Jurnal Studi Guru dan Pembelajaran

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Table of Contents

Membership

Indexing

Analisis Kualitas Tes Ujian Akhir Semester Mata Kuliah Pengetahuan Komputer

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui kualitas soal ujian akhir semester ganjil tahun 2016/2017 mata kuliah pengetahuan komputer di Universitas Cokroaminoto Palopo. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan *ex-post facto* dengan jenis penelitian ini adalah deskriptif kuantitatif. Populasi dalam penelitian ini adalah soal ujian semester dan seluruh jawaban peserta didik pada ujian akhir semester ganjil tahun pelajaran 2016/2017 yang terdiri dari lima kelas yaitu kelas TI 1B, TI 1D, TI 1E, TI 1I dan Kelas Matematika 1A. Teknik pengumpulan data dilakukan dengan metode dokumentasi. Data yang diperoleh dianalisis menggunakan program Anates Versi 4 dan perhitungan manual dengan bantuan Program Ms Excel. Hasil dari penelitian ini menunjukkan tingkat kesukaran soal ujian akhir semester mata kuliah Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal yang termasuk kategori sukar berjumlah 5 soal (12.5%), soal yang termasuk kategori sedang berjumlah 23 soal (57.5%), dan soal yang termasuk kategori mudah berjumlah 12 soal (30%), dan daya beda soal ujian akhir semester ganjil mata Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal dengan daya pembeda jelek berjumlah 18 soal (45%), soal dengan daya pembeda cukup berjumlah 16 soal (40%), soal dengan daya pembeda baik berjumlah 6 soal (15%) dan tidak ada soal dengan daya pembeda yang baik sekali (0%).

Kata Kunci: *evaluasi pembelajaran; analisis soal; anates*

Pendahuluan

Menurut Undang-Undang No. 20 tahun 2003, pendidikan merupakan usaha sadar dan terencana untuk mengembangkan segala potensi yang dimiliki peserta didik melalui proses pembelajaran. Pendidikan harus senantiasa bertujuan untuk mengembangkan potensi anak agar memilik akhlak mulia, berkepribadian, memiliki sikap pengendalian diri, memiliki kecerdasan dan memiliki keterampilan yang diperlukan sebagai anggota masyarakat, warga Negara dan beragama.

Kualitas pendidikan di perguruan tinggi tentunya dipengaruhi oleh peran dosen dalam pembelajaran di kampus. Dosen mengarahkan proses pembelajaran sesuai dengan tujuan pembelajaran yang telah ditetapkan. Selain mengajar dan membimbing mahasiswa dosen juga harus mengevaluasi mahasiswanya. Hal ini bertujuan untuk mengetahui sejauh mana proses pembelajaran yang dilaksanakan telah berhasil. Evaluasi adalah salah satu kegiatan yang tidak dapat dipisahkan dalam suatu program pembelajaran di kampus. (Subali, 2012) mengemukakan bahwa evaluasi merupakan suatu program yang sistematis yang dilaksanakan untuk mengetahui tingkat keberhasilan dan efisiensi dari program yang bersangkutan.

Evaluasi memiliki sudut pandang yang berbeda sesuai dengan bidang keahlian masing-masing. Para ahli yang menekuni bidang industri tentu objek yang dievaluasi berkaitan dengan masalah industri. Ahli yang menekuni pendidikan tentunya banyak bercerita tentang masalah pendidikan seperti kinerja, prestasi belajar, manajemen kelas, kompetensi guru, iklim akademis, dan seterusnya (Mansyur, 2015).

Menurut Undang-undang RI nomor 20 tahun 2003 tentang sistem pendidikan nasional pasal 58 ayat 1 bahwa evaluasi hasil belajar peserta didik dilakukan oleh pendidik untuk memantau proses, kemajuan, dan perbaikan hasil belajar peserta didik secara berkesinambungan. Evaluasi pembelajaran bertujuan untuk meningkatkan kualitas proses belajar mengajar dengan harapan tujuan itu akan mendorong pendidik untuk mengajar lebih baik dan mendorong peserta didik terdorong untuk belajar lebih baik. Evaluasi pembelajaran berkaitan dengan penilaian hasil belajar, pengukuran, dan tes.

Proses penilaian mencakup pengumpulan bukti untuk menunjukkan pencapaian belajar peserta didik (Surapranata, 2004). Penilaian hasil belajar merupakan komponen yang sangat penting dalam kegiatan pembelajaran. Upaya meningkatkan pembelajaran dapat ditempuh dengan peningkatan kualitas sistem penilaiannya. Sistem penilaian yang baik akan mendorong guru untuk menentukan strategi mengajar yang baik dan memotivasi peserta didik untuk belajar yang lebih baik (Widoyoko, 2011).

Pelaksanaan pengukuran sangat penting menggunakan alat ukur yang memiliki bukti kehandalan. Kehandalan alat ukur dapat dilihat dari konstruk alat ukur. Konstruksi alat ukur dapat ditelaah pada aspek materi, teknik penulisan soal dan bahasa yang digunakan. Karakteristik pengukuran adalah: (1) perbandingan antara atribut yang diukur dengan alat ukurnya; (2) hasilnya dinyatakan secara kuantitatif (3) hasilnya bersifat deskriptif (Azwar, 1999). Lebih lanjut dijelaskan oleh (Mansyur,2015) bahwa pengukuran merupakan proses pemberian angka kepada suatu atribut atau karakteristik tertentu yang dimiliki oleh orang, hal, atau objek tertentu menurut aturan atau formulasi yang jelas.

(Mardapi, 2008), tes merupakan salah satu cara untuk menaksir besarnya tingkat kemampuan manusia secara tidak langsung, yaitu melalui respons seseorang terhadap sejumlah stimulus atau pertanyaan. Tes dapat dianggap sebagai prosedur yang sistematis untuk mengamati atau mendeskripsikan karakteristik seseorang dengan menggunakan standar numerik atau sistem kategori, Secara singkat (Mansyur,2015) mendefinisikan tes sebagai sejumlah pertanyaan yang memiliki jawaban yang benar atau salah. Dilihat dari fungsinya, tes dapat dibedakan menjadi dua golongan, yaitu tes awal yang dikenal dengan *pre-test* dan tes akhir yang dikenal dengan istilah *post-test*. Pre test diberikan sebelum bahan pelajaran diajarkan yang bertujuan untuk mengetahui sejauh mana materi pelajaran yang akan diajarkan telah diketahui oleh peserta didik dan menguji tingkatan pengetahuan siswa terdapat materi yang akan disampaikan. Sedangkan tes akhir dilaksanakan untuk mengetahui sejauh mana penguasaan peserta didik terhadap materi pelajaran yang telah diajarkan dan memperoleh gambaran tentang kemampuan yang dicapai setelah berakhirnya penyampaian pelajaran.

(Arikunto, 2013) menjelaskan analisis butir soal adalah suatu prosedur yang sistematis, yang akan memberikan informasi-informasi yang sangat khusus terhadap butir tes yang kita susun. Tes dapat dijadikan sebagai alat untuk menaksir besarnya tingkat kemampuan peserta didik dalam mencapai hasil belajarnya. Sedangkan menurut Sudjana (2012), analisis butir soal adalah pengkajian pertanyaan-pertanyaan tes agar diperoleh perangkat pertanyaan yang memiliki kualitas yang memadai. Tes ini berguna untuk mengetahui tingkat kemampuan yang telah dimiliki peserta didik.

Anates merupakan program aplikasi atau *software* yang khusus digunakan untuk menganalisa tes uraian. anates memiliki kemampuan untuk menganalisa soal tes seperti; (a) Menghitung skor (asli maupun dibobot), (b) Menghitung reliabilitas tes, (c) Mengelompokkan subjek ke dalam kelompok atas atau bawa, (d) Menghitung daya pembeda, (e) Menghitung tingkat kesukaran soal, (f) Menghitung korelasi skor butir dengan skor total, (g) Menentukan kualitas pengecoh (distraktor). Keunggulan *software* ini sebagai program analisis butir soal adalah dapat digunakan untuk analisis butir soal bentuk uraian. Penggunaan bahasa Indonesia dalam program ini merupakan salah satu sisi kemudahan dalam penggunaannya dibandingkan dengan program lain yang menggunakan bahasa Inggris. Hasil analisis tentang skor yang diperoleh setiap tes juga dapat ditransfer ke Ms Excel untuk dihitung nilainya, maka saat mendalami program *software* ini sekaligus juga dapat mendalami aplikasi Ms Excel, dengan demikian pemanfaatan anates ini akan menjadi optimal dan menggunakan anates ini proses analisis tes menjadi lebih mudah, cepat, dan akurat.

Kegiatan evaluasi selalu menjadi bagian yang sangat penting untuk menentukan apakah aktivitas yang telah dilakukan dosen dan mahasiswa berhasil atau tidak. Oleh sebab itu, kegiatan evaluasi harus senantiasa dilakukan secara terencana, terprogram, dan terpercaya sehingga program pembelajaran yang telah dilaksanakan berjalan sesuai dengan tujuan yang telah ditetapkan. Dalam kegiatan evaluasi, ada empat komponen yang tidak terpisahkan, yaitu penilaian, pengukuran, dan tes. Hasil dari evaluasi yang telah dilakukan dapat digunakan untuk membuat kebijakan atau mengambil keputusan.

Sampai saat ini pembelajaran pengetahuan komputer bagi mahasiswa Universitas Cokroaminoto Palopo merupakan pelajaran yang dipandang mudah dan banyak disenangi oleh sebagian besar mahasiswa. Hal ini terbukti dari nilai rata-rata akademik yang diperoleh mahasiswa masih jauh lebih tinggi dibanding nilai-nilai mata kuliah lain.

Berdasarkan hasil wawancara terbatas kepada dosen dan mahasiswa mengenai ujian akhir semester yang telah dilaksanakan sebelumnya bahwa soal akhir semester tersebut tidak dianalisis terlebih dahulu baik secara kualitatif maupun secara kuantitatif. Sehingga ditemukanlah soal akhir semester yang terkadang terlalu susah atau terlalu mudah yang menyebabkan dosen sulit membedakan kemampuan mahasiswa. Penyebab utamanya adalah tidak adanya pengetahuan yang memadai dalam membuat soal, baik secara kualitatif maupun secara kuantitatif. Pemahaman para dosen dalam penyusun soal-soal akhir semester tersebut terhadap teori-teori pengukuran yang ada (teori tes klasik dan teori respons butir) sangat kurang. Analisis butir soal sebagai bentuk penerapan teori-teori pengukuran tersebut merupakan hal baru bagi mereka. Oleh sebab itu, diperlukan analisis terhadap tes yang akan diberikan kepada mahasiswa dengan harapan soal akhir semester tersebut cukup berkualitas sehingga hasil tes dapat merepresentasikan kemampuan mahasiswa yang sebenarnya.

Metode Penelitian

Pendekatan yang digunakan dalam penelitian ini adalah pendekatan *ex-post facto* dengan jenis penelitian ini adalah penelitian campuran *(mixed methods)*. Dalam kegiatan penelitian ini peneliti tidak melakukan perlakuan apapun terhadap variable penelitian, karena kondisi variabel yang diteliti sudah tampak. *Ex-post facto* adalah penelitian yang dilakukan untuk meneliti variable atau peristiwa yang telah terjadi dan kemudian merunut ke belakang melalui data tersebut untuk menemukan faktor-faktor penyebab terjadinya peristiwa yang diteliti (Sugiyono, 2008). Populasi dalam penelitian ini adalah soal ujian semester dan seluruh jawaban peserta didik pada ujian akhir semester ganjil (pertama) di Universitas Cokroaminoto Palopo tahun pelajaran 2016/2017 yang terdiri dari lima kelas yaitu kelas TI

1B, TI 1D, TI 1E, TI 1I, dan Matematika 1A. Jumlah mahasiswa dapat dilihat pada tabel 1 di bawah ini.

Tabel 1. Populasi dan Sampel Penelitian

Mahasiswa	TI B	TI D	TI E	TI I	MAT A	Σ
Laki-laki	12	19	26	14	4	75
Perempuan	18	15	12	25	32	102
Jumlah	30	34	38	39	36	177

Teknik sampling yang digunakan untuk mendapatkan sampel dalam penelitian ini adalah *population sampling* yaitu populasi sekaligus sebagai sampel Karena populasi yang diteliti kurang dari 177 orang.

Hasil Penelitian

Berdasarkan teknik pengumpulan data yang diuraikan pada bab sebelumnya, data pada penelitian ini diperoleh dari dokumen-dokumen berupa daftar nama- nama peserta ujian, kisi-kisi soal ujian, soal ujian akhir semester ganjil, kunci jawaban soal, serta lembar jawaban mahasiswa yang mengikuti ujian. Adapun jumlah mahasiswa yang mengikuti ujian sebanyak 177 mahasiswa yang terbagi ke dalam 5 kelas, yakni: TI 1B, TI 1D, TI 1E, TI 1I, dan Matematika 1A.

Data yang telah dihimpun akan dijadikan acuan dalam menganalisis kualitas butir soal UAS yang lebih ditekankan pada analisis tingkat kesukaran dan daya beda soal di Universitas Cokroaminoto Palopo.

Tingkat Kesukaran

Tingkat kesukaran (*difficulty level*) suatu butir soal adalah proporsi atau persentase subjek yang menjawab tes tertentu dengan benar. Angka yang menunjukkan sukar atau mudahnya suatu butir soal dinamakan indeks kesukaran (p) terletak antara 0 dan 1. Kriteria penentuan jenis tingkat kesukaran butir soal adalah sebagai berikut.

$p \leq 0.30$ $\Rightarrow$ butir soal sukar
$0.30 < p \leq 0.70$ $\Rightarrow$ butir soal sedang
$p > 0.70$ $\Rightarrow$ butir soal mudah

Sehingga dari hasil analisis butir soal diperoleh seperti yang terlihat pada tabel 2.

Tabel 2. Hasil Analisis Tingkat Kesukaran

Item Butir Soal	Jumlah Siswa yang Benar	Tingkat Kesukaran p = $\frac{\sum x_i}{Sm_1, N}$	Kriteria
1	140	0.70	Butir soal sedang
2	131	0.66	Butir soal sedang
3	117	0.59	Butir soal sedang
4	64	0.32	Butir soal sedang
5	90	0.45	Butir soal sedang
6	157	0.79	Butir soal mudah
7	158	0.79	Butir soal mudah
8	149	0.75	Butir soal mudah
9	79	0.4	Butir soal sedang
10	145	0.73	Butir soal mudah
11	120	0.6	Butir soal sedang
12	53	0.27	Butir soal sukar
13	105	0.53	Butir soal sedang

Item Butir Soal	Jumlah Siswa yang Benar	Tingkat Kesukaran p = $\frac{\sum x_i}{Sm_1 N}$	Kriteria
14	82	0.41	Butir soal sedang
15	134	0.67	Butir soal sedang
16	52	0.26	Butir soal sukar
17	108	0.54	Butir soal sedang
18	50	0.25	Butir soal sukar
19	93	0.47	Butir soal sedang
20	108	0.54	Butir soal sedang
21	141	0.71	Butir soal mudah
22	141	0.71	Butir soal mudah
23	52	0.26	Butir soal sukar
24	14	0.07	Butir soal sukar
25	110	0.55	Butir soal sedang
26	124	0.62	Butir soal sedang
27	61	0.31	Butir soal sedang
28	164	0.82	Butir soal mudah
29	62	0.31	Butir soal sedang
30	142	0.71	Butir soal mudah
31	95	0.48	Butir soal sedang
32	80	0.4	Butir soal sedang
33	153	0.77	Butir soal mudah
34	143	0.72	Butir soal mudah
35	102	0.51	Butir soal sedang
36	138	0.69	Butir soal sedang
37	63	0.32	Butir soal sedang
38	84	0.42	Butir soal sedang
39	147	0.74	Butir soal mudah
40	143	0.72	Butir soal mudah

Klasifikasi Tingkat Kesukaran soal disajikan pada tabel 3 berikut ini.

Tabel 3. Klasifikasi Tingkat Kesukaran

No.	Kriteria	Item Soal
1	Butir soal sukar	12, 16, 18, 23, 24
2	Butir soal sedang	1, 2, 3, 4, 5, 9, 11, 13, 14, 15, 17, 19, 20, 25, 26, 27, 29, 31, 32, 35, 36, 37, 38
3	Butir soal mudah	6, 7, 8, 10, 21, 22, 28, 30, 33, 34, 39, 40

Secara umum, sebagaimana yang ditampilkan hasil analisis dari program TAP ini, didapat *mean item diffuculty* sebesar 0.539 atau tingkat kesukarannya berada pada kategori sedang.

