the improving of the result reading comprehension test. The teacher believed that if the parents always support their children in learning, they can create the learning habit at home and classroom.

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Teachers' Competence in Teaching English to Young Learners Using Syntactic Approach in *Kota Lhokseumawe*

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ABSTRACT

Teaching English at primary school is difference from teaching English at junior or senior high school because the teacher must really pay attention on the students characteristics. The English teacher must have English background and have ever had training on ways of teaching EYL. This TEYL (Teaching English for Young Learners) program is necessary to be well prepared. Qualified and competent teachers are necessary to be prepared for the implementation of this curriculum. In delivering the materials, they must have competences or abilities in mastering the materials especially on the use of good English pattern to make the young learners familiar with the language. This research is aimed at investigating the EYL teacher competence namely pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in Kota Lhokseumawe. The method used in this research is called descriptive survey research. According to Ary Donald descriptive survey research is divided into some classification based on their focus and scope (census and sample surveys) or according to the time frame for data collection (longitudinal and cross-sectional surveys). The population of the research were all primary schools in Kota Lhokseumawe, while the sample were only fourteen schools who still applied English as the subject or local content. The result of the research shown that pedagogic and professional competences of EYL teachers in teaching English using syntactic approach shown us that from 14 respondents is 100%, or all of respondents obtained the result of very good. It means that most of EYL teacher in Kota Lhokseumawe who implemented English as local content had fulfilled the criteria of very good.

Keywords: Pedagogic Competence, Professional Competence, TEYL, Syntactic Approach

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INTRODUCTION

Teaching English to young learners has been started since 1992 in Indonesia, but it is not a must for the school to apply English as one of the subject taught. It means that English at primary school is not the compulsory subject, it is part of local content subject. English at elementary school as the local content subject was promoted by the policy of Ministry of Education and Culture Number 0487/4/1992, Chapter VIII, which stated that schools could add the basic subjects in the curriculum, as long as the lesson was not contrary to the national education goals. Then a year later, this policy had been followed by the Decree of the Ministry of Education and Culture Number 060/U/1993 dated February

25, 1993 about the possibility of the English program as a local content in elementary school that could be started in the 4th grade.

Musthafa (2010) argued that the policy of decentralization of education in Indonesia had encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as a local content. As a result of this decentralization policy, many districts and city governments were interested in teaching English to young learners (EYL). This was evidenced by the increasing number of elementary schools which offered English classes at the primary school level.

Nowadays, most of primary schools in Indonesia offered English subject as a local content starting at the fourth grade (aged nine to ten); and some other primary schools even started implementing English at first grade. It becomes a new trend in which schools offered English instruction before grade four. Language policies introduced English to young learners at earlier ages, and the educators look for the most effective ways of teaching it. In line with the introduction of foreign languages to young learners, it is necessity for the government to prepare the teachers of EYL who had good understanding on this specific English (Vojtcova, 2008).

In some cities in Indonesia, English is taught at primary school based on the policy of mayor for example the policy of mayor of North Sumatera that is said that “*Bahasa Inggris diajarkan sebagai mata pelajaran muatan lokal wajib di jenjang Pendidikan Sekolah Dasar/Madrasah Ibtidaiyah/Sekolah Dasar Luar Biasa Negeri dan Swasta, Pembelajaran bahasa Inggris pada jenjang pendidikan Sekolah Dasar/Madrasah Ibtidaiyah/Sekolah Dasar Luar Biasa Negeri dan Swasta di berikan selama 2 (dua) jam dalam 1 (satu) minggu, dan Peningkatan kedalaman dan keluasan penguasaan materi bahasa Inggris dapat dilaksanakan melalui kegiatan ekstrakurikuler*”. Based on that statement, it can be understood that English at some cities in Indonesia had been taught since the fourth class and it was function as local content and it taught for two learning hours in a week and for the reinforcement can be done through extra curricular activities. Those policies also happened in Kota Lhokseumawe. But this one was for KTSP curriculum, but since the government applied 2013 curriculum, the government seems to give authority to every school or to every headmaster of primary school in kota Lhokseumawe to choose English as local content or not to choose it.

