

TEKNOSASTIK

Jurnal Bahasa & Sastra

ISSN 1412-9655

Volume 16 (1), Januari 2018

**English Language Competence of Secretary Students through Report Writing:
Corpus Based Study**

Elvi Citraresmana

An Analysis of Code Switching in Leila S. Chudori's For Nadira

Lusiana Kartika Candra, Laila Ulsi Qodriani

**An Analysis on the Tendency of Pronunciation Made by Students
with Indonesian Linguistic Background**

Ranni Putri Stefani, Ahmad Roba'i

EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook

Mutiara Ayu, Rita Indrawati

The Organization of Words in Mental Lexicon: Evidence from Word Association Test

Budi Eko Pranoto, Lidia K. Afrilita

**Applying PLEASE Strategy
to Teach Writing Skill to Students with Different Linguistic Intelligences**

Dyah Aminatun, Ngadiso, Sri Marmanto

Diterbitkan oleh :



Fakultas Sastra & Ilmu Pendidikan
UNIVERSITAS TEKNOKRAT INDONESIA

TEKNOSASTIK

Jurnal Bahasa dan Sastra

TEKNOSASTIK journal is published on January and July every year. It presents articles on English language teaching and learning, linguistics, and literature. The contents include analysis, research report, application of theories, and material developments.

Chief Editor

Ingatan Gulö

Editorial Team

Laila Ulsi Qodriani
M. Yuseano Kardiansyah

Board of Reviewers

Prof. Dr. Faridah Ibraim
Infrastructure University Kuala Lumpur

Dr. Melly Ridaryanthi
University College Sabah Foundation

Dr. Rosaria Mita Amalia
Universitas Padjadjaran

Dr. Aslinda
Universitas Andalas

Akhyar Rido, Ph.D.
Universitas Teknokrat Indonesia

Editor and Administration Address: **TEKNOSASTIK** Publication Division, Arts and Education Faculty, Universitas Teknokrat Indonesia. Jalan H. Zainal Abidin Pagaram No. 9-11. Kedaton, Bandar Lampung. Telephone (0721) 702022, 774061(*hunting*) 784945. E-mail <teknosastik@teknokrat.ac.id>

TEKNOSASTIK journal is published by Arts and Education Faculty, Universitas Teknokrat Indonesia. We invite articles that have never been previously published. Please see the guidelines for article contributions on the inside back cover of this journal.

TEKNOSASTIK

Jurnal Bahasa dan Sastra

Table of Contents

English Language Competence of Secretary Students through Report Writing: Corpus Based Study	1
<i>Elvi Citraesmana</i>	
An Analysis of Code Switching in Leila S. Chudori's For Nadira	9
<i>Lusiana Kartika Candra, Laila Ulsi Qodriani</i>	
An Analysis on the Tendency of Pronunciation Made by Students with Indonesian Linguistic Background	15
<i>Ranni Putri Stefani, Ahmad Roba'i</i>	
EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook	21
<i>Mutiara Ayu, Rita Indrawati</i>	
The Organization of Words in Mental Lexicon: Evidence from Word Association Test	26
<i>Budi Eko Pranoto, Lidia K. Afrilita</i>	
Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences	34
<i>Dyah Aminatun, Ngadiso, Sri Marmanto</i>	



Published by:
Fakultas Sastra dan Ilmu Pendidikan
UNIVERSITAS TEKNOKRAT INDONESIA
Bandar Lampung

Teknosastik Journal	Volume 16	Number 1	Page 1 - 40	January 2018	ISSN 1412-9655
------------------------	-----------	----------	-------------	--------------	-------------------

English Language Competence of Secretary Students through Report Writing: Corpus Based Study

Elvi Citraesmana

elvi.citraesmana@unpad.ac.id

Universitas Padjadjaran

Abstract

This research is entitled “Observing English Language Competence of Secretary Students through Report Writing: Corpus Based Study”. The main purpose of this research is to analyze the language competence of the Secretary Students in one of popular Academy Secretary in Bandung. The Language competence is something important for students in order to understand what they say or what they write. Every language competence implies meanings. Unfortunately not all students know how to understand the meanings through language. What they have in their minds that they have to write in good grammatical patterns. They keep busy memorizing the grammatical patterns without knowing the purpose of those patterns. This research uses the Corpus Linguistics method. This newly method is quite promising and interesting to implement in this research. The definition of Corpus Linguistics is used the theories which was proposed by McEnery and Wilson (1996, 2001), Sinclair et al. (2004), Lindquist (2009), McEnery and Hardie (2012). In collecting data, the writer determined the keywords then found out the implementation of those words into their writing. There are 7 key words which are used by the students frequently. The result of this research shows that the students mostly use the elements of grammar such as determiner of “the” and “a”, preposition such as “in”, “on”, “about”; yet, they rarely implement those 7 keywords with any variation. Lack of using variation collocation to the keywords causing the ambiguity to the readers.