Tabel 4 Distribusi Tingkat Kesukaran Butir Soal

No	Indeks Kesukaran	Butir Soal	Jumlah	%
1	Sukar (0%-30%)	12, 16, 18, 23, 24	5	12.5%
2	Sedang (31%-70%)	1, 2, 3, 4, 5, 9, 11, 13, 14, 15, 17, 19, 20, 25, 26, 27, 29, 31, 32, 35, 36, 37, 38	23	57.5%
3	Mudah (71%-100%)	6, 7, 8, 10, 21, 22, 28, 30, 33, 34, 39, 40	12	30%
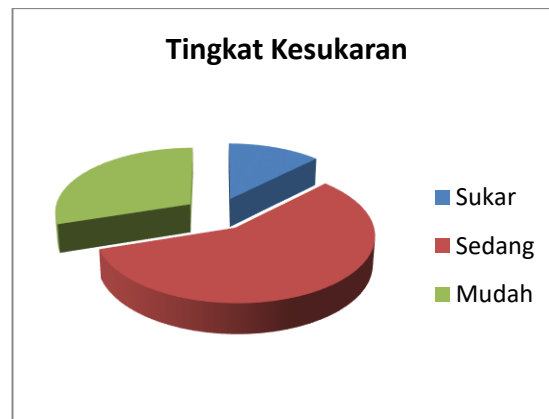
Gambar 3. Diagram Distribusi Tingkat Kesukaran Butir Soal

Daya Pembeda

Kriteria untuk daya pembeda adalah apabila 0,00 - 0,19 dikategorikan daya pembeda jelek, 0,20 - 0,39 kategori daya pembeda cukup, 0,40 - 0,69 kategori daya pembeda baik, 0,70 - 1,00 kategori daya pembeda baik sekali, dan apabila bernilai negatif (-) berarti semuanya tidak baik, jadi semua butir soal yang mempunyai nilai D negatif sebaiknya dibuang saja.

Penentuan kelas atas dan kelas bawah menggunakan 27% dari seluruh peserta tes. 48 orang diambil untuk kelas atas, hal yang sama pada kelas bawahnya (27% dari 177 peserta tes adalah 48 orang). Daya beda yang diperoleh dengan menggunakan Anates V.4.0.5 pada soal UAS mata kuliah Pengetahuan Komputer dapat dilihat pada tabel di bawah ini.

Tabel 5. Daya Beda Butir Soal

Item Butir Soal	Daya Beda	Tafsiran
1	0.06	Jelek
2	0.15	Jelek
3	0.1	Jelek
4	0.33	Cukup
5	0.33	Cukup
6	0.02	Jelek
7	0.17	Jelek
8	0.29	Cukup
9	0.54	Baik
10	0.19	Jelek
11	0.35	Cukup
12	0.06	Jelek
13	0.38	Cukup
14	0.56	Baik
15	0.29	Cukup
16	0.06	Jelek
17	0.38	Cukup
18	0.31	Cukup
19	0.1	Jelek
20	0.1	Jelek
21	0.19	Jelek
22	0.19	Jelek
23	0.23	Cukup
24	0.1	Jelek
25	0.54	Baik
26	0.33	Cukup
27	0.23	Cukup

Item Butir Soal	Daya Beda	Tafsiran
28	0.04	Jelek
29	0.42	Baik
30	0.31	Cukup
31	0.46	Baik
32	0.27	Cukup
33	0.15	Jelek
34	0.35	Cukup
35	0.42	Baik
36	0.13	Jelek
37	0.35	Cukup
38	0.31	Cukup
39	0.06	Jelek
40	0.19	Jelek

Berdasarkan hasil analisis data yang dilakukan pada butir soal di atas dengan menggunakan program komputer dapat diketahui bahwa soal dengan daya pembeda jelek berjumlah 18 soal, soal dengan daya pembeda cukup berjumlah 16 soal, soal dengan daya pembeda baik berjumlah 6 soal dan soal dengan daya pembeda yang baik sekali berjumlah 0 soal. Berikut adalah tabel distribusi daya pembeda:

Tabel 6. Distribusi Daya Beda Butir Soal

No	Daya Pembeda	Butir Soal	Jumlah	%
1	Jelek (0,00–0,19)	1, 2, 3, 6, 7, 10, 12, 16, 19, 20, 21, 22, 24, 28, 33, 36, 39, 40	18	45%
2	Cukup (0,20–0,39)	4, 5, 8, 11, 13, 15, 17, 18, 23, 26, 27, 30, 32, 34, 37, 38	16	40%
3	Baik (0,40–0,69)	9, 14, 25, 29, 31, 35	6	15%
4	Baik Sekali (0,70–1,00)	0	0	0%
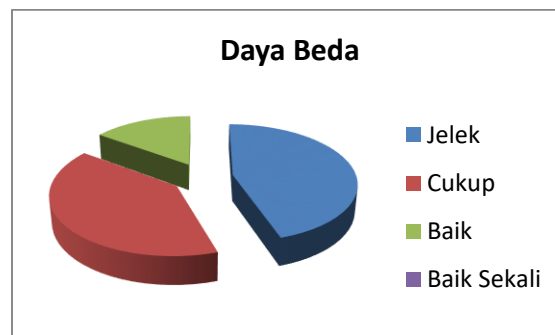
Gambar 2. Diagram distribusi daya pembeda soal

Pembahasan Hasil Penelitian

Penelitian ini bertujuan untuk mengetahui kualitas butir soal ujian akhir semester mata kuliah Pengetahuan Komputer semester ganjil tahun akademik 2016/2017. Kualitas butir soal tersebut dapat dilihat melalui unsur tingkat kesukaran dan daya pembeda.

Tingkat Kesukaran

Oller (dalam Nurgiantoro, 2010) berpendapat tingkat kesukaran dapat didefenisikan seberapa besar suatu butir soal memberi fasilitas atau kemudahan bagi peserta didik. Tingkat

kesukaran adalah presentase mahasiswa yang menjawab dengan benar suatu soal, juga disebut sebagai nilai P. Rentangnya adalah dari 0% - 100%, semakin tinggi nilai P semakin mudah soal tersebut.

Tingkat kesukaran mengacu pada pengukuran seberapa besar derajat kesukaran suatu soal. Hal ini dilihat dari proporsi mahasiswa yang menjawab benar untuk butir soal, yang diperoleh dengan cara menentukan rata-rata skor mahasiswa pada satu soal dibagi dengan skor maksimum pada butir soal tersebut. Analisis tingkat kesukaran soal dapat dilihat berdasarkan indeks kesukaran. Apabila suatu soal memiliki tingkat kesukaran sedang dengan indeks kesukaran 0,31 – 0,70, maka dapat dikatakan soal tersebut baik.

Hasil analisis tingkat kesukaran soal ujian akhir semester soal ujian akhir semester ganjil mata kuliah Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal yang termasuk kategori sukar berjumlah 5 soal (12.5%), soal yang termasuk kategori sedang berjumlah 23 soal (57.5%), dan soal yang termasuk kategori mudah berjumlah 12 soal (30%).

Hasil penelitian ini sesuai dengan kajian teori yang menyatakan bahwa salah satu analisis yang harus dilakukan adalah analisis terhadap tingkat kesukaran. Soal yang baik adalah soal yang tidak terlalu mudah atau tidak terlalu sukar. Jika suatu soal memiliki tingkat kesukaran seimbang (proporsional), maka dapat dikatakan bahwa soal tersebut baik.

Berdasarkan uraian di atas dapat disimpulkan bahwa soal ujian akhir semester mata kuliah Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 merupakan bentuk soal yang cukup baik berdasarkan tingkat kesukarannya karena banyaknya soal sedang yaitu 57,5%.

Butir soal yang termasuk kategori sedang dimasukkan dalam bank soal dan dapat dipergunakan kembali sebagai alat evaluasi mahasiswa pada waktu yang akan datang. Butir soal yang termasuk kategori mudah atau sukar perlu dilakukan tindak lanjut yaitu soal tersebut ditelusuri sehingga bisa diketahui faktor penyebab kegagalan soal tersebut. Sehingga soal tersebut dapat direvisi dan diperbaiki untuk kemudian diujikan kembali pada tes yang akan datang.

Daya Pembeda

Daya pembeda menunjukkan sejauh mana tiap butir soal mampu membedakan mahasiswa yang menguasai materi dan mahasiswa yang tidak menguasai materi. Analisis daya pembeda soal dapat dilihat berdasarkan indeks diskriminasi. Hasil analisis daya pembeda soal ujian akhir semester ganjil mata kuliah Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal dengan daya pembeda jelek berjumlah 18 soal (45%), soal dengan daya pembeda cukup berjumlah 16 soal (40%), soal dengan daya pembeda baik berjumlah 6 soal (15%) dan tidak ada soal dengan daya pembeda yang baik sekali (0%).

Hasil penelitian tersebut sudah sesuai dengan kajian teori yang menyatakan bahwa salah satu analisis yang harus dilakukan untuk mengetahui apakah masing-masing butir soal dapat dikatakan baik sebagai alat evaluasi adalah analisis terhadap daya pembeda. Semakin tinggi koefisien daya pembeda suatu butir soal, semakin mampu butir soal tersebut membedakan antara peserta didik yang menguasai kompetensi materi dengan peserta didik yang kurang menguasai kompetensi materi. Jika semua atau sebagian besar mahasiswa pandai dapat menjawab dengan benar suatu soal maka daya pembeda soal tersebut tinggi.

Berdasarkan uraian di atas dapat disimpulkan bahwa soal ujian akhir semester ganjil mata Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017

merupakan soal yang cukup baik. Artinya soal tersebut telah dapat membedakan antara mahasiswa yang sudah menguasai kompetensi materi dengan mahasiswa yang belum menguasai kompetensi materi. Butir soal yang daya pembedanya cukup sebaiknya dilakukan perbaikan agar menjadi soal yang baik sedangkan butir soal yang daya pembedanya kurang baik harus dilakukan perbaikan dengan menelusuri penyebab kegagalan tersebut. Daya pembeda soal dapat digunakan untuk meningkatkan kualitas soal berdasarkan data empirik dan analisis butir. Indeks daya pembeda dapat menunjukkan apakah soal tersebut baik dan diterima, harus direvisi atau harus dibuang.

Kesimpulan

Berdasarkan hasil penelitian dan pembahasan, maka dapat ditarik kesimpulan sebagai berikut: Tingkat kesukaran soal ujian akhir semester mata kuliah Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal yang termasuk kategori sukar berjumlah 5 soal (12.5%), soal yang termasuk kategori sedang berjumlah 23 soal (57.5%), dan soal yang termasuk kategori mudah berjumlah 12 soal (30%), dan daya beda soal ujian akhir semester ganjil mata Pengetahuan Komputer di Universitas Cokroaminoto Palopo tahun akademik 2016/2017 menunjukkan bahwa soal dengan daya pembeda jelek berjumlah 18 soal (45%), soal dengan daya pembeda cukup berjumlah 16 soal (40%), soal dengan daya pembeda baik berjumlah 6 soal (15%) dan tidak ada soal dengan daya pembeda yang baik sekali (0%).

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Learning by Teaching, Why Not?

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Abstract

Lesson Study for Learning Community was held by applying *Magang Based* Lesson Study at *Universitas Cokroaminoto Palopo*. There were ten Students collaborated with 4 lecturers and 4 teachers. Those teachers are the teachers at *SMP Negeri 1 Palopo*, *SMP Negeri 2 Palopo*, *SMP Cokroaminoto Palopo*, and a teacher at *SMA Negeri 6 Palopo*. This paper aimed is describing the students' activities in learning by teaching and how they prepare their class. The research question of this paper is what are the students' activities in preparing their class? How do the students' prepare their class? What Lesson learned found in *Magang Based* Lesson Study? In answering the research question, the researcher conducted a research in a year by participating in learning community. Although this research has not finished yet, she describes that the students who conducted *Magang* prepared their class by learning how do their students learn. After that, they discussed it by collaborating with lecturers at *Universitas Cokroaminoto Palopo*. In doing teaching in classroom, the rest of the students observed the students' way in learning. It is about when the students start to focus on studying, how they learned collaboratively with their groups.

Keywords: *learning; collaborative learning; learning community*

Introduction

Learning is an activity to have a positive changes. Theory of learning that is stated by some experts in some point of views. The behaviorism stated about stimuli-response. The position of the one who learn is the passive position. It is different with the cognitivism which is stated that the learner process the information and knowledge through his/her effort to have relation between new knowledge and their previous knowledge. This model focus on how the information is processed. So, the concept of learning is about environment is the place where the learners take the knowledge, while the constructivism stated that learning is not only about the system of fact or concepts which must be taken and remembered, but also to be constructed and applied in real life. So, based on the three above, *Universitas Cokroaminoto Palopo* has a concept of constructing knowledge in its curriculum, one of them is *Magang III* subject.

Damayanti (2017) figured on her research that the practice of Lesson Study at *Universitas Cokroaminoto Palopo* mostly used Plan-do-see cycle. The lecturers and the teacher began their teaching from plan until see phase. It shows us that the collaborated schools in Palopo are ready as the plot schools in Magang III based Lesson Study conducted by Faculty of Teacher Training and Education at *Universitas Cokroaminoto Palopo*.

The objective of *Magang III* is hopefully the students can achieve in having four competence such as pedagogic, professional, social, self-esteem. In *Magang III*, the students

apply their knowledge based on their capability, act as a professional teacher, to have relationship with students, teachers, and staffs. Moreover, they are hoped to have a good personality such as disciplinary, honesty, positive thinking, etc. The students of *Magang III* are helped by the guided lecturers and guided teachers. So, in *Magang III*, there is important point which is needed to build, the collaboration between teachers, lecturers, and students. The lecturers is not only facilitate the students administrative in schools, but also have a positive contribution to build the students self-confidence to learn how to be a teacher. So, the concept of relationship between teacher, lecturers, and students adapted from the concept in Japan called Jugyokenkyuu. It is applied by *Universitas Cokroaminoto Palopo* in one of subject at Faculty of Teacher Training an Education which is called *Magang III* based Lesson Study.

The concept of learning by teaching in Lesson Study hopes there will be positive relationship between lecturers, teachers, and students. Here, the pre-service teachers will learn more from the students. They learn more about how to construct their instruction in classroom to facilitate the students to learn, the learn how to facilitate media of learning to all the students, they learn how to design worksheet to facilitate all the students to learn, etc. The students are not only act as a teacher to stand up in front of the pupils, but also they learn though the pupils fails in understanding lessons. These pre-service teachers do some dialogues and discussion with teachers at schools and the lecturers. They plan the lesson design detailly. Others, the lecturers, the other pre-service teacher, the teachers observe the students reaction toward the initiation from the pre-service teacher. The figure 1 below shows us about the concept of activity in Lesson Study by Lewis, Perry, & Murata (2008).
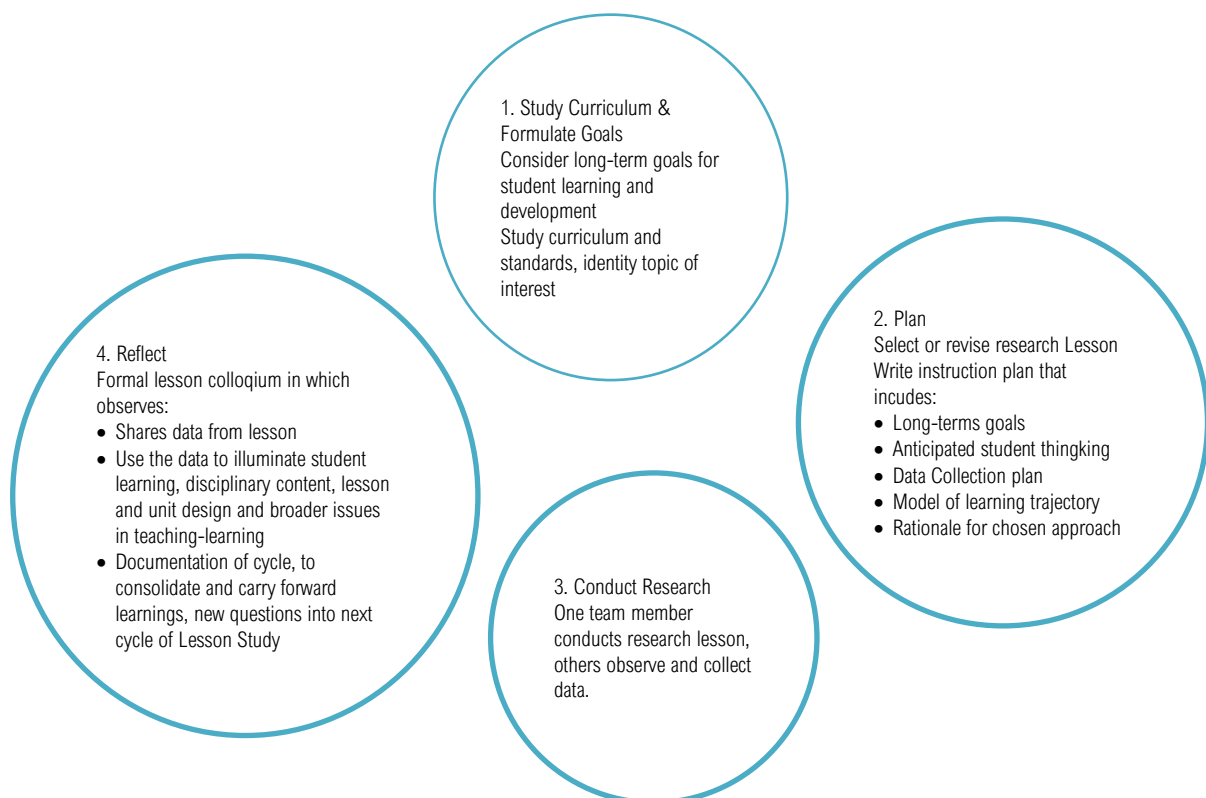

Figure 1. The Concept of Lesson Study Activity

Lewis, Perry, & Murata (2008) graphically depicts the lesson study cycle. Lesson Study shares certain characteristics with various North American professional development approach. For example, lesson study shares with analysis of students work a focus on evidence of student thinking, and it shares with video cases the analysis of actual instructions. However, no other approach has exactly the constellation of characteristics found in Figure 1, with a live classroom lesson as the centerpiece of study. Brown (2000) states that learning is:

1. Learning is acquisition of "getting"
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form of practice, perhaps reinforce practice.
7. Learning is a change in behavior.