Infact, based on observation and interview done by the researcher to some headmasters in Kota Lhokseumawe, it was found that about 35% of primary school in Lhokseumawe chose English as one of their local content subject and the rest did not choose English as local content since the application of 2013 curriculum. Most of the headmasters in Kota Lhokseumawe did not choose English because the English teacher who teach in primary school did not have any admission from government. Some of English teachers who taught at primary school had taken decision to move to junior or senior high school to get any admission in teaching since in high school English is function as subject, and English is a must to be taught at every school in Indonesia. Actually, most of them believed that English as one of international language can bring the learners become success in the future or to make easier for them to grasp their ambition as what they want to be by having understood English at earlier age. But, they could not oppose the

policy had been applied by the ministry of education of Indonesia. This condition should not be happened and English should not be treated as second priority in primary school. English should be applied as a subject at all elementary school because English is very important to be used in our daily life in global era. Nowadays, without mastering English, it seems people will leave behind and hard to be competed with other countries in the world for some purposes in building this country become higher in quality in all aspects of life such is in education, business, tourism, fashion, etc.

Eventhough only about 35% schools in *Kota Lhokseumawe* applied English as a subject and some as local content, the English teacher who teach at primary school should be qualified teachers and they must have good competences in term of pedagogic and professional competences. Thus, the government should pay a great attention on the quality of the English teacher to be able to teach young learners relevant to their characteristics because teaching English to young learners is difference from teaching English to adult learners because the teacher must really pay attention on the students characteristics. The English teacher must have English background and have ever had training on ways of teaching EYL.

This TEYL (Teaching English for Young Learners) program is necessary to be well prepared. Qualified and competent teachers are necessary to be prepared for the implementation of this curriculum. There is a need of training for teachers of English at elementary schools. It is a must for an EYL teacher to be qualified in the subject they teach in this English to be a professional teachers. Vale and Feunteun in Suyanto (2009) classified typical points raised by the teachers of English to children, they are : first, teachers with EYL experience, but with no experience of working with children, second, teachers with experience of teaching children, but with little or no experience of teaching English as a foreign language (EFL), and third, teachers who are training to teach EFL, especially for young learners. In Indonesia, there are three types of EYL teachers, they are: 1) classroom teachers who have not been to English teaching college, 2) English teachers who attend English teaching college but have no experience working with young learners, and 3) teachers who have English background and experience working with young learners.

Moreover, Pogolian (2008) stated that teachers of English to young learners need to improve their competences. The competencies that teachers of foreign languages for young learners should have communicative competence in the foreign language, linguistic competence, linguistic-cultural competence and didactic/pedagogical competence.

Based on preliminary study done by the researcher, all of EYL teachers in *Kota Lhokseumawe* are from English background but they have never had any training on EYL. In delivering the materials, they must have competences or abilities in mastering the materials especially on the use of good English pattern to make the young learners familiar with the language. This research is aimed at investigating the EYL teacher competence namely pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in *Kota Lhokseumawe*.

It is hoped that the finding of this research could be beneficial for the world of education especially primary school teachers who teach English at primary school and to increase the theory on TEYL . Thus, this research can be used as a guidelines in presenting

the next coming relevant research. The result of this research can be as a mirror to do self introspection to increase their ability and competence to be professional English teacher for young learners by making themselves familiar with the approach of syntactic in delivering the materials.

LITERATURE REVIEW

1. The Qualification of Primary School English Teachers in *Kota Lhokseumawe*.

The result of observation shown that among more than thirty primary level of schools observed in *Kota Lhokseumawe*, only fourteen of them still apply English as subject and as local content. Most of the schools did not include English anymore in their curriculum after they seriously apply 2013 curriculum, exactly in 2014 till 2015. Based on the interview conducted with some headmaster of the schools who had no English subject in their curriculum, most of them said that they do not have English teacher and when English applied before applying 2013 curriculum namely when they still applied *KTSP* curriculum, English was taught by class teacher whose background were not English teachers but class teachers. Some schools did not apply English as one of local content because English teacher cannot have certification; there is English subject in fulfilling the application. Thus, some English teachers in primary schools moved to junior or senior high schools to find their position and to be able to get certification. The reasons of fourteen headmasters in *Kota Lhokseumawe* who are as decision maker to take policy to still apply English as one of the subject or local content is that English as one of International language should be taught earlier to prepare them to face globalization era; the era where English used as primary language in communication in specific field such as in operating computer, smart phones, otomatic machines and some others.