Key Words: *corpus linguistics, language competence, secretary, grammar, pattern*

Introduction

Mastering language or languages is an absolute prerequisite for a candidate of secretary. The secretary candidate is supposed to have a good communication skill. This requisition is needed considering that a secretary is going to do a lot of interactions with various sides, such as colleagues, managers, and other profession. The aim of communication is sending the message or messages, giving the opinion, or sharing the information. Those aims of communication can be delivered whether by oral or written.

Researcher analyzes report writing of secretary students in one of Academy Secretary in Bandung which is very popular. This Report Writing subject was conducted by students batch 2015/2016, in the class during academic year of 2016/2017. In this lecture, the students were given the exercises of writing various report. One of the report is in the form of graph, pie chart, and bar chart. They were instructed to read those graph, pie chart, and bar chart, then they were asked to deliver their reading result by writing it into the report.

Writing is one of the language skills. Through writing, we can observe one’s language ability. It is believed that writing is a kind of reflection of the writer’s cognition, since that written will represent the writer him/herself. Unfortunately, there were some weaknesses appeared in the student’s writing results. Those weaknesses happened due to lack of confidence in sharing their ideas into writing, the limitation of English grammar comprehending, not to mention the influence of mother native language and also Bahasa Indonesia as our nation language. Those weaknesses occurred in their writing using English but the structure is in Bahasa.

From that case, it can be understood that we have to encourage our students to the needs of language competence and language performance. English language competence has already been taught started from Junior High School until Senior High School, nowadays, mostly English has been taught started in Elementary School. In this article, the researcher discusses English language competence of college students especially secretary students using corpus method.

Theory and Method

This research focuses on analyzing the writing results of Secretary students in Bandung especially in Report Writing subject conducted in the class, those writing results were collected as the data source. The keyword is needed in order to collect the data. In this research, the researcher used the keyword that frequently occurred in the

students writing result. Those frequent words derived from the Antconc software after all data were set into plain text.

This research used Corpus Linguistics and English grammar structure. Concerning of Corpus Linguistics, this research used the frequency of words appeared in their writing result; and concerning of Language Competence, this research used English grammar structure as the standard of understanding. As the keyword, this research used the word of *show*, *give*, *inform*, *increase*, *decrease*, *rise*, and *fall*. Those words were used frequently by students in order to describe the graph.

On the understanding of Corpus Linguistics, the researcher used the theory proposed by McEnery and Wilson (2001), Lindquist (2009), McEnery and Hardie (2012) among others. Corpus Linguistics is the study of language as expressed in corpora (samples) of "real world" text (https://en.wikipedia.org/wiki/Corpus_linguistics). Kennedy (1998:1) stated that Corpus Linguistics is a kind of research method which is designed to analyze the corpora. According to McEnery and Wilson (1996:1) Corpus Linguistics also more often analyze the methodology than analyze the language aspects which needs the explanation and description (see dissertation of Citraresmana, 2014: 13).

On the understanding of language competence, the researcher refers to english grammar structure, as mentioned by Biber, et.al. (1999). Biber (1999) suggested that word order in English was used as the grammatical sign which was arranged into four ways as follows.

- (1) The element of clause is arranging in a preferred order in relation to each other; such as the subject occurs before the verb, the verb occurs before the complements: SV, SVA, SVPs, SVOD, SVOOp, SVOiOd, SVODOp, SVODPo, SVODa.
- (2) Independent interrogative clauses are signalled through subject-operator inversion. This Subject-Operator inversion is an obligation and should be replaced in the beginning of sentence especially when using the word *never*.
- (3) All clause elements realized by *wh*-words are regularly placed in initial position. Whether it is in the form of independent clause, interrogative, exclamative, or dependent noun, and relative clause.
- (4) Phrases are normally continuous, this is what is called as principle of contact. But in certain cases there is the principle of contact which is not accord with the order. This happens due to the needs of cohesion, emphasizing, or any other stylistic effects.
(Biber, et.al., 1999:899)

Those grammatical principle to the word order used as the reference of analysis. In order to analyze meaning and the usage of the verb, this research used Wordnet. Wordnet is a software used to find out the word, meaning, and the usage.