While teaching is showing or helping someone to learn how to do something, giving instruction, giving in the study of something, providing with knowledge, causing to know or understand. So, teaching cannot be defined apart from learning.

Method

This article is a qualitative reseach focused on revitalization of *Magang III* at Faculty of Teacher Training and Education in *Universitas Cokroaminoto Palopo* through Lesson Study activities. The samples are 10 students from 4 schools, 4 teachers and four lecturers. This research will be conducted in one year in January – December 2018. The procedures of collecting data such as, socializing, *Magang based* Lesson Study, giving questionnaire and interview, follow up the result of questionnaire and interviews. If the knowledge of concept of Lesson Study known by the pre-service students and teachers is less than 50%, the researcher will plan pre-service student will teach again.

Preliminary Findings

The Students (Pre-Service Students) Activities in preparing the class

1. Consult with the Guide-Teacher
2. Do some coaching with the guide-lecturer
3. Discussing some topics, how to prepare some questions to the students, how to arrange sentences, how to group the students.

How The Pre-Service Students Prepare the Class

Before preparing the class, they prepared their selves first. They do some microteaching or practice stand up in the classroom in front of the lecturers.

The Lesson Learned from Magang Based Lesson Study

Caring is one of solution to help the fail student. One of fail students in *Magang III* caused by her disability in building self-confidence, as a result she cannot construct instruction in front of the classroom. Moreover, she has disability in writing well by hand-writing. She is helped by her lecturers and teacher to build self-confidence by the care. So, we can see the

relationship between learning and teaching. Although they are different in function, but both of them cannot be separated each other. It can be seen in Figure 2 below.

Teaching

Teaching topic of lesson

Students can/cannot understand

The pre-service teachers' Pedagogic competence

observe the students' reaction toward the instruction given by the pre-service teacher

Learning

Teaching

Design the lesson plan

students are helped/ not helped in constructing concept

The pre-service teachers' proffesional competence

observe, reflect, and re-planning

Learning

Teaching

verbal and non verbal communication

students are comfort/uncomfort

The pre-service teachers' Social competence

Adapting in school environment

Learning

Teaching

manage the emotional quation

students build good personality also

The pre-service teachers' personality competence

build the good personality

Learning

Figure 2. The concept of Learning by teaching in *Magang III based* Lesson Study

The Process of *Magang III* based lesson study which build the collaborative activities between teacher, students, and lecturers shown as follow:

Plan: pre-service teacher, students, lecturers discuss about the preparation before teaching

Open class: The lecturer and pre-service students observed how the students learn

Reflection : discussing about what the students done or reaction from the instruction from the pre-service teacher

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Effect of Recitation Method to the Students' Interest and Learning Results

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Abstract

The purpose of this study is to determine whether there is influence of learning methods of recitation on interests and student learning outcomes on equation of status of citizenship. The research method used is quantitative method. The form of research is quasi experiment with non-equivalent control group design. The population in this study are 46 tenth grade students of Multimedia A and B at *SMK Negeri 1 Kelam Permai* in 2016/2017 academic year. Data collection tools are test and questionnaire. Final measurements after treatment shows significant differences in student learning outcomes on equality of citizenship between experimental class and control class, based on hypothesis test using T test (t count > t table is 5.71 > 2.02). MANOVA test shows that F count > F table that is 27.00 > 19.00 which mean there is significant influence of student's interest and result of study using recitation method. It can be concluded that the recitation method is effective in improving students' interest and learning outcomes on equality of citizenship.

Keywords: recitation; Intertest; learning outcomes

Introduction

Students' interest and learning outcomes are strongly influenced by the learning environment in the classroom, one of which is learning using methods to assist in conveying learning materials, although in reality there are still many learning processes that are dominated by the use of lecture models and are monotonous so students feel bored and difficulty understanding the learning materials. The use of media in teaching and learning process is expected to be able to foster the spirit of student learning so that students are able to become active and easy in understanding the learning materials submitted. The assessment of learning outcomes itself is the process of assessing the results of learning achieved by students with certain criteria. This implies that the object that is judged is the result of student learning. Student learning outcomes is essentially a change in learning outcomes in a broad sense covering the areas of cognitive, affective, and psychomotor.

The selection and use of learning methods that fit the curriculum and potential goals of students is the basic skills and skills that must be possessed by an educator, teacher determination as an educator in selecting and using learning media will affect student learning outcomes, hope that by using media in the process this learning will have a significant influence on students' interest and learning outcomes. For that needed a problem solving in teaching strategy by teacher, one of them by applying the use of recitation method.

Mulyani in (Nurhayati: 2016) argued that the method of recitation is a method of teaching by requiring students to make resumes with their own sentences. With this method of recitation students will dare to write in his own way, responsible with the results of his

writing and will always remember with the material taught. So recitation means students quote or take their own parts of the lesson from certain books, then learn alone and practicing until it is ready as it should be.

Based on the results of observations in the learning process by the author at the time of the implementation of Field Experience Program (PPL) in Vocational Secondary School *(SMK) Negeri 1 Kelam Permai*, student learning takes place passive, bored and saturated in receiving learning materials. But they are more visible when teachers convey things that are not related to learning materials. This shows that students in tenth grade at *SMK Negeri 1 Kelam Permai* do not have self-motivation or interest in receiving learning materials, plus the students' cognitive learning outcomes are still very low average and only a few students who are able to achieve value in accordance with minimal mastery criteria. By using the recitation method, the recitation method is a method of teaching by requiring students to make resumes with their own sentences. With this method of recitation students will dare to write in his own way, responsible with the results of his writing and will always remember with the material that is taught. So recitation means students quote or take their own parts of the lesson from certain books, then self-study and practice until it is ready as it should be.

The success or failure of using recitation methods in this study can be measured based on the acquisition of student learning outcomes. According to Bloom (Sudjana, 2013) that, student learning outcomes consist of three namely knowledge (cognitive), attitude (affective) and skills (Psychomotor). Measurement of student learning outcomes in this study will be reviewed based on student cognitive learning outcomes. If the learning outcomes obtained by students reach a significant number then it can be stated the learning process is successful, vice versa.

Recitation Learning Methods

Using this method of recitation students will have the courage to write in their own way, responsible with the results of his writing and will always remember with the material in teaching. So recitation means students quote or take their own parts of the lesson from certain books, then self-study and practice until they are ready to receive the material and remember it again.

Mulyani in (Nurhayati: 2016) argued that the method of recitation is a method of teaching by requiring students to make resumes with their own sentences. With this method of recitation students will dare to write in his own way, responsible with the results of his writing and will always remember with the material that is taught. So recitation means students quote or take their own parts of the lesson from certain books, then self-study and practice until it is ready as it should be.

Interest to learn

Sardiman (Rian, 2014) states that: "Interests are defined as a condition that occurs when a person sees characteristics or meanings while situations related to his own desires or needs. Therefore, what a person sees will certainly arouse his interest as far as what he sees is related to his own interests. This shows that interest is a person's tendency to someone (usually accompanied by feelings of pleasure), because they feel there is an interest in something ".

Learning outcomes

Gagne (Suprijono, 2012: 5) says that "learning outcomes include: Variable information, intellectual skills, cognitive strategies, motor skills, attitudes". Learning outcomes are the

abilities that children get after learning activities Meanwhile, Bloom (Sudjana, 2012: 22), classifies the three domains of the cognitive domain, affective domain, and psychomotor sphere. Measurement of student learning outcomes in this study will be reviewed based on student cognitive learning outcomes. If the learning outcomes obtained by students reach a significant number then it can be stated the learning process is successful, vice versa.

Method

The method used in this study is a quantitative research method with the aim to determine the effect of recitation methods on student interest and learning outcomes. "Quantitative research is a study based on positivism philosophy, used to examine the population or a particular sample, sampling techniques are generally done randomly, data collection using research instruments, quantitative / statistical data analysis with the aim of testing the hypothesis that has been set" (Sugiyono, 2013: 8).

The form of research used by researchers in this study is research in the form of quasi experimental design. Sugiyono (2013: 72) states that "experimental research is a research method used to find the effect of certain treatments on others in controlled conditions". Quasi experimental is a difficult experiment because this design has a control group, but it cannot function fully to control the outside variables that affect the implementation of the experiment. Quasi experimental is used because in reality it is difficult to get the control group used for research (Sugiyono, 2013: 77). The form of quasi experimental research in this study using nonequivalent control group design of experimental group or control group was not chosen randomly.

Results & Discussion

Student Learning Results in Experimental Class.

Pretest is done to find out the description of the students 'initial ability on equality of citizens' position before treatment. Posttest is done to find out student learning outcomes on equality of citizen position after learning using recitation method in experiment class and conventional learning in control class. Student learning outcomes in the analysis by changing the score into value. The value of student learning is derived from the score achieved in the total score then at the one hundred times. The results of pretest data analysis for student learning outcomes in the experimental class obtained the highest score of 70 and the lowest score 35 with an average score of 51.46 with the number of students 24 people. The figure qualifies for a low score. Results of posttest data analysis for student learning outcomes in class experiments obtained the highest value of 95 and the lowest score of 70 with an average value of 87.08 with the number of students 24 people. The figure qualifies for high marks.

Student Learning Results in Control Class.

Pretest is done to find out the description of the students 'initial ability on equality of citizens' position before treatment. Posttest is done to understand student learning outcomes after learning using recitation method in experimental class and conventional learning in control class. The result of pretest data analysis for learning outcomes in the control class obtained the highest score of 70 and the lowest score 35 with the average value of 55.23 with the number of students 22 people. The figure is included in the low value qualification. The result of posttest data analysis for learning outcomes in the control class obtained the highest score of 85 and the lowest score of 60 with the average value of 79.09 with the number of students 22 people. The figure is included in the high value qualification.

Normality and Homogeneity Test Result

From the calculation of statistics show that χ 2 arithmetic ≤ χ 2 tables are pretest experimental class of 6.83 ≤ 7.81, pretest control class of 4.52 ≤ 7.81, experimental class posttest 3.26 ≤ 7.81, posttest control class 6 ≤ 7.81 Then it can be concluded that the normality test of students' learning outcomes control class and experimental class in this study normal distribution.

Table 1. Pretest Homogeneity Test Results Class of Experiment and Control Class

No	No Data tested	Sd	F_{count}	F_{table}	
1	*Pretest* experiment	9,77	1,19	2,05	Homogeneous
2	*Pretest* Controls	8,97	1,19	2,05	Homogeneous

From the results of statistical calculations show that F count ≤ F table is pretest experimental class and control class of 1.19 ≤ 2.05, it can be concluded that the data pretest experimental class and control class in this study homogeneous which means HO there is no significant difference in learning outcomes students between the experimental class and the control class on pretest pretest measurement.

Table 2. Hypothesis Test Results with t-Test for Posttest Learning Results of Experiment Class and Control Class

Class	N	Average *Posttest*	T_{table} (α = 0,05) db = 44	T_{count}	Description
Controls	22	79.09	2.02	5.71	There is a significant difference in learning outcomes between experimental class students and control class students
Experiment	24	87.08			

Based on the results of the calculation is known that the value of thitug is 5.71 while the ttable value at α = 0.05% with db (N + N-2 = 44) is 2.021 This means the value of tcount > ttable is 5.71 > 2.02, then Ha accepted and Ho rejected, meaning there are significant differences in student learning outcomes between experimental class students and students in the control class on posttest measurement.

MANOVA Test Results

Table 3. MANOVA Test Results

No	A1 (Controls Class)		A2 (Experiment Class)	
	Interest Y_1	Learning Outcomes Y_2	Interest Y_1	Learning Outcomes Y_2
1	8	9	10	10
2	6	8	9	9

MANOVA test results are to measure the variables simultaneously how the effects of recitation methods on student interest and learning outcomes. Based on the above MANOVA test calculation, F hitumg is 27.00 while the Fcount value is 19.00. This means that the value of F count > F table is 27.00 > 19.00, then Ha is accepted, which means that there is a significant influence of interest and student learning outcomes on the subject of citizenship education equality of citizenship status.

Result of Questionnaire on Students' Interest

The result of the questionnaire that expressed the students' overall interest in learning both the experimental class and the control class had different percentages. The students who were given the treatment had a learning interest of 86.25 % while the students in the control class only had a learning interest of 60.45 %. It can be concluded that the method of recitation can increase students' learning interest. This is in line with a research conducted by Manggopa (2013), which suggests that there is a difference of interest between students who follow the learning with recitation methods and students who apply conventional learning.

Conclusion

Based on the results of data analysis and discussion of the study, it can be concluded that there is a significant influence of learning methods of recitation on the interest and learning outcomes of students on equality position materials of citizens, Citizenship Education subject at *SMK Negeri 1 Kelam Permai* academic year 2016/2017.

Therefore, the researcher suggests some suggestions so as to provide some benefits for the readers and researchers themselves. As the end of this research, the researcher conveyed some suggestions as follows: (1) Students are expected to always play an active role in the learning process as dare to convey the conclusion that they have written related to the material that has been discussed. This attitude will increase interest in learning. (2) Teachers are expected to have sufficient knowledge and ability so that they can choose the method or model of learning that is conducive and in accordance with students 'learning ability and able to involve students' activeness in the learning process. (3) Teachers are encouraged to consider learning by alternative effort recitation methods of increasing interest and student learning outcomes. (4) Students are expected to study harder to get better learning outcomes. (5) Since this research is limited to equality of citizenship, there is a need for further research to find out whether the method of recitation is applicable and provide better results on the scope of the material or other subjects.

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Enhancing Students Writing Performance Through POW+TREE Strategy

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Abstract

This research aims to find out whether or not the use of POW+TREE technique is enhance the students' writing argumentative paragraphs. This research apply pre-experimental research. The population of this research is the sixth semesters of English Education Language Study Program of *Universitas Cokroaminoto Palopo* in academic year 2016/2017. There are 6 classes in the sixth semester of *Universitas Cokroaminoto Palopo* and the researcher use simple random sampling to take the sample and the total sample is 20 students. Based on the data that shows as the pretest mean score is 35.90 and the mean score of posttest is 58.50. So the result of this research shows that the used of POW+TREE technique in teaching writing argumentative paragraph is able to enhance the students' ability in writing argumentative paragraphs.

Keywords: *POW+TREE; argumentative*

Introduction

Writing involves some language components (spelling, grammar, and vocabulary). Writing is one activity that the students do in almost of their assignment. Through writing assignment, they can express their ideas, tell stories and give information. It is started from pre writing up to editing and it involves some kinds of writing skills or abilities. There are various ways to organize the sentences in a piece of writing. One of them is argumentative paragraphs. Argumentative paragraphs is a paragraphs telling reason, example, and strong evidence and assure. With existence of a this argument paragraphs hence its virgin us assure and influence reader with strong and logical reasons utilize to prove the truth of an opinion of aim based of fact and data.

In fact, students' mastery of English writing is still lack. The students are also difficult to understand and organized English writing. It is the same problem with the students when they try to write they do not know how to write and organize the writing. According Zemach (2006:1). There are many factors that make students writing skill is low. It could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. Study in school, take course etc., are the examples of external factors. The students often think that English is difficult to learn. They do not understand how to written English very well and how to say the first and arrange the words. In addition, they are afraid of making a mistake in writing English. They always think about structure when they are going to write.