All of the English teacher in fourteen schools which still apply English had good qualification. Two of them even had gotten magister degree in English, and thirteen of them still have S1 degree. Most of the EYL teachers have never attended the English training for young learners. This indicated that most of them do not have knowledge and skill in teaching English to young learners. They may not be provided with the skill and ability to create the suitable learning, to use various methods and strategies in teaching young learners, to create useful materials, to make English accessible to very young learners and to use fun activities such as song, story and poem in teaching young learners.

English teachers in elementary school need to improve their level of pedagogic and professional competence. To improve the competence, it is important to measure the competence at first. Based on the rule of the Ministry of National Education Number 16 of 2007, four competencies must be owned by teacher, they are: pedagogic, personal, social and professional competence. This article focuses on two competences namely pedagogic and professional competence.

2. Pedadgogic Competence

Before discussing directly on pedagogic competence, it is necessary to discuss about meaning of competence itself. The term "competence" can be defined as the skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific

situations (Epstein & Hundert, 2002; and Klieme, Hartig, & Rauch, 2008). Houston said that competence ordinarily is defined as 'adequacy for a task' or as 'possession of required knowledge, skills, and abilities'. In this broad sense, it is clear that any mode of instruction aims for competence – for development of well-qualified individuals who possess the required knowledge and skills. English should be introduced through the appropriate activities in the world of children, for example, learning vocabulary and simple sentences about what is on their surroundings or learning while drawing a picture, singing a song, playing a game, and telling a story. If we see the reality, the students of elementary school are assigned to translate difficult phrases and to have the grammar notes with terms that are not understood.

Pedagogical competence can be defined as educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in school. The way to do interaction on issues related to teaching and learning process with individuals active both within and outside the class is also included in the concept of pedagogical competence.

The concept of pedagogical competence according to Gliga in Suciu and Mata (2011), it tends to be used with the meaning of minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession. The emphasis is on understanding pedagogical competence, thus it should fall on the integrated features which outline the ability to solve pedagogical problems and typical pedagogical tasks occurring in situations of real pedagogical activities by applying knowledge, professional and life experience, values and talents in a creative manner so to obtain appropriate and effective results.

According to Spencer in Hakim (2015) competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. Based on that quotation, it can be summarized that pedagogical competence is an educational capability to deliver teaching material based on standard of teaching profession using correct way of introducing concept.

A teacher is someone who has an ability to understand the curriculum, syllabus, method, material, evaluation, etc., and he/she also should be able to create joyful learning activities during the lesson. Besides, teacher is required to have good skills in English which enables him/her to provide the most suitable learning materials for the learners. A teacher must have knowledge on the way to apply several methods and techniques to help students learn better and more effective.

Suyanto (2005) in the inaugural speech writes on a review of the policy implementation of entering English in elementary schools. The first one is on the policy and rationale of English to Young Learners (EYL), the second one is on the theoretical basis of EYL program, the third one is on the reality in the school, the fourth one is on the qualifications of EYL teachers, and the fifth is on the learning device, and last is on the teacher training. Her research that was done in 2005 shown that many teachers do not know how to properly hold the flash cards so that all students can see clearly, how to teach singing, so in a short time (less than 10 minutes) the students are able to sing a song whose words have something to do with their learning materials, how to present an interesting story or a fairy tale using puppets to students, how to give an example or a model for speech and conduct action verbs. Most of the teachers use instructional materials by simply following the order in the book.

Related to those explanation, an EYL teacher must have competences about the way to create a good class atmosphere in teaching young learners. Classroom is a place where young learners should feel at home, feel confident, and happy even though the students are hoped to learn something there.