There are many ways to encourage student's interest in writing. One of them is POW+TREE Technique. POW+TREE Technique is one example of Self-Regulated Strategy Development (SRSD) Method. Self-regulated strategy development (SRSD) Method is an instructional approach designed to help students learn, use, and adopt the strategies used by

skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning.

POW+TREE is one example of the Self-Regulated Strategy Development (SRSD) approach researched by Karen Harris and Steve Graham. Students are taught how to use self-regulation procedures, self-monitoring, self-instruction, and self-reinforcement to manage the writing process. POW+TREE is one SRSD strategy. POW stands for: Pick an idea, organize notes, write and say more. POW is something you should do every time you write it gives you POWer. TREE is used for opinion essays. It stands for: Topic sentence, reasons 3 or more, explain reasons, say more about each reason, ending- wrap it up tight.

POW+TREE Technique

POW+TREE is one example of the Self-Regulated Strategy Development (SRSD) approach researched by Karen Harris and Steve Graham. Students are taught how to use self-regulation procedures, self-monitoring, self-instruction, and self-reinforcement to manage the writing process. POW+TREE is one SRSD strategy. POW stands for pick an idea, organize notes, write and say Moore. POW is something you should do every time you write- it gives you POWer. TREE is used for opinion essays. It stands for topic sentence, reasons-3 or more, explain reasons, say more about each reason, ending- wrap it up tight

The Strengths of POW+TREE Technique

1) Easily implemented with no cost or set up

2) Used across content areas

3) Used with any writing program

4) Materials readily available

5) Designed for students with LD and severe learning difficulties.

6) Could be used with older students on an individual basis, with more grade appropriate graphics

7) Adapt stages and components as appropriate for students who need more scaffolding and support

8) Can be used with whole class, small groups &/or 1-on-1

Relevance for Use with Students

1) All students can use and benefit from SRSD strategy

2) Many SWD need more scaffolding and practice in order to write persuasive/opinion essays.

3) Students develop goal-setting, self-monitoring, self-instruction and self-regulation skills

4) Writing arguments to support claims using valid reasons and relevant evidence is part of the Common Core Standards beginning in Kindergarten. This strategy teaches students to give at least 3 reasons with supporting evidence. It also teaches students to organize their writing.

5) Students develop a more positive attitude about themselves and writing.

Explicit Instruction POW+TREE (Opinion Essay)

For explanation, modeling, posting, and student use, as applicable. When implementing this strategy, remember to teach the strategy following the 6 attributes of explicit instruction with corrective feedback embedded in all phases of supporting the instruction

Set the Stage

Teacher and students work together to build background knowledge and pre-skills needed to learn the strategy. Discuss what makes a good opinion essay, including the elements found in an opinion essay

Discuss It

Teacher and students discuss the strategy. Teacher provides rationale, explains each step and shares the mnemonics used. Introduce the TREE graphic organizer. The parts of the tree represent the parts of the essay: the topic sentence is like the trunk because all other parts are connected to it. The reasons are the roots because they make the tree strong. The conclusion is the earth because it holds it all together. Introduce the rocket graph which is divided into 5 parts. This will be used to identify which parts of TREE are being used every time students write an essay. Students fill in one section on the rocket for each of the five elements that are evident in the essay.

Model It

Teacher models the self-regulated use of the strategy collaboratively with students. Teacher uses think-aloud as she plans and writes the essay. Students participate by helping teacher plan, making notes on graphic organizer and writing draft. Teacher uses a variety of self-instructions throughout the writing process. Students record self-statements they would use while planning and writing their own essay. Finally, students evaluate the collaborative essay and graph the number of parts on the rocket, to make sure all 5 parts are there (topic sentence, 3 reasons, and conclusion)

Support It (Large Group)

Students have been practicing memorizing the mnemonic and what it stands for from stage 1. Students need to be able to use mnemonic independently without the graphic organizer. Teacher supports strategy use. Research indicates this is the step where students make the biggest jump in performance, but supporting the strategy is still necessary. Students work together with teacher to write an opinion essay. The mnemonic chart and self-statements are kept out while they work. Essays are evaluated for the five parts and graphs

Support It (Small Group and/or Partnering)

Teacher gradually reduces the amount of support. For each essay written, students evaluate the essay and graph the parts. Students help each other as well as receive h from the teacher. They share their essays and provide feedback to each other. Use of the mnemonic chart, self-statements and graphic organizer are faded during this stage

Support It (Independent Practice)

Students transition to independent practice, writing essays without support from teacher or peers. Teacher provides feedback as needed. Graphing continues for one or two essays, and then students can decide whether or not to continue using the graph. Ideas for transferring this strategy are discussed.

Method

The research design is pre-experimental design, where is applying pretest, treatment, and posttest to take the data. The objectives of this research is to find out whether using POW+TREE Strategy enhance the students' ability to write argumentative paragraphs This research takes simple random sampling technique to take the sample and the total of sample is 20 students. The instrument of the research is writing test that is writing argumentative paragraphs. The researcher use SPSS version 20 find the mean score, standard deviation, and test of significance.

Result & Discussion

Collecting the data, the researcher give writing test. The test is held for twice, pretest and posttest. Pretest given before treatment and posttest given after treatment. The findings consisted on the students' score, mean score, and standard deviation and finding out the significance different between the pretest and posttest.

The Rate Percentage of the Students' Capability Based on Content, Organization, Grammar, Vocabulary, and Mechanic in Pretest.

Table 1. The classification and percentage of pretest.

No	Classification	Score	Frequency	Percentage %
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Average	66-75	0	0
5	Fair	56-65	0	0
6	Poor	36-55	8	40
7	Very poor	0-35	12	60
Total			20	100%

Table 1 shows that from 20 students, there are 8 (40%) students get poor score and 12 (60%) students get very poor score. No one student get excellent, very good, good, average, and fair. Based on the data from students' score who have added by five components in writing, the researcher found that most of the students have low ability in writing or very poor classify.

The Rate Percentage of the Students' Capability Based on Content, Organization, Grammar, Vocabulary, and Mechanic in Posttest.

Table 2. The classification and percentage of posttest.

No	Classification	Score	Frequency	Percentage %
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Average	66-75	3	15
5	Fair	56-65	13	65
6	Poor	36-55	4	20
7	Very poor	0-35	0	0
	Total		20	100%

Table 2 shows that from 20 students, there are 3 (15%) students get very average score, 13 (65%) students get fair score and 4 (20%) students get poor score. No one student get excellent, very good, good and very poor classification. Based on the data from students'

score who have added by five components in writing. The researcher found that the students got improvement in writing ability after giving treatment through POW+TREE Technique.

Mean score in pretest was 35.90 with standard deviation 4.02 and the mean score in posttest was 58.50 with standard deviation 4.44. It shows that the mean score of posttest was higher than pretest. Based on the result of data analysis at the finding above, the researcher found that the T-test was 0.00 and α is 0.05, therefore T-test < α (0.00 < 0.05). It proved that the hypothesis (H_0) is rejected and hypothesis (H_1) is accepted. It means that using POW+TREE technique is effective in enhancing the students' writing argumentative paragraphs. All aspects of the students' activities in percentage reached all criteria effectively. The students could follow the steps of POW+TREE technique to construct their knowledge before they started their writing. It helped the students to produce and organize ideas easily, therefore POW+TREE strategy was an effective strategy because it could minimize the students' difficulties which they faced in writing. In other hand, most of the students gave good responses toward the implementation of POW+TREE strategy. The students felt enthusiastic in learning process. They were also more interested and motivated in writing activities. The use of POW+TREE technique can minimize the students' difficulties in writing, which is writing argumentative paragraphs and can help the teacher in teaching writing.

The result of the t-test, the researcher found that there was a significant difference between the result of pretest and posttest. It could be concluded that the null hypothesis (Ho) was rejected while the alternative hypothesis (H_1) was accepted. In other word, teaching argumentative paragraph used POW+TREE technique is effective in enhancing the students' writing ability in writing argumentative paragraphs at second semester of *Universitas Cokroaminoto Palopo*.

Conclusion

The researcher conclude that the used of POW+TREE technique in teaching writing argumentative paragraph able to enhance the students' ability in writing argumentative paragraphs. It could be proved by the students' result of the mean score in the pretest is 35.90 and the mean score of students in the post test was 58.50. The result in posttest is greater than pretest after giving treatment to the students, and based on the result of data analysis or the finding in chapter IV, the researcher find that the T-test is 0,00 and the α is 0.05, therefore T-test < α (.000 < 0.05). It is proved that the hypothesis (H_0) is rejected and hypothesis (H_1) is accepted. It means that using POW+TREE technique is effective in stimulating the students' writing argumentative paragraphs.

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The Method of English Language Learning at Cambridge English Course Balikpapan

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Abstract

English teachers should be smart in choosing a right method to be used in their teaching and learning. In the case of choosing any technique, method, model, and strategy is such a main priority before coming to class. The fallacy of choosing method in teaching can be a contradiction to the instructional objectives. The theoretical analysis tries to re-unlock any new perspective by using direct method in conducting English teaching and learning process. The way of interpretation and manipulation of method appropriately not only can enhance the quality of teaching and learning process but also leaning outcome or students' achievement. Using direct method in teaching English is not only in spoken aspect but also in written one especially in teaching language skills, such as speaking, and grammar aspect. Applying direct method in teaching and learning English should pay attention to the students and the characteristics of the materials that will be taught. To teach and learn English as a foreign language and target language is good for the teachers or learners use the direct method.

Keywords: *Teaching English; Learning English; Direct method; Nature method*

Introduction

Learning English is one object that still requires improvements in the learning process. Because English is a second language after their mother-tongue, then the learning process should be paid attention very much. In English language teaching, an aspect that is very aware of in terms of the method. Because, the success or failure of a program of English language teaching is often assessed in terms of the method used, the method determines the content and how to teach the language. The use of role-play in language teaching has had mixed success (Al-Arishi, 1994). But its value lies in the fact that by virtue of occupying a role, participants still have jobs to do and problems to solve, so that they are driven to communicate because of 'the duties inherent in their functions' rather than because of a 'teacher-directed need' (Jones, 1982: 9).

Some people say that the method is not so important in learning English, what is important is the willingness to learn and the quality of the student, while the method merely as a tool only. However, regardless of agree or disagree on the importance of the method, the fact remains that if there is a lack of success in learning, the teacher is required to review the methods that have been used. Furthermore, feedback from other participants can be instantaneous if the language used is considered inappropriate since it may affect the effective performance of a role (Jones 1982:7-8).

Many of us have encountered agencies that provide services in the improvement of language. These institutions use certain methods in teaching. Suppose the "Master the English Language in just two months!" Either success or failure of the campaign, but certainly there is

a special method that is applied in teaching to realize as it has been promoted. In our proposed research plan, we are interested in studying English teaching methods applied in the Cambridge English Course Balikpapan, one of the recognized English courses, so in other words, the role of the English course is huge in realizing its mission. From the background of the problems that we describe, the authors formulate the problem as follows:

1. What methods are used by CECB in teaching English to its students?

2. What are the constraints faced obstacles in learning the English language at the CECB?

Theoretical Foundation

Teaching English is considered difficult, as well as the language teaching at schools, universities, English courses. The difficulty lies on the teaching methods may be less appropriate in the circumstances at the time, so it may be by another method of teaching is simple. The use of appropriate methods in learning not only the language, particularly English, but also can be applied to other subjects. Knowing how precise and fast method of learning, actually has a lot of experts who convey their ideas. One of them is the active learning method. This method is very instrumental in the success of students who are learning. The active learning method has been known for more than 2400 years ago. Confucius also has stated that what I hear I forget, what I see I remember, what I do I understand. Mel Siberman has modified and expanded the Confucius statement becomes aware of what he called active learning.

- What I hear I forget.

- What I hear and I see I remember little.

- What I hear, see, and I ask or discuss with some other friends, I began to understand.

- What I hear, see, discuss and do, I acquire knowledge and skills.

- And what I teach to others, I master.

Direct Method

Direct method is a way of presenting the subject of Foreign Languages in which the teacher directly uses the foreign language as the language of instruction, and without the use of students' language in the teaching. When students get trouble in understanding the word, teachers can interpret the words by the use of props.

In this method, during the process of teaching, teacher uses the language that is taught, while the learners' language should not be used. Steps of English language learning by using the direct method, namely: selecting the appropriate topic to the level of the students' ability, then teachers tell the words or phrases that correspond to the level of their ability to use props when needed.

This method based on the understanding, teaching of a foreign language which is not the same as teaching science or natural science. When teaching science, students are required to be able to learn by heart certain formulas, thinking and remembering, in language teaching, student / students are trained to practice directly the certain words or phrases. Even when the words or phrases are initially unfamiliar and the students do not understand, but little by little the words and phrases as well the meaning will be spoken.

Similarly, if we take a look at the a mother teaching her children initially to train their children directly by teaching him, led him   say the word by word, sentence by sentence, and his son to obey even though we see tasted funny. For example, his mother taught "father"

then the children call "aah" and so on. But over time the child identifies words and finally he/she understands meaning as well.

Principally, the direct method is very major in foreign language teaching, because through this method can train students directly without using the mother tongue (the environment language). Although at the beginning, it seems it is difficult for the student/students to imitate, but this method is attractive for them. Characteristics of this method include:

1) The basic aim expected by this method is to develop students' ability to think in English language is not the mother tongue of students.
2) Let the English language learning by using the English language does not use the other language as a medium.
3) The conversation between individual's draws the first form and it is commonly used in the society, so that at the beginning, their English conversation should be contained the vocabulary and sentence structure in accordance with the intent and purpose of student learning.
4) At the beginning, the students learning is conditioned to listen to sentences perfectly and has a clear meaning, so that students are able and easy to understand.
5) Grammar is a tool to regulate the expression of language. So the grammar is given unspecipicly but it is taught while using the words or phrases and sentences that appear in the conversation.
6) The English text is not presented to the students before they recognize the voice, vocabulary and structure in it. And also they do not write English text before they can read well and understand it.
7) Translation from and into English is something that should be avoided in this method, so it is not justified to translate English to any language.
8) Explaining the difficult words and sentences are enough to use English.
9) Most of the time, it is used to practice language learning, such as dictate, repeat the story or do the rating freely.
10) The method focus more attention on developing students' ability to speak than the other aspects.
11) Firstly, the subject is given word by word, then the structure of the sentence.
12) Grammar is taught only a little bit, and students are not required to memorize the formula of grammar, but the main one is the students are able to pronounce a foreign language well.
13) In the teaching process, it is always used some tools (props) both props direct and indirect and the demonstration by using symbols or specific movements.
14) After going into the classroom, the student or students are really conditioned to accept and converse in a foreign language and it is prohibited to speak any other language.
15) The subject consists of words and sentence structures which are widely used every day.
16) Grammar is taught by means of situation and made orally not by memorizing grammar rules.
17) The concrete meaning is taught by using objects, while abstract meaning is through the association.
18) Practicing much the listening, and imitating by in order to achieve the mastery of the language automatically.
19) Learning activities are done much in the classroom.
20) Firstly, the reading is given orally.
21) From the beginning of class, the students are trained to think in a foreign language.
22) Learners are given the opportunity to practice by questioning and answering with the teacher / classmates.

23) The pronunciation must be accompanied by discussions in English, either in explaining the meaning contained in the reading or functions of each word in a sentence.

Students are motivated to be able to call and understand the words of a sentence in a foreign language taught by the teachers, especially teachers' use props and the kinds of comfortable media. In this method, at first teachers usually teach the use of words and simple sentences that can be understood and known by students in everyday conversation for example (pen, pencil, benches, tables, etc.), students can easily understand the foreign language symbol taught by the teachers. This method relatively needs much various props, such as video films, tapes, and various media / props. This method attracts the students, because they get excited or interested and the lesson is not difficult.

Students gain practical experience although the beginning sentence pronounced has not been understood very well. Students become easier to answer the questions that they are often heard and spoken before. Prioritizing more the speaking skills. In direct method, Mother tongue has no place in learning English. Do not use the grammar rule. Use the principle of imitating and not memorizing. Preparing knowledge that is useful for speech language in context. It is suitable and appropriate for the students' linguistic levels. Some performances and displays are for spontaneous guidance. However, direct methods have deficiencies, they are as follows:

Teaching can be passive, if the teacher/s are not able to motivate the students, all students may even feel tired and feel cranky because of the words and sentences spoken by the teacher can never be understood, because the teacher/s just use the foreign language without being translated into the learners' language. At the beginning level, this method seems to be difficult to be enforced, because the students do not have the vocabulary yet.

Although in this method, the teacher may not use the learners' language in delivering the foreign language learning materials but in reality they are not always consistent, the teachers had to translate the difficult foreign words into the learners' language. A perfect mastery of the language is usually difficult to achieve. It was difficult to be applied to a large class that is requiring the teaching process that has the ability in the foreign language taught.

By just using the foreign language is often a waste of a lot of time, because the mother tongue is sometimes more effectively used to explain various aspects of the language. This method is more concerned on speaking skills than other skills. Because teachers do not use the learner's language therefore they need more seriousness that wastes much time. A teacher may not make a mistake in sentence structuring. This direct method needs the skillfulness and fluent teacher. It is difficult to provide a variety of interesting and situational activities in the classroom.

Natural Method

Natural method so called because in the process of learning, the students were taken to nature as well as its own native language lessons. In the process of language learning, this method is not much different from direct method where the teacher presents the subject directly in a foreign language without translation at all, except in certain matters where the students' dictionary and language can be used. The characteristics of this method include:

1) In the previous step, obtaining, listening, and then speaking, reading and finally grammar.

2) At the beginning, simple words are presented to introduce that have been known by students, and then practice to name the objects beginning from the existing objects in the classroom, at home and outside the classroom, even recognize foreign countries.

3) The props and dictionaries that can be used any time is needed very much to explain and interpret the difficult words in a foreign language and increase vocabulary words or enrich vocabulary as the main requirement to master a foreign language.

4) As the ability and fluency of reading and conversation is preferred in this method, the grammatical subject is less attentiveble.

5) Employing some teachers in turn, so that the students hear the words and sentences from the different people.

The advantages of this method include:

1) At the advanced level of this method is very effective, because each individual student is brought into the atmosphere of the real environment to listen actively and use the conversation in a foreign language.

2) Teaching the reading and speaking in a foreign language is preferred, whereas grammatical lesson is taught as needed.

3) The teaching becomes meaningful and it is easy to be absorbed by the students, because every word and sentence taught has context with the world of the students' daily life.

The lack of this method, among others:

1) The students find that it is difficult to learn the foreign language when they do not have a basic one, especially at levels of devotee, so that the use of the learner's language can not be avoided. Thus, the original purpose of this method on the foreign language reading and speaking is difficult to apply purely, but it must be applied consequently.

2) In general, students and teachers prioritize more the traditional grammar first than the reading and the speaking that it is supposed to be wrong scientifically that needs to be changed.

3) Teachers who are lack of the ability and practical experience in a foreign language become the difficult factor to apply and manage the method. Teachers must be active to speak in a foreign language then his students will also be able to active to practice it.

In the learning process by using this method, teacher plays three major roles, they are as follows:

1. The teacher as the main source provider of comprehensible input in the target language. Teachers are required to provide a lot of time to provide the input of language with a variety of assistance as a gesture so that the learners can interpret the given input.

2. The teachers play a role as the creators of the atmosphere of charming, relaxed and friendly group so that it will minimize the occurrence of affective filters in learning. To minimize the occurrence of affective filter, the teachers do not force the learners to speak in the group before they are ready to talk; the teachers do not correct a mistake made by the learners; and teachers provide learning materials in accordance with the interests of the learners.

3. Teachers act as voters, collect and design the learning materials and the diverse group activities to be used in the group. In selecting the learning materials are not only selected based on the only perception of the teachers but also have the interests and needs of the learners, in addition to the teacher also must choose the right activity for the presentation of a particular material.

While the role of the learners in learning the natural method according to Bambang Setiadi, et al (2004; 4.7) can be seen by phase by phase, they are as follows:

1. Pre-production phase: the learners participate in an activity group without having to provide a response, or speak the foreign language other than the language learned. For instance, the way of teachers demonstrate or give an instruction, expressions or pictures taught by the teachers.

2. Early production phase: the learners are given the opportunity to answer simple questions posed by the teachers. Learners' answers consist of a single word or a short phrase.

3. Emergent speech phase: the learners get involved in their activities and play a role and games

Method

The type of research that we have done is a case study in language learning, in which researchers actually see firsthand the problems examined. So, this study emphasizes more on qualitative data collection and uses in the qualitative analysis of data presentation, data analysis and conclusions.

The source of the data in the study is the subject of where the data was obtained. In this study we use the people at CEC Balikpapan or something related to the CECB itself as the source of our research data. The people include the board, teachers, students and students' parents. There are about 120 sixty people getting involved at CECB but I just use 12 people from them to be my respondents. 2 people represent the board, 2 people represent the teachers, 6 people represent the students, 2 people represent the students' parents.

Interview method is often called the oral interview or questionnaire is a question and answer dialogue process conducted by the writer to obtain information from interviewees. The type of interview that the writer use in this study is free guided interview, in this interview, the writer brings guideline only an outline of the things he was going to be asked, while the question of delivery is done freely, so that the interview will not be strained or monotonous. Observation method is a technique of data collection conducted to collect data by conducting systematic observations of the phenomenon investigated. This type of observation according to Buford Junker called Complete Participate observations. The method the writer uses is to obtain data about the English learning at CEC in terms of methodology, so he knows its extent.

Board of CECB was also the owner of the institute. Besides they also become the tutors for the course. Because the board of the course is also the owner, then there is not a tenure limit of the leadership. Besides the board, the students become essential element in the implementation of learning teaching, because the students in the learning process itself can hope and define themselves, and tutors will be dealing directly with students who have different abilities, intelligence, character, and different economic backgrounds. The more active the students take part in the course, the better results they will achieve.

Total students of CECB based on registration data in 2016/2017 that were recorded as students of CECB amounted to reach 103 students; 61 girls and 42 boys. This number still increased because at the time the writer made observations, schedule of teaching and learning at this institution there was still another month to begin. This means that the institution still accepted students before class on a pre-determined schedule. Most of the students who are learning the English language are from junior high school and the rest are

from high school students there were a few from elementary school students. Almost all of the students of CECB are from the haves. Yet there are some from the pure.

Internal tutor or external tutor on every program of CECB program were Bachelor of English, who averagely have experience in teaching English for over 10 years. So called, they already have skills in the field of English. Especially for speaking comprehension programs, tutors were native speakers who have been already scheduled by the board for a particular study group, namely, starting from level 4 to level 6. Different native speakers were invited by the board that means they are not permanent as tutor at the institution.

Course Programs

1) Grammar and Translation

2) Conversation

3) Debate

4) Speak with Native Speaker

This English course program runs for 3 months for one level. A pupil is supposed to graduate from course when he/she has completed the whole levels. The class meetings are executed twice in a week and continued on the following week. In the first week, for example, Monday and Wednesday for vocabulary program, while the second week on the same day, namely, Monday and Wednesday for grammar program. On the third week, also on the same day, listening lesson is given. On the week four, also on the same day, speaking lesson is given. Then back again to the program at the beginning of the month. At the beginning of the third month, the students are given audio-visual lessons for the first week, an interview with a native speaker in the second week, third week for the evaluation of vocabulary and grammar, and the week four is for the evaluation of listening and speaking program.

The Interview program with native speakers is one of the programs that exist in the CECB. At the time of the observation was done, the number of participants who attended the program were eighteen people. From the observation done by the writer, it can be concluded the temporary observation for the interview program with the native speaker as follows:

The method that the course applied was direct method, by using the technique of question students have. Direct Method is a method of learning where a teacher directly uses the foreign language when teaching, while students' language is not used. Technique of 'question students have' the way of teacher uses in the teaching the lesson is using the questions from the students. In the case, the students of CECB are active to ask questions in English language, and the tutor will answer directly by using the same language.

Learning Format

a) Board of CECB open the program by using the English language, and then give time to tutor (native speaker) to convey the material.

b) Tutor begins with a greeting, and then ask the students by giving questions.

c) Board reiterated questions from students when the questions of the students are not understood by the tutor.

d) Tutor responds to questions from the students, and students understand by listening directly, if there are new words that it feels strange to the students, students record it directly with a small book which they had prepared.

e) At the end of the program, the board gives the conclusion that time of learning outcomes and then covered with greetings from the tutor.

f) Time used in the learning process is effective and proportional, the program begins and ends in accordance with the schedule.

Result & Discussion

The research aims to know the methods used in language learning, especially learning English at CECB to find out the problems in language learning at CECB. On the above mentioned activities, students who usually attend in class are 15-25% of the whole. It is one of the constraints faced by CECB. Besides lack of confidence, part of the students in terms of communication in English, cause they are less motivated to come on the activities held by the CECB. It also makes CECB getting down the achievement of their students in English conversational. Various solutions have been offered by the board of CECB, including:

1. English day

2. English Discussion.

3. ADF (English Debate Forum)

4. Staging English drama

Facilities and infrastructure which are usually used by the students are asset and income of CECB, and they are functionalized by the students as maximum as possible. In terms of evaluation, the board supervised directly to the field to see or assess all activities performed by the students. And the board formed a committee in every implementation of the activities of students. Then the committee is responsible for the board relate to the implementation of activities carried out by students of CECB. To that end, the committee received an honorarium from the board.

The research that the writer has done and the corresponding data that has been collected can be said that English learning at CECB uses the Direct Method and Natural Methods. The direct method appears as a result of dissatisfaction with the results of the teaching of grammar translation method that is associated with the demands of the real needs in the community. By the mid-19th century, relations between European countries began to open, causing the need to communicate actively with each other between them. That is why, they need a new way of learning a second language, because the existing method is less practical and effective.

Thus, new approaches began to be coined by linguists in Germany, England, France, and others, who paved the way for the birth of the Direct Method. This method is growing rapidly in the 20th century in Europe and America. At the same time, this method is also used to study the English language. Direct method is actually a method that is most widely spread and well known. The characteristics of this method are:

1) The main objective is the mastery of the target language in which students communicate orally in the target language.

2) The use of everyday vocabulary with simple structure.

3) Grammar is taught according to the situation. The use of many new objects that arise in the use of language learning and the courage to speak reasonably.

4) Teaching oral language and vocabulary.

5) The appearance of the existing concrete meaning and the meaning of the reference to the abstract ideas that are raised through associative.

6) The grammar is described by the visual appearance.

7) Listening and imitating freely until the forms of grammar and vocabulary appear automatically.

According to the writer's observation, such methods are being used so far at the CECB, As well as the Natural Method done for the need of evaluation systems at CECB. The method is almost similar to the Direct Method and it usually ranges from questions about the objects and pictures. New words are described by the words that have been obtained. Meanings are taught through the conclusions obtained by the students based on the situation.

The method also does not use the first language (mother tongue), there is no translation, and there is no talk of a second language. The grammar is used to correct errors; dictionary used to look up the meanings of words are forgotten. The order of delivery is: listen, speak, write, and grammar. Richards and Rodgers (1986:9-10) summarized to the principles of the Direct Method:

1) Classroom instruction was conducted exclusively in the target language.

2) Only everyday vocabulary and sentences were taught.

3) Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

4) Grammar was taught inductively.

5) New teaching points were taught through modeling and practice.

6) Concrete vocabulary was taught through demonstration, object, and pictures; abstract vocabulary was taught by association of ideas.

7) Both speech and listening comprehension were taught.

8) Correct pronunciation and grammar were emphasized.

It is ironic that this method has until very recently been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language. It is 'remembered with distaste by thousands of school learner, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose." (Richards & Rodgers 1986:4).

In teaching the basics of the language as the authors have described, the theoretical basis on the mini research proposal is on the theory of Life Sciences (psychology), there are two schools of psychology that underlies an approach, and the approach can be contained many methods. In the English learning at CECB, it is used the Direct Method which is influenced by the school of behaviorism. Schools which give greater attention to the external factors in the learning and consider the external factors such as teachers/tutors, textbooks and others are dominant factor or have greatest influence in the learning process.

In Theory of Linguistics, the method was born by Structuralism. Theories of language in the structural are in line with the psychological theories of behaviorism that became the foundation for the audio-lingual method of language learning (Welleck, 1956).

But at CECB, there is no doctrine in the use of one or several methods, for a mini research was conducted in the field narrowed to the Direct Method that is used as a learning English. According to the writer's observation, the students have been feeling convenient with a variety of methods used at CECB. But variations in the use of the method must be done, which must conform the objectives and see the state of the members.

Conclusion

CECB in learning the English language does not have any special methods, but during this study, the authors concluded that the Direct Method and Natural method were used in English language learning. CECB Also use other method that was considered suitable and enjoyable for students who follow the activities such as English speaking and comprehension practices and certainly conform with the objectives to be achieved.

From the research that has been done, it can be concluded that learning English in CECB still has many obstacles both from students, administrators, or his tutor. Of the students themselves, the obstacles encountered were lack of confidence, because they feel less in terms of communicating in English, which causes they are less motivated to come on the activities held by CECB. It also made declining the students' achievement this CECB. Lack of tutors such as the EDF (English Debate Forum) is one of the obstacles faced by CECB. From the research that has been done, the suggestions of the author are as follows:

1. Seeing from the condition of CECB students, it is good when there is a new enrollment system of matriculation for students who do not speak English good in grammar or speaking. So that they are not inferior and burdened and of course able to equalize with students who are already considerably able to speak English.
2. Tutors seek to motivate the students so that they never suppose that English is a burden and do not feel inferior. And always give a great spirit for the students.
3. Tutors make learning process become interesting and fun by using instructional media or anything related to it to be able to make students feel happy in learning and active in his/her learning.
4. Tutor should pay attention the improvement of the students. Be an active, creative and professional tutor. Thus, English is not a difficult and boring subject.

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Utilizing Sulawesi Folktales into the Teaching of Reading Comprehension

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Abstract

Utilizing local wisdom into the teaching process has been a national agenda in Indonesia Curriculum today but it commonly pay less attention by the teacher including EFL teachers. Meanwhile Indonesia is well known for its diversity of local wisdom. Local wisdom in this case included folktales. This research was done in order to find out whether or not the utilization of Sulawesi folktales into the teaching of reading comprehension is effective. This research applied quantitative method obtained through pre-test – treatment – post-test. The subjects of this research were the fourth semester students of English Language Education Study Program of *Universitas Cokroaminoto Palopo*. After having data analysis, then the researcher come to the conclusion that the utilization of Sulawesi folktales into the teaching of reading comprehension is effective to improve the students' reading comprehension. It is proofed through the mean score of the pretest (5.05) and the mean score of the posttest (7.30). The standard deviation of pretest is 1.27 and the posttest is 0.97, while t-test is 0.001, $(\alpha) = 0.05$.

Keywords: *Sulawesi folktales; reading comprehension; students' achievement*

Introduction

English reading comprehension is a complex thing to be done by the students in EFL studies since they have to understand what they have read. There are some ways done by them in order to understand it, including looking up the meaning of the words in the dictionary but after doing it, they are still fail to understand the text. Some factors can cause of it, one of them is the students' background knowledge about the text they have read. As suggested by Duke and Pearson (2002:206) that in order to understand the text being read, students have to compare and integrate it to their prior knowledge, but the problem arise then is when the students do not have any background knowledge on what they are reading and this problem happened to the most of students in Indonesia now including in Sulawesi.

Referring to this problem then the researcher is interested in Utilization Sulawesi local culture into the teaching of reading comprehension since the use of local culture brings some benefits for both teachers and students. For teachers, it plays very important role in improving motivation, engagement and interaction among the students (Segni and Davidson: 2016) meanwhile for students, it motivates them to understand more the language since the content is familiar for them (MC Kay: 2000). In the teaching of reading comprehension in this research, the local culture content which integrated was Sulawesi folktale.

Linguistic knowledge can affect one's reading, but cultural factors plays a more important role in the reading process, most of the true and serious reading barriers are not only from the language knowledge itself, but also caused by cultural differences between the target language and our mother tongue. Sometimes we find that the students may recognize and

understand the meaning of each in the text, but they are still not so clear about the meaning of the whole sentences or paragraphs (Choudhury, 2014:7).

Many people believe that teaching English should be about English element and English culture, they less consider that the students' local culture must exist in teaching English as stated by Richards and Renandya (2010) that effective teaching material is the one that providing cultural and linguistic input and rich selection of integrated activities. A related assertion stated by Kramsch in Prastiwi (2013) that cultural exists whenever the language is being taught. Functioning EFL as the context for local cultural knowledge acquisition makes the students experience a negotiation between their own culture and the cultural knowledge of the target language. Being introduced to the target culture through teaching materials and class activities essentially helps the students to recognize their own identity that identity formation happened. From this assertion, it can be assume that learning foreign language can be done comprehensively if the context of the target language culture is understood by the students. In order to understand the culture of the target language, students should have knowledge on their own local culture to help them catching the cultural concept of the target language by comparing their similarities and differences.