3. Professional Competence

Professional competence can be defined as mastering the material, concept, and the structure of language. The competencies of foreign language teachers are they have knowledge about the various aspects of language (linguistics, discourse, and sociolinguistic) and they master the English language spoken and written, receptive and productive in all aspects of communicative. Professional competence is also mastering the competency standard and basic competency, developing learning material, developing professionalism in sustainable reflective action, and utilizing technology information and communication to develop themselves.

The term “professional competence” is the application of the concept to working life, particularly in highly complex and demanding professions, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation (Epstein & Hundert, 2002; and Weinert, 2001).

According to Bantang (2008) there are some abilities that a teacher must have related to the professional competence, those are mastering the subject or topic taught, doing well plan to the lesson, being able to manage the class, using instructional media well, being able to understand the students' characteristics, having good ability to select the appropriate materials, and the last one is being able to conduct an action research.

In short, professional competence is a competence that a teacher must own in order to be able to explain the materials specifically in detail and in good method so that the learners is easy to get the points.

2.4 Syntactic Based- Approach

Syntactic based-approach refers to how sentences, which consist of words, phrases, and clauses, are constructed and used. This approach employs a striking variety of possible arrangement of the elements in the sentences with rules that govern the arrangement (Vethamanie, 2008). This kind of approach is emphasized on the way the sentences are

built and formed and how they are understood in a language. By using syntactic based approach, the young learners will be familiar with the correct sentences since they were learning basic English, so that in the future it would be possible for them to produce and construct good sentences in their daily life and their next level of education especially in using English.

In addition, Anjarwati (2013) syntactic approach is used to help the English learners to learn English both written and spoken discourse correctly. The students are motivated to learn since they often make errors both in written and spoken tasks. To make clear of syntactic, here are some examples of this approach applied. In teaching learning process, the teacher give some correct and incorrect sentences based on the pattern given. The pattern should be related to the learners' age and also based on the materials learn at that time focussing on grammar. Then, based on the sentences given, the teacher gives reasons on the reason they are correct and incorrect. Those are done when the students do exercises, not on the spot. For example:

1. He can to speak English (incorrect)
He can speak English. (correct)
2. My brother watch TV every day (Incorrect)
My brother watches TV every day (correct)
3. I am go to school every day (Incorrect)
I go to school every day (correct)

The teacher gave explanation the reason the first one is incorrect and the second one is correct, and so on since the teacher teaches young learners, thus the way delivering the materials should not always be done in a formal situation, it can be delivered through a fun situation such as the words that they found in a lyric of song, a sentence of a poem or the text in a kid story. In teaching sentences at primary school, the teacher must have fun and enjoyable strategy, techniques, methods, approach, and even media.

RESEARCH METHOD

The method used in this research is called descriptive survey research. Ary (2010) stated that descriptive survey research is divided into some classification based on their focus and scope (census and sample surveys) or according to the time frame for data collection (longitudinal and cross-sectional surveys). The reseacher should be able to select the options that enables her to provide the most useful data. A survey that covers the entire population of interest is referred to as a census, an example of which is the U.S. Census, undertaken by the government every 10 years. In research, however, "population" does not refer to all the people of a country.

In addition, Sukardi (2009) stated that survei research is part of descriptive research. They said that survey gathers data at a particular point in time with the intention of a) describing the nature of existing conditions, or b) identifying standards against which existing condition can be compared, or c) determining the relationships that exist between specific events. This kind of survey research mostly used in social reseach and also in research in education.

There are four characteristics of survey research according to Isaac and Michael in Sukardi (2009), they are: (1) research planning is done systematically, so that the content would be exact and the implementation refers to the principle of systematic process; (2) the population chosen should be representatives; (3) make sure the existing data can be explored explicitly and objectively; and (4) data can be expressed quantitatively. Moreover Sukardi argued that nowadays survey research had been conducted not in social research but also in education, the most important thing it has purposes or aims, namely: 1. Answer research questions that had been formulated by the researcher; 2. Solve the significant problems that are experienced by the community or society; 3. Evaluate the need and determine the purpose of an institution or certain institution; 4. Analyze the tendency happened in a society or an institution, in a period of time; 5. Determine whether the specific purposes of an institution has been obtained or not; and 6. To describe the existing problems, and identify how far the problems implicated to an institution.