Various studies have been done in Utilization of folktale into reading comprehension teaching (Wijayanti, 2017; Amrinah & Kamilah Nur, 2016) but seldom of them specialized it on Sulawesi folktale, while as a tribe, Sulawesi has rich folktale, unfortunately most of them have not been explored, exhibited, and exerted valuably. So in this research, the researcher utilized folktale from Sulawesi into the teaching of English reading comprehension. The folktales used were Sulawesi folktale which have been translated into English.

In this research, the researchers utilize Sulawesi folktales into the teaching of reading comprehension since the researchers are sure that it will build students motivation and participation in the classroom then it will affect their achievement. There are many books which include folktales as the learning material but the folktales are not from their own environment and they are very general and it makes them unmotivated since they have been reading that folktales since they were children. There are also some books which include folktales which are very unfamiliar for the students and it cause the students unmotivated since they don't have any background knowledge about it. That's why the researchers tried to utilize the folktale which have been familiar for them and come from their own environment, but they are seldom utilized into the teaching especially English teaching.

According to Misch (2008:3) folktale is a general term for the various kind of narrative prose literature in the oral tradition of the world. Folktales always present something which sometimes does not make sense but it is true. It does not mean folktale asks the audience to believe in things that do not make sense and do things beyond his limits but through this story of man trying to portray the other side of life as legend, myths, fables, parables, allegories, folktale, ghost stories and many others. There are some reasons of using folktale in the teaching of foreign language as suggested by Fabusuyi (2014:246) that Utilization folktales into the teaching of foreign language can be done since it can enhance quick learning, support classroom participation, and enlarge students' vocabulary. Other impacts of utilizing folktale in reading comprehension teaching also found by Yusuf Onyi (2017), he found that the use of folktale can stimulate students' interest in the reading class, students' involvement in discussion, enhanced students' self-confidence and even it makes the poor students active.

Method

This research was carried out with fourth semester students of English Education Study Program of *Universitas Cokroaminoto Palopo* with one group pretest –posttest design. There were four classes which consisted of 35 students in each class as the population of this research. The subjects were randomly assigned then it was chosen 20 students as the sample. The sample then taught for six meeting using Sulawesi folktales as the teaching material. Each meeting, the researcher gave one Sulawesi folktale to the students with 20 multiple choice test and five essay test. During the treatment, the researcher used various teaching methods and some Sulawesi folktales. The folktales were Princess *Tandampalik, Bagga Stone, the legend of Pamboang, Lagaligo, Latongko Tongko, and La Upe'.* After doing the treatment, then the researchers gave posttest. The t-test was used to measure the gain score in the pretest and posttest.

Result & Discussion

This research aims at finding out the effect of utilization of Sulawesi folktale on the students' reading comprehension. The researchers hypothesized that the utilization of Sulawesi folktale into the teaching of reading comprehension can bring good effect on students' reading comprehension achievement. The data were collected through pre-test – treatment - posttest design and analyzed through SPSS. The bar chart below shows the result of students' score classification in pretest and posttest.
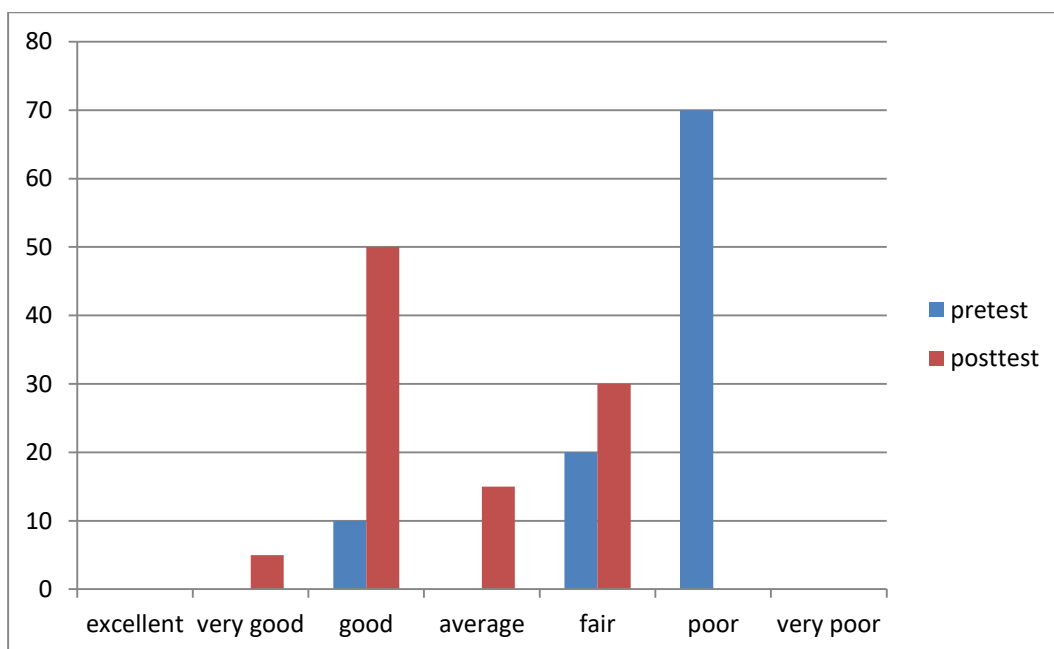

Figure 1. The students' score classification in pretest and posttest

The bar chart illustrates that the rate percentage of the posttest was higher than the percentage in the pretest. In the pre-test, most of students get poor score, it reaches 70%. It is followed by fair classification where there are 20% student get it but there are only 10% students get good classification. Meanwhile in the post-test, the highest classification got by the students is good classification. It reaches 50% then it followed by fair and average classification (30% and 15%). Very good classification is only obtained by 5% students.

One sample t test was carried out to determine whether there is a statistically significant difference between pre-test and post-test. Table 1 represents the result.

Table 1. Result of the t-test of the mean score in pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	5.0500	20	1.27630	.28539
	Posttest	7.3000	20	.97872	.21885

Table 1 shows that there is different mean score of the pretest and posttest where the mean score of the posttest is higher than the mean score of the pretest (5.05<7.30). It can be seen that the significance (t – Test) is 0.001 and (α) is 0. 05. It means that t- test is smaller than (α), so there is a significant different between pretest and posttest of students' reading comprehension before and after the researcher give the treatment. It is concluded that null hypothesis (Ho) is rejected, while alternative hypothesis (H₁) is accepted because the result of the posttest that was done after treatment is greater than the result of the pretest that was done before treatment.

In this research, the researchers utilized Sulawesi folktales into the teaching of reading by giving some printed English folktales from Sulawesi and asked the students to read and try to comprehend it. To check the students' understanding, the researchers' gave some question to the students and asked them to answer it. The students were also asked to express the moral value that they can get form the folktales. The teaching and learning process using Sulawesi folktales is easier for the same background of the students. It made the students responded it well because they were easy to understand the moral values inserted in that local folktales.

The researchers demonstrate that the positive effect of the students' reading comprehension achievement was attributed to the utilization of Sulawesi folktale as the teaching material. This positive effect may be attributed to many reasons. Firstly, the Sulawesi folktale which was utilized into the teaching of reading comprehension is the folktales which come from the students' area. It may have encouraged the students to have high motivation and spirit in understanding the reading comprehension since they wondered to know the story around themselves. Second, some of the folktales utilized into the teaching of reading comprehension have been familiar for the students and automatically they have background knowledge about it so this supports them to participate more in the classroom. It support the theory which proposed by Fabusuyi (2014:246) who said that the used of folktale in teaching can support classroom participation.

The utilization of Sulawesi Folktale into the teaching of reading comprehension is effective to improve students' reading achievement. It builds students' motivation, spirit and interest in the reading comprehension learning process, stimulated discussion, and enhanced students' self-confidence to participate more in the teaching process. It even made poor students literate and showed their ability.

Although the hypothesis proposed in this research is achieved, there were still many areas of further inquiry within the framework of the study. There are questions still unanswered about this research theme which could be answered in further researches. One area the researchers found lack was the availability of the Sulawesi folktale which can be used by the teacher in their teaching. As information that in this research, the folktales used by researchers were the folktales which were searched by the researcher from the internet and other references and translated into English. Further research is needed to think of how to make folktale available so it is easy for the teacher to use it in their teaching. In addition, it

would be very interesting to integrate Sulawesi folktale into the teaching of other English skill, like speaking, listening, and writing.

Conclusion

After analyzing the data of this research, then the researchers can conclude that the utilization of Sulawesi folktale is effective to teach reading comprehension. It is proven by the mean score of the pretest is 5.05 and the mean score of the post-test is 7.30. The standard deviation of pretest is 1.27 and the standard deviation of the posttest is 0.97, while t-test is 0.001 and (α) is 0.05.

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Nonverbal Communication Used by Students of Informatics Study Program in Studying English through Lesson Study

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Abstract

The objective of this research is to know what kinds of nonverbal communication used by the second semester students of Informatics Study Program in studying English at *Universitas Cokroaminoto Palopo*. This research applied descriptive method. The population of this research is the second semester students of Informatics Study Program class 2P and 2J with the total population is about 70 students. And the participants are 35 students. They were taken by applying purposive sampling technique. In collecting the data, the researcher analyzed the data qualitatively and the instruments used observation checklist and supported by documentation. Based on the observation, the researchers conclude that there are some nonverbal communications that students used in studying English such as: gesture, posture, facial expression and eye contact.

Keywords: *Nonverbal Communication; Lesson Study*

Introduction

Communication is a fundamental social process and vital in human life. Said to be fundamental for any society man, both primitive and modern, desirous maintain an agreement on a variety of social rules through communication. Told vital because each individual has the ability to communicate with individuals - more people thus increasing the chance that individual to stay alive.

Mulyana (2007) said that communication is the process of exchanging information in the form of massages, symbol, thoughts, signs and opinions. Communication is thus a process by which meaning is assigned and conveyed in a repertoire of skill in interpersonal processing, listening observing speaking questioning, analyzing, gestures, and evaluating, enable collaboration and cooperation.

According to Hybel & Weaver (2004), the term of communication refers to the interaction with others to share information and beliefs, exchange ideas and feelings, make plans and solve problems. Sometimes this interaction is done interpersonally, in a team or small group, in a conference and sometimes through the media or via computer. We may say that communication consists of transmitting information from one people to another.

Verbal communication

Verbal is oral statements between people through words and symbols commonly agreed between individuals, groups, nations and countries. It can be concluded that verbal communication is communication using words orally by consciously done by humans to relate to other human beings. A system called the verbal code language. Language can be

defined as a set of symbols, with the rules for combining these symbols, which is understood and used by a community. Verbal language is the main expression of human's thoughts, feelings, and intentions.

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication remember the acronym (keep is short and simple).

Verbal communication is further into: oral communication and written communication. In oral communication, spoken words are used. It includes face to face conversations, speech telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking. In written communication, written sighs or symbols are used to communication message can be transmitted via email, letter, report, memo etc. In written communication, it is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used.

Nonverbal communication

Nonverbal communication is the sending or receiving of wordless messages. It is all about the body language of speaker such as gesture, body language, posture, tone of voice of facial expressions.

There are three things to remember in nonverbal communication, interpretation is a critical characteristic of nonverbal communication, Nonverbal communication is not a language of its own system, but more a part of the system of verbal, nonverbal communication can easily misinterpreted. Despite the verbal and nonverbal communication is different in many thing, but both forms of communication that often cooperate or in other words, nonverbal communication has a specific function in verbal communication. The main function of nonverbal communication is as a repeater to say verbally, as complement the verbal message, as a substitute to represent verbal communication, emphasis on certain words.

Various movements of the human body are different can be made as a signal to nonverbal communication, but in this section only have some basic movements that many people use. Gestures also included as a signal in nonverbal communication. What is meant by the gesture is a movement of the body, head, hands, and feet that are meant to convey a particular message.

Gestures have an important role in communication because can be a substitute and complement verbal language. Language movement the body can be translated directly into a word or phrase; for example, the speaker raised his thumb upwards, which means good, raised both shoulders does not know, and others.

In most cultures, eye contact is one the most immediate form of communication and received. Eye contact has the function of which is to see the feedback, to let people another that the channels of communication open and be able to speak, sign of natural relationship. To avoid misinterpretation, a sign language submitted must unambiguous, precise and understandable manner universal. Therefore, sign language used in airsoft game in sign language adaptation of the military that has prevailed internationally.

Nonverbal communication helps receiver interpreting the messages received. Often, nonverbal communication signal reflect the situation more accurately than verbal message. Nonverbal communication have the three elements: 1). Appearance: speaker (clothing, hairstyle, neatness, use of cosmetics) and surrounding (room size, lighting, decorations,

furnishings); 2). Body language: facial expressions, gestures and postures; Ana 3). Sounds: voice tone volume speech rate.

Forms of nonverbal communication

According to Burgoon in Nordquist (1998), seven different nonverbal dimensions: (1) kinesics or body movements including facial expressions and eye contact; (2) vocalics or paralanguage that includes volume, rate, pitch, and timbre; (3) personal appearance; (4) our physical environment and the artifacts or objects that compose it; (5) proxemics or personal space; (6) haptic or touch; and (7) chronemics or time. To this list we would add signs or emblems.

Bi Jiwan (2012) divided nonverbal communication into four type: body language, paralanguage, object communication, and physical environment. Body language refers to designation for instinctive, conscious and conventional expressive movements of the body, including posture, head movements, facial expressions and gesture and so on. Paralanguage, sometime called vocalic, is the study of nonverbal cues of the voice. It includes voice quality, emotion, and speaking style, as well as prosodic features such as rhythm, intonation, and stress. These paralanguages my change the meaning of words.

Nonverbal communication can be communicated by object communication. An object communication includes clothing, hairstyle, architecture, symbols and so on. Physical environment also has influence on communications behaviors. However, this environment is not research about natural environment. It includes furniture, architecture style, interior decorating, lighting condition, colors, temperature, noise, and music. Also proxemics and chromatics also are physical environments. All physical environment factors may affect the behaviors of the communicators during interaction.

The function of nonverbal communication

The communication function generally according to Mulyana (2010) in his book Science communication worldview an introductory quote William I. Gorden regarding communication functions as follows:

1. Repetition

Repetition or recurrence occurs in when verbal has the same meaning with nonverbal. That is to reproduce the intent conveyed from verbal communication. Nodded his head when he said "yes," or shaking his head when he said "No."

2. Accentuation

Accentuation or pressure is the use nonverbal cues to reinforce verbal meaning. For example, using hand gestures, tone of voice slowed when speech.

3. Complement

Here nonverbal communication has a function to complement the verbal message. But in contrast to the substitution of complement. Verbal and nonverbal codes each adding meaning to each other. Tone of voice, gestures and body movements can indicate feelings of a person who completes a verbal message.

4. Contradictions

Contradictions can occur when verbal and nonverbal messages contradict. Often, these functions happen by accident. The function of this contradiction is usually used when satirical or humor. Verbal message stating one meaning, but nonverbal language to express feelings

that felt real. Such as someone praised the achievements of his friend but he shoot out the lip.

5. Substitute

Nonverbal communication here has a function to convey a message when someone does not use verbal language. In some instances, nonverbal messages that are intended to function very clear. For example, someone compliments something just with thumbs-up without using the word.

6. Regulation

In this function nonverbal communication tasked to monitor and control when interacting with someone. Examples such as when giving eye contact when talking to someone.

In this research, the researchers focus to conduct a research about nonverbal communication used by the students when they study English in the classroom. Nonverbal communication is an activity of sending and receiving messages without using words, spoken and either has a greater influence for daily life. This communication is to convey a message with the body movements, facial expressions, eye contact and vocal quality. Nonverbal cannot separated with verbal communication because has benefits that are equally important with verbal communication. This is because of the nonverbal communication with verbal communication work together in the communication process.

This research is done through lesson study activities. As stated by Hiebert at al. (2002) that lesson study is the process of improving and building knowledge in teaching process that has origin in Japanese elementary education. To make sure in this research, lesson study is proposed for university classroom. There are various stages of lesson study but in this study the research applied three stages, they were plan, do and see. In the plan stage, the lecturer (the researcher) and other lecturers with the same discipline planned the teaching together was done in doing stage. In this stage, the researcher open the class to be observed by some observers (other lecturers) after having the teaching process, the next step is see (reflection) where in this case the researcher and the observer shared their reflection during the teaching and learning process they have observed.

Method

This research was conducted from 7th– 31st May 2018 at *Universitas Cokroaminoto Palopo*. The population was the second semester students of Informatics Study Program from class 2P and 2J. The total number of participants is about 70 students. The technique in choosing the sample was purposive sampling. The researcher took only one class that was class 2P which consist of 35 students. The researchers took this class because that class was taught by the researcher. Moreover, that class is more active and has many of the students than class 2J which is only has 29 students.

This research used observation sheet. Observation sheets used to determine the kinds of nonverbal communication used by second semester students of Informatics Study Program which focused on the students' kinesics. The researcher took photos and video as a documentation during teaching and learning process.

Results

In this research, the researchers used descriptive qualitative method to find out what kinds of nonverbal communication used by students in English learning and how do the student's use the nonverbal communication in the English learning in the classroom.

Based on the observation, the researchers found kinds of nonverbal communication that the students used in studying English.

Table 1. Students' Nonverbal Communication in the classroom

Nonverbal communication		Yes	No
Gesture	Nodding the head	✓	
	Raising the hand	✓	
	Folding the hand	✓	
Posture	Bowing the head	✓	
	Rigid body		
	Slumped posture	✓	
Facial expression	Fear	✓	
	Shock	✓	
	Smile	✓	
	Angry		✓
	Sad		✓
	Shy	✓	
Eye contact	Gazing	✓	
	Intense eye		✓
	Winking		✓
	Glancing	✓	

From the results of the research above, the researcher concludes that the nonverbal communication used by the students in the classroom through lesson study is nodding the head, raising the hand, folding the hand, head bowed, rigid body, slumped posture, fear, shock, smile, shy, gazing and glancing when they studied English and there are only 4 nonverbal communications that are not used in the classroom by the students such as angry, sad, winking and intense eye. Those expressions are related with facial expression and eye contact.

Discussion

Based on the finding above, it can be seen the kinds of nonverbal communication used by the students in English learning the classroom. The students was more interested in using kinesics in students' English learning. As the researcher has stated previously that the observation has done in one month and the researchers have analyzed the kinesics of nonverbal communication that the students used. For the specific purposes that have been provided below:

Students' gestures

From the results of the study, the researchers concluded that the nonverbal communication used by students in the classroom were nodding the head, rising and folding the hand. Those students did the movements without realizing in their communication during studying English. Students fold their hand for paying attention to the lecturer's explanation, make a nod head when they understood and raised their hand if they wanted to ask or answer lecturer's question.

Those nonverbal communications used by the students related to Tabensky's statement (2002). He states that gestures are movements of the body, especially the hand or arms,

they express an idea or emotion. When they raised their hand, they express their ideas and when they nod their head, they showed their emotion that they have understood.

Students' posture

Based on the analysis in the classroom, there were some students using nonverbal communication in the classroom such as head bowed, rigid body slumped posture when the lecturer explained.

Knapp & Hall (2010) said that posture relates to body movements and to height, or tallness, still carries powerful message of dominance. There is some evidences of height being positively correlated with success in leadership positions. Just as people are often unhappy with their overall body image, some are unhappy with their height and may try to compensate (very tall people may stoop while short people may hold their body more erect to appear taller). To lower body towards someone else as in a shallow or deep bow is a universal sight respect and sometimes event defeat. Aggression can be shown by a rigid body, with shoulders raised, both signals of readiness for physical combat. Defeat or depression are indicated by a slumped posture, representing both humility and retreat to the helplessness but recalled security of the focus.

Based on the observation, students showed their aggression by representing their rigid body. Moreover, when they felt depression, their posture of body was slumped. Posture can affect the students in learning process and also their position in sitting. If the seat is good, not too low, not too big, round, rectangle length, according to the student body will feel comfortable and can learn calm and posture cue the students sit silent in English Learning in class. If it is not got, they will slump their body. It means that, they felt depressed or uncomfortable.

Students' facial expression

Some facial expressions that the students used in the classroom are fear, surprise, smile and shy. The expression of fear and surprise that the students used when lecturer explained the materials and asked the students, their facial expressions changed. It indicates that they have not understood with what is explained by the lecturer. And they were smile and shy when they asked and wanted to answer the lecturer's question. It indicates they doubt to with their answer or they knew but they were shy to answer.

Morris (2002) said that the face reveals much of our emotional disposition, and there are strong culture and social massages involved in suppressing or expressing those emotions. Facial expressions are one way to convey an emotional because feelings or emotions and their facial expressions are usually difficult to hide. They are related to each other. Students' emotion can affect students in learning process and also their facial expression. If they felt happy or enjoy, they will express smile face. But, if they felt uncomfortable they will show their fear expression in their face. During studying English, they never felt angry or sad.

Students' eye contact

One might argue that eye contact is an important means of nonverbal communication used in the classroom because the first thing that the lecturer and students do before they start teaching learning process is looking or gazing to each other. It is relevant with Morris (2002), he states that eyes the "portals of the soul", communicate fundamental messages, sometimes consciously, sometime unconsciously.

The exchange of eye contact forms a kind of background for further communication. Three main functions can be associated with eye contact in the classroom. The first function

is the examination of understanding. Thus, the effective way lecturers can check students' understanding is through eye contact. In this case eye contact can be an efficient way to check understanding. Usually, students, unknowingly, look ahead as they understand what is being explained.

The second, the students will glance when they did not understand. They tend to keep eye contact when they understand, and drop it when they do not understand. This fact is corroborated by the findings of this research. An important thing to mention here is that eye contact itself is not a valid measure to check understanding. The third, eye contact also can help the students to retain their interest. Lecturer, like other public speakers, need to retain their audiences' interest until the end of the session. Sometimes most of the students like to see the lecturer but not always. Based on the findings, the students never winked their eyes to show their interest or showed their intense eye to show their domination. They just gazed and glanced.

Conclusion

Based on the discussion, the students used not only verbal, but also nonverbal communication in studying English in the classroom through lesson study. Some nonverbal communication used are gesture, posture facial expressions, and eye contact. For that reason, the researchers suggest the lecturers to know kinds of nonverbal communication did by their students, so they can know well what students feel and want when they are studying English in the classroom.

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The Students' Vocabulary Understanding of British and American English

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Abstract

This research aims to find out the students' vocabulary understanding of American English and British English. The population of this research is the seventh semester students of *Universitas Cokroaminoto Palopo* which consists of three parallel classes. The total population is 120 students in academic year 2018/2019. Cluster random sampling technique is used to determine the sample. This research took one class as sample. The result of this research shows that the students' vocabulary understanding of American and British English is fair. It can be seen by the result of mean score that is 52.67 which is classified into fair.

Keywords: *vocabulary; students' understanding; American English; British English*

Introduction

English has many varieties in its use in communication. In some continents people use different kinds of English varieties such as Australian English, Ireland English, American English, and British English. Those varieties appeared as there were the different function and speaker of English which related to vocabularies, pronunciation, and grammar. As English is spoken globally, there is a trend of new varieties of English. Somehow, there are varieties that accepted as standard language.

Commonly there are two standard English used in the world. Standard English means English that used widely in formal event. In this case, there are two varieties of languages that considered as Standard English used in the world. They are American and British English. Those varieties of English are used universally in education, mass media, politics, and trade. In fact, there are some differences between American English and British English including vocabulary, spelling, grammar, and pronunciation. These differences can be identified easily for the speakers who used to expose them.

Based on Kachru's circle there are three layers of circle which show the speakers of English. First layer is inner circle that include countries which use English as first language such as USA, Australia, Ireland and some other countries. The second layer is outer circle which include countries that use English as second language. In this layer countries such as Singapore, Malaysia, Philippine, and some countries are included. Thirdly, expanding circle includes countries which use English as foreign language such as China, Japan, Korea, and some other countries. Indeed, Indonesia is included in expanding circle as the status of English is foreign language in Indonesia and it becomes one challenge for the students of English department.

Understanding varieties of Standard English can be very helpful to catch more information on mass media or other source. Beside that knowing varieties of English can improve the

skills in communicating with other people and of course, knowing those kinds of varieties will open the horizon that language can be varied. However it does not mean that we can use English in our own way of unstructured sentences or wrong pronunciation. American English and British English are mostly used in the world. Therefore we need to know these two varieties of English. Unfortunately, many English speakers may only know one kind of English or cannot differentiate between British English and American English especially related to vocabularies which is one of the important element of a language. Knowing the students' vocabulary understanding of the students can be one reference or feedback for the lecturers to see the flaw side of teaching process and plan the new stage or strategy in teaching English varieties.

Standard English

There are some criteria for Standard Language; they are authority, language of famous writers, democracy, logic, and language of important people in community. English is a language that used most widely in the world. No one seems to have spent anytime debating whether or not they should broadcast in English. There is a plenty of discussion about what kind of English should be used, of course; but the choice of English in the first place was simply not an issue (Crystal, 2004:84). Based on historical foundation, English had impacted the use of language in the world. It may be one reason why English became global language.

Standard means widely accepted. According to McArthur in Farrel and Martin (2009:2) Standard English is generally considered "the variety most widely accepted, understood, and perhaps valued within an English speaking country". It is related to the correct usage of a language and acceptability in community. Furthermore McArthur in Farrel and Martin (2009:2) stated that Standard English has at least three identifying characteristic. The first, it is easiest to recognize in print because written conventions are similar worldwide. In this case most of books were published and accessed in English. Secondly, it is usually used by news presenter. Mass Medias of world news expose English to convey information. Of course it is one reason why English became standard language. Third, its usage relates to the speaker's social class and education. There is a tendency that certain varieties of English are used in education. Certain varieties of English are limited used in social class of English speakers. Even people can predict the social class of a community by their English used.

Faircluogh in Hickey (5) added that Standard English was regarded as correct English, and other social dialect other social dialects were stigmatized not only in terms of correctness but also in terms which indirectly reflected on the lifestyles, morality and so forth of their speakers, the emergent working class of capitalized society: they were *vulgar, slovenly, low, barbarous*, and so forth. This case can judge that non-standard English use can reflect the social class of a community. Indeed, a language can show where the speaker's class from. Farrel and Martin (2009:3) clarified that If Standard English is supposed to be an example of only one norm of the English language then the term *World Englishes* would be the norm that includes all varieties of the language. Standard English refers to a certain variety of English where it is accepted as a standard accent. Standard English concerns vocabulary, spelling and grammar. To clarify Standard English further, General American is mainly associated with Standard English since it is a major accent of the English variety used in the United States. There are some facts related to American English recently. It influences the use of English as American English mostly are mostly used in films, radio, and television. American English is Standard English that is used in the United State. Commonly there are sharply differences of American English and British English, such as spelling, grammar, vocabulary, and pronunciation that can be clearly identified. Those differences appeared based on the historical background.

World Englishes mostly use American dialect and had exercised greater influence on English in the world (Crystal in Safaa. 2015:10). It means that the variety of American English mostly used on media and information sources all over the world. Even movie and film recently exposed American culture and of course American English variety. Jankonwaki in Safaa (2015:11) added that American English will be the language spoken in the US with its geographically, politically and economically conditioned characteristics. It ensure that American English will be the world language even though American English was considered less educated, less cultured, less beautiful in British English Totti in Safaa (2015:11). It is caused by American English accents were changed and influenced by the immigrations of the British and Germanic in the North America.

Furthermore Trudgill and Hanna in Alftberg (2009:4) stated that British English is the standard accent known as RP, normally the variety taught to pupils who are studying English. It means that British English should be one of the priorities taught in schools as British English is the most prestigious variant of English. Furthermore Tottie in Alftberg (2009:4) stated that the text-books are used in schools in many countries in many countries today are still mostly British English-oriented. British English has original and unique accent that is considered as prestigious. The changes of accents, dialects, vocabularies may be caused by the simplified of function in its use in other countries.

Stelzerova (2014:54) investigated about Teaching Differences between British and American English in Lower-Secondary EFL Classes. The result of this research showed that it was necessary to find how differences between British and American English in EFL textbooks. The differences between British and American English should be taught on a regular basic without affecting the lesson plan and might be an enriching animation of the lesson for both teachers and students. It means that teachers need to create material relating to the differences of varieties of English. In higher level of education knowing the students' vocabulary can be helpful to arrange follow-up plan and material for the students.

In other research Safaa (2015:23) investigated British vs American English for University Students Teaching Purposes: The Case of Third-Year EFL Students at Tlemcen University, this research explained that British and American English have variants of English as a whole: the differences do not only affect the pronunciation but also other levels like grammar, writing, semantics and lexica. The students' varieties of English were influenced by the variety that they exposed. It means that finding out the students' variety of English can help the teacher to consider the teaching materials. Furthermore, Biswanger (2008: 43-44) concluded that varieties of English are still not adequately represented in current ELT. It means that varieties of English might be not taught explicitly. The curricula, material, and teacher training program have concerned certain details. Indeed to increase the students' communication skills in the maximum situation as much as possible the students need to encounter varieties of English.

The Differences between American English and British English

Generally there are some differences between American English and British. Those differences can be identified such as spelling, grammar, vocabularies, and pronunciation. Thus the speakers of English may prefer one variety on their communication based on their exposure of English. If someone used to expose American English he/she may speak in American English and vice versa. It is not a problem for native speakers or second language speakers but of course it will be a problem for English foreign learners. They may have different case in using both of varieties.

Stelerova (2014:12) stated that if learners study British and American differences, they might simultaneously broaden their social and cultural experience regarding life and institutions of English-Speaking countries. It means that students of English foreign learners should understand that varieties of English do exist and they need to expose them. Related with this the difference of American and British English is one priority of variety that should be learned among students. The basic component should be taught is vocabularies as it may cause misunderstanding. Sartvik and Leech in Stelerova (2014:13) added that there are about 4000 different words in American English and British English which some of them known in both countries, but many words are not. This fact is surprising. We consider that English may only have varieties on accent or pronunciation but merely different vocabulary may cause frustrating for the learners on how to use them appropriately that suitable with context. Briefly, the students do need to expose them to understand the appropriate usage in different varieties of language.

That's why English Foreign learners need to understand the vocabularies differences between American English and British English. The same words may have different concept. Here are the common differences between American English and British English.

Spelling

In a few cases, essentially the same word has a different spelling which reflects a different pronunciation. American English uses simplified spelling, such as *analize* in American English and *analise* in British English, *center* and *centre, license and licence, color and colour, catalog* and *catalogue, fulfill* and *fullfill, anemia* and *anaemia,* and *faces* and *faeces.* We can notice them by -*ize* and –*ise*, -se and –ce, -or and –our, -og and –ogue, -a and –ae, and there are still many differences in spelling between American English and British English.

Vocabulary level

American English and British English significantly have different vocabularies. The same concepts are different words. For example *fall* and *autumn, antenna* and *aerial, lawyer* and *solicitor, cookie* and *biscuit, trunk* and *boot, resume* and *curriculum vitae, movie* and *film, storey* and *floor, eggplant* and *aubergin, sweet* and *candy,* and there are still many differences or synonyms of American English and British English.

Grammar level

On grammar level the differences occur on verbs, tenses, adjectives, adverbs and prepositions.

Verbs

In this case American English and British English have differences in using regular and irregular verbs in the past simple tense. American English regular verbs are British English irregular verbs. Here are the examples:

AmE	BrE
awake awaked awaked	awake awoke awaken
burn burned burned	burn burnt burnt
dream dreamed dreamed	dream dreamt dreamt
learn learned learned	learn learnt learnt
smell smelled smelled	smelt smelt smelt
spill spilled spilled	spilt spilt spilt

spoil spoiled spoiled   spoilt spoilt spoilt

The verbs (fit, quit, and wet) are regular in British English but irregular in American

AmE	BrE
fit-fit-fit	fitted-fitted-fitted
quite-quite-quite	quiet-quietted-quietted
wet-wet-wet	wetted-wetted-wetted

Tenses

Tenses of American English are different from British English on the use of simple past tense and present perfect tense. As example *He just arrived* and *He has just arrived.*

Adjective and adverbs

American and British English use of adjectives shows such as systematic variation between the two varieties. Most of differences are as follow:

1) The use of suffix –ed to form adjectival modifiers from nominal. British uses certain forms that American does not, such as *booted.*

2) Adjectives are freely formed by adding –ish to adjectives, nouns, and few other forms such as cheapish, donnish, fastish (Algeo in Safaa 2014:20).

3) Adverbs of frequency (generally, never, usually) tend to occur in medial position, such as *She usually is at work from nine to five* versus *She is usually at work from nine to five.*

Prepositions

The use of "on" and "in" preposition between American English and British English are sometimes different. Here are the examples:

AmE	BrE
Beckham is on the team	Beckham is in the team
we live on Jaya street	we live in Jaya street

Method

The design of the research was descriptive research which determines and describes the things are. It aims to describe the students' vocabulary understanding of American English and British English in *Universitas Cokroaminoto Palopo*. The simple calculation was used to determine the students' vocabulary understanding.

This research was conducted in *Universitas Cokroaminoto Palopo* in September 2018. The population of this research was the seventh semester students in academic year 2018/2019. The total number of the population was 120 students. The seventh semester consisted of three classes. The sample of this research was the students of the seventh semester in academic year 2018/2019. The sample was taken by using cluster random sampling technique. One class was chosen as sample which consisted of 40 students.