Ary (2010) stated that the term population is used to refer to the entire group of individuals to whom the findings of a study apply. The researcher defines the specific population of interest. It is often difficult or even impossible for researcher to study very large populations. However, they select a smaller portion, a sample, of the population for study. A survey that studies only a portion of the population is known as a sample survey. So, in this research the researcher choose a sample survey in order to save times, money and energy.

The survey involved a sample from all primary school English teachers in Kota Lhokseumawe. The survey was conducted to find the data about the teachers' pedagogical competence and professional competence of primary school English teachers. The researcher only took the teacher of the school that have been applied English as their subject or local content. Based on the survey conducted by the researcher, there are fourteen schools who still taught English as one of the subject or as local content. Thus, the population of the research are all primary schools in Kota Lhokseumawe, while the sample are only fourteen schools who still applied English as the subject. In this case, the observation was directed to high class only, not the lower one. The purpose of focusing on high class was because inline with the focus of this research namely about searching and investigating the primary schools' teacher competences in teaching EYL using syntactic approach. Talking about syntax means talking about sentence, thus, sentence is only taught in high class while in lower class the materials were still in vocabulary level and it was forbidden for the teacher in primary schools to teach sentence in lower class.

According to Sukardi (2009), related to the method or technique of collecting data in survey research whether the scope was broad or narrow, longitudinal or cross sectional, the most important thing to be considered in survey research the tendency of the researcher to use one or some of these data collection techniques, they are: interview, documentation, checklist, and questionnaire.

There are three ways of data collection techniques applied here, they are documentation, observation and questionnaire. The first one is documentation, the documentation in this research was in the form of photograph relevant to the research topic, video which was taken when doing observation, and also field notes; the notes which

was taken on the spot when doing observation. The second one was observation, it was carried out to measure their English competences. It covered two competences; they were pedagogical and professional competences. It was focussing mainly on the competency in English especially using good sentence structure in explaining the materials to the students by using syntactic approach. Both kinds of competences were determined through the result of field notes that was done when being observed from pre-teaching, while teaching, and post teaching activities.

The third types of data collection was questionnaire. It was used to support the data that had been obtained from observation. The questionnaire consisted of twenty statements that also contained about the materials that could support their primary competences. The questionnaire was used to know whether the respondents absolutely agree, agree, doubt, disagree, totally disagree.

The data analysis was conducted by applying qualitative and quantitative data analysis approach. The data from observation was analyzed using descriptive qualitative, and the data from questionnaire was analyzed quantitatively or descriptive quantitative. Teachers' competency that was gotten through questionnaire was analyzed in the quantitative descriptive analysis. It is based on the scale of 1-5, the meaning of the average was interpreted in accordance with the continuum limit of the Likert scale with the criteria of interpretation as follows:

- 5 : Absolutely agree
- 4 : Agree
- 3 : Doubt
- 2 : Disagree
- 1 : Totally Disagree

FINDING AND DISCUSSION

There are two research questions that should be answered in this chapter, it would be analyzed in two ways; qualitatively and quantitatively. The first one is focussed on how was the pedagogical competence of primary school teachers in teaching EYL in *Kota Lhokseumawe*, and the second one on how was the professional competence of primary school teacher in teaching EYL using syntactic approach in *Kota Lhokseumawe*.

The following were the explanation based on the result of field notes taken when doing observation to fourteen primary schools in *Kota Lhokseumawe*.