To obtain the data, this research used vocabulary test which consisted 60 words. 30 words were American English and 30 words were British English. The students were requested to find the meaning of each word and match American English vocabularies to the synonyms in British English words. The result of the data was used to determine the students' understanding of American English and British English

Results

The students' vocabulary understanding of American English and British English

Table 1. The students' score of vocabulary understanding of American and British English.

No	Score	Frequency	Total
1	33.3	1	33.3
2	36.6	1	36.6
3	40.0	1	40.0
4	43.3	3	129.9
5	46.6	2	93.2
6	50.0	8	400.0
7	53.3	3	159.9
8	56.6	3	169.8
9	60.0	2	120.0
10	63.3	3	189.9
11	66.6	1	66.6
12	73.3	1	73.3
13	76.6	1	76.6
		30	1589.1
	Mean score	52.97	

The table above shows the highest score is **76.6** which is categorized as good and the lowest score is **33.3** which is categorized as poor classification while the range of the students' score is **43.3**. The mean score is **52.97** that is classified as fair. It is obvious that the students' understanding is fair.

The distribution of the students' classifications.

Table 2. The distribution of the classification

No	Classifications	Number of students	Percentage (%)
1	very good	0	0.0
2	good	7	23.3
3	fair	20	66.7
4	poor	3	10.0
5	very poor	0	0.0
	total	30	100.0

It is clear that most of the students are in fair classification with the percentage **66.7 %**. It shows that most of the students are in fair range in understanding the vocabularies of American and British English. In this case the understanding of the synonym of the English varieties of American and British English.

Discussion

Discussing about the students' understanding of American and British English, they are included into fair classification. It is based on the mean score that is tabulated by the simple

statistic. The speculations are concerned to the unfamiliar words. They might not have exposed some words that were not familiar for them such as trunk, lorry, or aerial as they never use those words in their daily life. But indeed it reflects that the students have fair understanding toward the differences between American and British English vocabulary.

Biswanger (2008: 43-44) concluded that varieties of English are still not adequately represented in current ELT. It means that varieties of English might be not taught explicitly. The curricula, material, and teacher training program have concerned certain details. If we relate the data found with this statement the students' understanding vocabulary of American English and British English may have been influenced by inadequate exposure of certain feature of the English varieties differences. They may only use one variety so it is hard to match the similar words or synonyms among both varieties. Beside that English is not second language in Indonesia so it is rather difficult to have more exposure between both of the varieties. Somehow the students of language education program should have good understanding in both varieties as many books may be written in British. Knowing only one variety may be bothering them in significant difference. As Tottie in Alftberg (2009:4) stated that the text-books are used in schools in many countries in many countries today are still mostly British English-oriented.

Above all the students need to expose both varieties of English. The most important is that the students should be able to identify the differences between both varieties. In this case the students can differentiate by the pronunciation, grammar, vocabulary, and spelling. Indeed Safaa (2015:23) explained that British and American English have variants of English as a whole: the differences do not only affect the pronunciation but also other levels like grammar, writing, semantics and lexics. It means that the students need to expose both of the varieties and it is useful to learn the differences of American and British English.

It can be concluded that the students' vocabulary understanding of American and British English is fair it can be seen by the mean score that is 52.9 which is classified into fair classification. It seems that the students need more exposure of the differences between American and British English. For the implication the lecturers need to make the students notice more about the differences of English variety features to maximize the students' competence in communicating in English.

Conclusion

The lecturers need to make the students notice more about the differences of English variety. In this case it is related to vocabulary. At least the material can make the students expose the differences of vocabulary in both varieties. For the next research, the implementation of teaching American and British English can be considered to improve the students' understanding.

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Applying Reciprocal Questioning (ReQuest) to Improve Students' Critical Reading Ability

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Abstract

The objective of the research was to investigate the improvement of critical reading skills in reading by the English students through reciprocal questioning (ReQuest). The respondents consisted of 25 students from the VII grade in 2017/2018 academic year. The data were collected through reading tests, observation, and interview. The result indicated that the application of reciprocal questioning strategy significantly improve the critical reading ability of the students as reflected in pre-test and post-test in cycle 1 and cycle 2: 9.8; 16.04; and 17.64. The findings were supported by the respondents' positive attitudes as reflected in the interviews.

Keywords: *Reciprocal Questioning; ReQuest; Critical Reading Skills*

Introduction

One of the aims in English teaching process is able to understand an English written text in term of understanding, solving problems and communication. Reading as one of the skills encourages the readers to think critically in understanding the texts comprehensively without concerning on the written text itself. In the level of university specifically English education major, the aims of language learning is a mean of communication. It encourages the students to be able to understand the language concept in form of writing of various topics, explain the relationship and apply it by transforming the information or ideas with their own language.

Concerning the researches on students' ability as foreign language learners in reading had conducted by Vacca, Vacca, & Miraz (2011). They stated that the problems found by the teachers in teaching reading for the students are interacting with the text while they are reading. The students find it difficult how to create good questions related to their reading text and how to differentiate the questions which has low level information or the questions which need analysis, evaluation and synthesis to find the answers.

Lika (2017) explained that many findings found that the students give chance to practice their understanding strategy but they are not taught the strategy and its application. Furthermore, it is necessary to encourage the future teachers to acquire the ability to teach the students about the strategy and apply it in reading the texts which is reflected through their critical reading ability. Therefore, the critical reading ability is a skill which is necessary to acquire by the students.

In improving the students' ability in understanding an English text especially scientific text beyond their background knowledge, it needs a strategy to comprehend a text and transfer the ideas of the text with their words. The strategy should be activated the students' process and interaction with the texts. One of the strategies which can be applied is

reciprocal questioning (ReQuest), it helps the students to understand the text and to think critically. Furthermore, Reciprocal Questioning (ReQuest) strategy is believed can help the students to train their metacognitive thinking, to find the main ideas and to increase their curiosity in finding the answers of their own questions. Pressley in (Muijselaar Te al., 2017) states that good understandings toward a text emerges when the readers can predict the texts, give questions while reading, understand the texts and summarize what they have read.

Method

The research was conducted in two cycles of action research ranged from March to June 2018 at UMN Al-wasliyah University majoring in English department. Classroom action research is done in order to solve the problems in the teaching learning process and to improve the students teaching and learning process in the classroom Kemmis (in Nunan, 1992:95). The research based on the real classroom problem, the researcher collaborates with the English lecturer as partner and applies reciprocal questioning (ReQuest) to solve the problem. The implementation of action research uses the spiral activity, which consists of planning, acting/implementing, observing and reflecting (Hopkins, 1992:22).

Results

The result of the pre-cycle research was obtained from the result of the researcher's observation of the students before they taught through reciprocal questioning strategy. The students were passive, shy and they felt frustrated in expressing their opinion during discussing one of the reading material. The data of the students' result on pre-test could be seen in the table below.

Table 1. The Students' Score in Pre-Test

Range Score/Band	Category	Frequency	Percentage
5	Modest user	1	4%
4.5		8	32%
4	Limited user	4	16%
3.5		8	32%
3	Extremely Limited user	3	12%
2.5	Intermittent user	1	4%
Total		25	100%

The range of the score in IELTS reading test is 0 – 9. Based on the data in the table 1 above, it can be seen that the majority of the students achieved low band scores in reading comprehension. There were no students achieved above band 5. Furthermore, only one student among 25 (4%) got band 5 and more students who got band score below 4.5 and still there was one student achieved below band 3. In addition, based on the researcher's observation or notes, it was found that many students had low ability in understanding academic English text.

As a consequence, the researcher made plans, efforts and activities to be done in the first cycle, in order to increase the students' reading comprehension. The problem that the researcher would like to solve was to increase the students' critical thinking in reading comprehension by applying reciprocal questioning in teaching reading.

Report Cycle I

Planning

Based on the data in table 1 and during the observation while teaching and learning processes at UMN Al-wasliyah majoring in English, it was found that most of the participants were 'poor' in applying reading strategy. They were lazy to read a long academic passage, felt bored and unable to answer the questions correctly. Therefore, it encouraged the researcher to make an improvement in the process of learning reading. The preparation of the action plan included: Implementing reciprocal questioning strategy in teaching reading, preparing some reading materials related to the students' real life and experience, preparing lesson plans as a guidance of teaching done in action, preparing field notes form to ease the researcher as the teacher and the collaborative teacher in observing teaching learning process.

Acting

The implementation of the action plans in the first cycle was done for 3 weeks. The teacher presented the instructions for 2 times in a week. In teaching reading, the researcher divided the time given into three sessions that is pre-reading, whilst reading and post-reading. At the pre-reading, most of the activities were derived from reciprocal questioning strategy because pre-reading is aimed to stimulate students' expectations and interests. At pre-reading also, the researcher prepared the students with sufficient key words through questioning activities derived from reciprocal.

At the first meeting, the researcher started reading activities. The researcher taught the students that they were going to read an academic text about "stress of workplace" which material was taken from the compilation of IELTS reading test. Before they were asked to read carefully, the researcher asked students to make predictions about what information they might get after reading the text. The students were also asked to create their own questions based on the heading, why the workers stresses are and what are they stresses. Then the students were asked to read to the whole text and match their prediction. After that, a small question and answer discussion about the text was held in the class.

At the second meeting in cycle I, the teacher started the lesson by introducing topic of reading material for that day that was about '*going bananas*'. Before reading the whole passage, the researcher asked students to make predictions about the content of the passage. Before that, the researcher introduces some keywords to help them understand the text. After the students read the title and headings of the passage, the researcher asked students to discuss with their classmate about which predictions were true and which were not. After that, the teacher asked students to answer the questions in pair based on the information from the passage. On the other hand, the students were given exercises related to the questions and responses which were adopted from IELTS questions in reading part. The students' answers were then being discussed.

At the following meeting the first post-test was held. The test lasted for 60 minutes. The test questions were adopted from IELTS test compilation.

Table 2. Students' Post-Test Scores Category of Cycle I

Range Score/Band	Category	Frequency	Percentage
5.5		4	16%
5	Modest user	14	56%
4.5		5	20%
4	Limited user	2	8%

Range Score/Band	Category	Frequency	Percentage
3.5			
3	Extremely Limited user		
2.5	Intermittent user		
Total		25	100%

Table 2 exposes four students (16 %) got band 5.5; fourteen (56%) achieved band 5 and two students (8%) achieved band 4. In addition, it can be seen that the students' average score in test 2 is 16.04. It indicated that teaching reading by applying reciprocal questioning strategy can improve the students' reading comprehension.

Observing

In every meeting, the observation was done by the researcher and collaborative researcher. The results of observation which were in the form of field notes were then analyzed and described in details in the findings of cycle 1.

Reflecting

After collecting the data, the researcher discussed the data with the collaborative researcher. In this case, after analyzing the result of field notes, interview and reading comprehension test, the researcher and the collaborative teacher worked together in order to see how far the application of reciprocal questioning strategy can improve the students' reading comprehension. The result of field notes, interview and test described that not all students got significant progress, the researcher and collaborative researcher decided to continue the action to the second cycle.

Report Cycle II

Planning

The second cycle was conducted to solve the problem in the first cycle. Based on the reflection results in cycle 1, the researcher made some changes to achieve better plan to scaffold the students to be critical readers. The researcher prepared to use selected topics of English academic passage and encouraged the students to ask questions which might discuss in the passage. Then the researcher designed a lesson plan, selected the passage based on the students' ability and discussed the passage.

Acting

During the implementation of the actions in cycle 2, the students' participation was level up because the activities before and during reading encouraged the students to express their opinion/ questions toward the passage given. They were more enthusiastic than in the previous meeting.

Table 3. Students' Post-Test Scores Category of Cycle 2

Range Score/Band	Category	Frequency	Percentage
6	Competent user	2	8%
5.5		4	16%
5	Modest user	14	56%
4.5		5	20%
4	Limited user		
3.5			
3	Extremely Limited user		
2.5	Intermittent user		
Total		25	100%

Observing

During the implementation of the actions in Cycle 2, the observer rolled to observe the teaching learning process and the students' critical questions toward the passage. The students' participation in expressing opinions and forming critical questions was level up. They were more confidence and enthusiastic than in the previous meeting. Furthermore, based on the interview conducted after the test in cycle 1 conducted, most of the students stated that the strategy applied in ReQuest helped them to think critically and understand the passage. They argued that they got higher score in reading tests and it challenged them to be more critical in reading an academic passage.

Reflecting

Based on the figure above, it can be seen that the students' average score increased within test 1 and test 2. Meanwhile the scores increased more within cycle 2. The students got significant progress in this part because in every meeting the students were asked to list the questions and predict the concern of the passage. In order to be more understood to the passage they took turns to their friends in questioning and answering session. Among the four part of reading test (Multiple choice, matching headings, and Yes/No Not Given and Gap filling) the students got the lower progress in part 4. Furthermore, it can be seen that the more progress in cycle 2 rather than cycle 1 that happened because the more exercise given in cycle 2 rather than cycle 1.

Discussion

The data obtained in cycle 1 indicated that students gave positive responses in learning reading through reciprocal questioning. The improvement of the students' score was supported by the comparison of the means of tests and the result of the interview. In addition, it can be seen that there were improvement on the students' scores in reading comprehension tests from the test 1 to test 3.
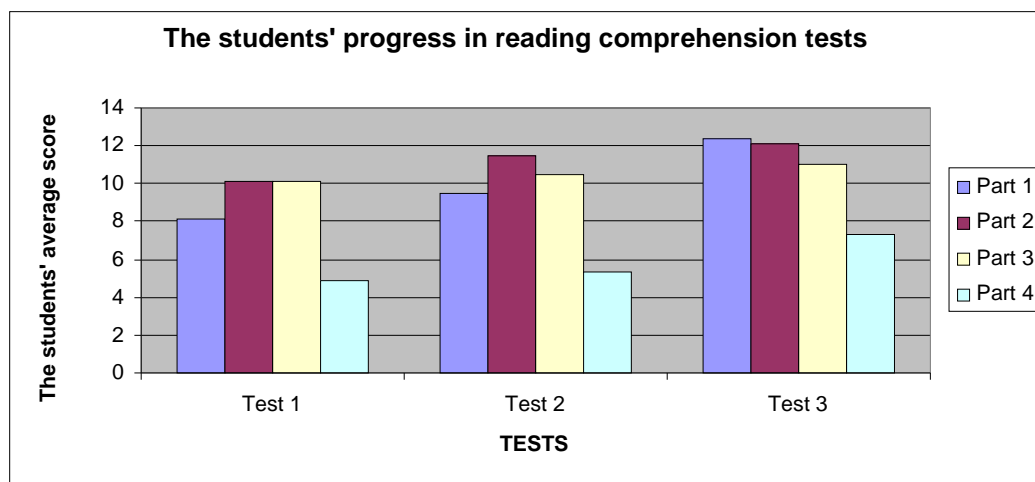

Figure 1. Students' overall progress in all parts of reading comprehension tests

The chart above showed the students' average scores progress in each part of reading comprehension tests from test 1 to test 3. The graphic above also showed that the students got the more progress in part 1 (Multiple choice) while the less progress was got in part 4 (Gap filling). The students' average total score increased from test 1 to test 3 as it was reflected on the band they achieved. While in the test 1, the students' average band was less than 5, in test 3 it became 5 and then rose above 5. It indicates the students' improvement in

reading comprehension after the treatment given. Besides that, based on the result of interview and field notes, it was also shown that the students respond positively toward the application of reciprocal questioning strategy.

Thus, based on the result of reading comprehension test, interview and field notes, it can be concluded that teaching reading by applying reciprocal questioning strategy (ReQuest) can improve students' critical reading ability. Furthermore, based on the result of interview, the students' confessed that among the four part of reading comprehension tests which was adopted from IELTS test, part 1 (Multiple choice) was the easiest part of the test while part 4 (Gap filling) was the most difficult.

Conclusion

Based on the result of the research, it can be concluded that based on the result of reading test, the application of Reciprocal Question strategy significantly improves the critical reading ability of the students. Based on the description of the filed notes, the students become more active in the learning processes. It is influenced by the activities in Reciprocal Question learning processes to develop students' ability in creating Reciprocal Question. From the result of the interview, the students argue that Reciprocal Question strategy helps them in understanding text. The result of the research reveals that the multiple choice section is easier than gap filling section for the students. Furthermore, the background knowledge and vocabularies the students have taken part in understanding the passages.

Based on the findings, discussion, and conclusion, the researcher would like to propose some suggestions. For English lecturers/teachers, in order to enhance the students' motivation in reading an academic passage, it is suggested to explain the importance of critical reading and scaffold them to implement the strategies in reading. For further research, it is expected that the strategy can be applied in various lectures and for larger participants.

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