1. Analysis of Observation

The observation was done by using field notes, it was done systematically on three teaching phases, they were: pre teaching activities, while teaching activities, and post teaching activities. In term of pre-teaching and post teaching, mostly the teachers applied similar ways, namely: in pre teaching for example, the teachers greet the students, but the way they greet them was different among one teacher and others. Some of them greet the learners using conventional ways such as "Good morning students, how are you today?" and the students answered "we are fine, thanks you, and you?" While other EYL teachers greet them using song. Using song in greeting was one of some ways of greeting young learners, they do not need to be treated like adult students, in fact they are young students

and do not need to be taught as serious as adult learners do. They need to be introduced some simple sentences through some activities that do not force them to learn by heart words by words if they cannot do so they are going to be punished. That's not the way to teach young learners. Thus, eight among fourteen EYL teachers had applied syntactic approach in correct and good way while six of them still applied traditional method or teach the young learners was like teaching adult learners. Young learners like to learn English sentences through playing, singing, miming, guessing, observing, and some other enjoyable ways.

2. Analysis of Questionnaire

The Interpretation of score from the result of percentage of respon toward pedagogic and professional aspects. As has been stated in chapter III that there were two instrument used in this research, the first one is field notes done when doing observation and second one was questionnaire. Both instruments were aimed at knowing the pedagogic and professional competences of EYL teachers of primary schools in Kota Lhokseumawe. There were two competences that were analized, the first one was pedagogic competence and second one was professional competence. There were 12 statements created to know teachers' pedagogic competences, they are:

a. Aspects of Pedagogic Competences

To get the data of pedagogic competence aspects, questionnaires were given to 14 EYL teachers as the sample of this research. The questionnaires were distributed only to the school which still apply English as a subject or as local content. The teachers gave a tick to one of the answer that they thought related to their pedadgogic competences. The statement which were evaluated the EYL teachers'pedagogic competences are as follow:

(1) Understanding the students' characteristics from moral, social, cultural, emosional, and intelectual aspects are important thing that should be done by EYL teacher; (2) The application of various method can motivate the students to learn English subject better; (3) In giving the teaching materials, EYL teachers used teaching media to make the students' easier to understand the materials; (4) In implementing teaching learning process, EYL teacher choose suitable teaching activities to motivate the students learn English; (5) EYL Teacher should master the learning theory and educate teaching principles suitable with students' characteristics; (6) EYL teachers should master about curriculum related to the field of English for young learners; (7) Doing refelctive action for the development of teaching quality is an activity that must be done by EYL teacher; (8) Understanding /mastering process of assessing and evaluating learning result is something must be owned by EYL teacher; (9) EYL teacher is able to utilize result of assessment and evaluation for the sake of teaching learning process; (10) By choosing and designing exact teaching evaluation, a teacher can understand the level of success of teaching learning had been done; (11) EYL teacher should facilitate the potential of learners to actualize various potential owned by the teacher; and (12) Doing effective, emphatic, and well behaved with the learners are capability that should be had by EYL teachers.

b. Aspect of Professional Competences

There were 8 statements to show the EYL teacher professional competences. Professional competence here means an ability that EYL teacher must have to be able to fulfill the professionalism of a teacher who teaches English for young learners. The statements which evaluated the EYL teachers' pedagogic competences are as follow: (1) mastering the materials and provide the sequences of teaching learning process appropriately can make the learners easier to understand the materials presented by the teacher; (2) fun teaching learning process should be created by EYL teacher in conveying teaching materials; (3) EYL teachers must be able to apply appropriate teaching method or teaching strategy in teaching simple sentences to the learners; (4) the approach used by EYL teachers in teaching simple sentences should be suitable with the young learners' characteristics; (5) in introducing simple English sentences to the learners, EYL teachers should not teach using sentence pattern; (6) developing teaching materials and teaching media creatively are part of self development of EYL teachers; (7) EYL teachers develop their professionalism continuously by doing reflective action; (8) to have fun teaching learning process, an EYL teacher should have well prepared in planning the teaching program such as to formulate the aim, to determine the appropriate material, and to choose the method used in delivering the materials.

Response Percentage of those twelve statements to evaluate EYL teachers pedagogic competences could be seen in the following table:

Table 1 Response Percentage of EYL Teachers in Pedagogic Competence Aspects

No	Statements	Number of Score Limit (NSL)	Percentage	Category
1	Understanding the students' characteristics from moral, social, cultural, emosional, and intellectual aspects are important thing that should be done by EYL teacher	66	94,29	Very Strong
2	The application of various method can motivate the students to learn English subject better	66	94,29	Very Strong
3	In giving the teaching materials, EYL teachers used teaching media to make the students' easier to understand the materials	64	91,43	Very Strong
4	In implementing teaching learning process, EYL teacher choose suitable teaching activities to motivate the students learn English	63	90	Very Strong
5	EYL Teacher should master the learning theory and educate teaching principles suitable with students' characteristics	64	91,43	Very Strong
6	EYL teachers should master about curriculum	65	92,86	Very

	related to the field of English for young learners			Strong
7	Doing reflective action for the development of teaching quality is an activity that must be done by EYL teacher	66	94,29	Very Strong
8	Understanding /mastering process of assessing and evaluating learning result is something must be owned by EYL teacher	68	97,14	Very Strong
9	EYL teacher is able to utilize result of assessment and evaluation for the sake of teaching learning process	64	91,43	Very Strong
10	By choosing and designing exact teaching evaluation, a teacher can understand the level of success of teaching learning had been done	68	97,14	Very Strong
11	EYL teacher should facilitate the potential of learners to actualize various potential owned by the teacher	62	88,57	Very Strong
12	Doing effective, emphatic, and well behaved with the learners are capability that should be had by EYL teachers	69	98,57	Very Strong

SI: $5 \times 14 = 70$

The table 1 informed us that the response percentage of EYL Teachers in pedagogic competence aspects had been obtained mostly in the very strong criteria, it indicated that most of the EYL teachers in Lhokseumawe city had applied, used and understood about this pedagogic competence.

Table 2 Response Percentage of EYL Teachers in Professional Competence Aspects Using Syntactic Approach

No	Statements	Number of Score Limit (NSL)	Percentage	Category
1	Mastering the materials and provide the sequences of teaching learning process appropriately can make the learners easier to understand the materials presented by the teacher	67	95,71	Very Strong
2	Fun teaching learning process should be created by EYL teacher in conveying teaching materials	68	97,14	Very Strong
3	EYL teachers must be able to apply appropriate teaching method or teaching strategy in teaching simple sentences to the learners	66	94,29	Very Strong
4	The approach used by EYL teachers in teaching simple	66	94,29	Very

	sentences should be suitable with the young learners' characteristics			Strong
5	In introducing simple English sentences to the learners, EYL teachers should not teach using sentence pattern	60	85,71	Very Strong
6	Developing teaching materials and teaching media creatively are part of self development of EYL teachers	66	94,29	Very Strong
7	EYL teachers develop their professionalism continuously by doing reflective action	63	90	Very Strong
8	To have fun teaching learning process, an EYL teacher should have well prepared in planning the teaching program such as to formulate the aim, to determine the appropriate material, and to choose the method used in delivering the materials.	70	100	Very Strong

SI: $5 \times 14 = 70$

Based on data analysis above, it could be concluded that response interpretation towards pedagogic competences and professional competences using syntactic approach was in the position of very strong category.

c. Result of Questionnaire Analysis of Pedagogic Competence and Professional Competence

The instruments used to evaluate pedagogic competences and professional competences consist of 20 statements, each items consist of five alternative responses which score range 5-1. The minimum of expected value was 20, while the maximum of expected value was 100. Based on the total of expected value, it can be determined the score interval of each class or range that described the pedagogic competences obtained by EYL teachers which consist of four levels that indicate competences in the level of very good, good, sufficient, and unsufficient.

The data of participant gathered from respondents were 14, quantitatively shown that the minimum score obtained is 20 and the total maximum score is 100. The range of total maximum score that was possible obtained is $100 - 20 = 80$. The class interval is 4, thus the wide of interval class is $80 : 4 = 20$.

Table 3 The Range of Class Interval in Pedagogic Competence

No	Criteria	Interval	Total	Percentage (%)
1.	Very Good	81-100	14	100
2.	Good	61 –80	0	0
3.	Sufficient	41-60	0	0
4	Unsufficient	21-40	0	0
Total			14	100

The data obtained from the respondents in pedagogic competences can be seen in the following table:

Table 4 Result of Questionnaire Scores from the Respondents in both Pedagogic and Professional Competences

No	Respondent Initial Name	Total	Classification
1	IA	91	Very Good
2	PY	91	Very Good
3	Mau	95	Very Good
4	Rus	92	Very Good
5	RA	95	Very Good
6	RD	100	Very Good
7	SW	85	Very Good
8	Hen	95	Very Good
9	Mud	100	Very Good
10	Nis	83	Very Good
11	NZ	94	Very Good
12	Di	94	Very Good
13	RDS	92	Very Good
14	LS	100	Very Good

From the result of questionnaire in table above, it could be seen that for the pedagogic and professional competences had by EYL teachers in teaching English are 14 respondents namely 100%, or all of respondents got result in the level of very good.

Syntactic approach is one of the competence that the EYL teacher must have because those teachers do not teach general English but specific English namely EYL. EYL is one of ESP (English for Specific Purposes), it is English for younger age learners and the teachers should be able to differentiate between teaching English to young learners and teaching English for adult learners. In teaching English for young learners, the teacher needed to understand the learners characteristics as had been mentioned in previous part. The EYL teacher must have one hundred one strategies to make the learner can stand in a litte bit longer. They must use fun learning activities and suitable media to make them paid attention on what teacher was explaining.

In Indonesia, it has three types of EYL teachers, they are: 1) classroom teachers who have not been to English teaching college, 2) English teachers who attend English teaching college but have no experience working with young learners, and 3) teachers who have English background and experience working with young learners (Suyanto, 2009).

The result of analysis shown that in *Kota Lhokseumawe*, most of EYL teacher refers to number two and number three, namely: English teachers who attend English teaching college but have no experience working with young learners and teachers who have English background and experience working with young learners. This fact really affect to the way the EYL teachers teach using syntactic approach. When the primary

school teachers have experienced working with young learners, they could create a really enjoyable class. They did not teach simple sentences by introducing the pattern but through interesting way and enjoyable way such as by singing related to topic that day, miming or showing body movement in telling daily activities, playing video to show the activity or the action of the verb being discussed, such as telling about “hobby”. The teacher played the video that related to verb that show about hobby like gardening, cooking, fishing, swimming, dancing, jogging, camping, etc. When the class was played such kinds of video, mostly the students could pay great attention eventhough it is a large class for young learners level. Other way that was observed, the teacher asked the students to guess the meaning of a term related to hobby after the teacher told them some characteristics. The learners seems very enjoy to have such kind of activities.

Explanantion above indicated that EYL teacher competence that consist of pedagogic and professional competences using syntactic approach especially at the high level class students of primary school in *Kota Lhokseumawe* had shown very good result. It means that most of EYL teacher had done their duties professionally as it was desired. However, they had shown different degree in professional and pedadgogic competences in teaching young learners using syntactic approach.

CONCLUSION

The result of analysis shown that in *Kota Lhokseumawe*, most of EYL teacher attended English teaching college but had no experience working with young learners and teachers who had English background and experience working with young learners. This fact really affect to the way the EYL teachers teach using syntactic approach. When the primary school teachers had experienced working with young learners, they could create a really enjoyable class. They did not teach simple sentences by introducing the pattern but through interesting way or enjoyable way such as by singing related to topic that day, miming or showing body movement in telling daily activities for instance, by playing video showing the activity or the action of the verb being discussed, such as telling about “hobby”. The teacher played the video that related to verb that show about hobby like gardening, cooking, fishing, swimming, dancing, jogging, camping, etc. When the class was played such kinds of video, mostly the students could pay great attention eventhough it was a large class. Other way that was observed, the teacher asked the students to guess the meaning of a term related to hobby after the teacher told them some characteristics. The learners seems very enjoy to have such kind of activities.

It is suggested that EYL teachers should continously develop their pedagogic and professional competences by doing self development through attending some seminar or workshop on teaching English to young learners that are conducted by the local or national government to increase their knowledge and to always update their both competences.

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