Corpus Linguistics mainly discusses the method of research. In this research, the researcher referred to the understanding of Palmerian (1933). Palmer (1933) proposed adjacent collocations using descriptive statistics. The data were collected through the frequency of words occurred from the students writing. This collocations in window is understood as collocates. Collocates is the collocation word appeared together with keyword. Both appearances resulted collocation in window. Spans of window are varied, in which the collocates appeared in left or right of node words. This understanding is accord with Sinclair, et.al. (2014) (in Lindquist, 2009: 73 & 78). This adjacent collocation is similar to linguistic structural with descriptive statistic (the appearance of frequent collocation). In this research, data were collected and formed into plain text, then applied into Antconc software. The verbs *give*, *show*, *inform*, *increase*, *decrease*, *rise*, and *fall* were used as the keyword, considering that those verbs commonly used when the graphs were described. So, from those verbs, the researcher analyzed the collocates appeared with the verbs and then will come to the conclusion of the language competence of secretary students in Bandung.

Findings and Discussion

There were 53 texts derived from three parallel classes. From those 53 texts there were 5457 token appeared in the word list resulted from the data collection of student's report writing, as described in the picture below.

Picture 3.1 Word List

Rank	Freq	Word
1	436	the
2	369	year
3	244	to
4	224	in
5	187	book
6	186	a
7	178	about
8	175	council
9	170	amount
10	154	abandon
11	133	and
12	104	graph
13	103	of
14	99	first

From the picture 3.1 above, it can be seen that determiner ‘the’ appeared as much as 436 times. Those typical appearances also happened when the researcher made a test by typing other verbs such as *show*, *give*, *inform*, *increase*, *decrease*, *rise*, and *fall*. Determiner ‘the’ is the most frequent word used by the students. Those students preferred to use closed class instead of using other words (open class) to show their language performance. Since the topic that was given about the graph, the 2nd place that appeared from their writing result was ‘year’. This word ‘year’ appeared as much as 369 times from the total of word occurrences. Then it was followed by preposition ‘to’ and ‘in’ appeared as much as 244 times and 224 times respectively. These findings are about to discuss in the following.

The Collocates of the Verb ‘Show’

This session is about to discuss the collocates that appeared with the verb ‘show’ as described in the picture below.

Picture 3.2 Clusters/N-grams of the verb ‘show’

Rank	Cluster	Freq
1	show about	8
2	show the	5
3	show us	4
4	show a	3
5	show an	3
6	show book	2
7	show you	2
8	show tell	1
9	show number	1
10	show until	1
11	show first	1
12	show that	1
13	show until	1

The picture 3.2 above shows that as much as 8 times, the students used preposition ‘about’; and as much as 5 times, the students used determiner ‘the’. Below 5 times, they used possessive pronoun ‘us’ (4 times), determiner ‘a’ and ‘an’ were used about 3 and 2 times. The word ‘book’ and ‘you’ showed about 2 times. The rest is not too frequent used by the students as much as 1 times (see the pictures).

From the cluster/N-grams above, it is understood that the students used determiner ‘the’ frequently appeared together with the verb ‘show’ and then it was followed by preposition ‘to’ and ‘in’; determiner ‘a’; conjunction ‘and’; and preposition ‘of’.

The verb ‘show’ in Oxford Dictionary Thesaurus and Wordpower Guide (2001: 833) means (1) be or make visible; (2) offer for inspection of viewing; (3) present an image of; (4) lead or guide; (5) treat (someone) in a particular way; (6) be evidence of; prove; (7) cause (someone) to understand something by explaining it or doing it oneself. Through the meaning derived from the dictionary above it can be concluded that the verb *show* in the data means *be or make visible; offer for inspection of viewing; be evidence of*.

In Biber, et al. (1999:701), the verb ‘show’ is a type of communication verb which is appeared grammatically in a structure of “verb + NP + to-clause (or be verb –ed + to clause)”. Based on the dictionary and grammatical structure of Biber, et al., it can be understood that the structure of the verb ‘show’ is as follows.

- (1) show [someoneNP] (to see something-to clause)
- (2) show [a presentationNP]
- (3) [S (is shown-be verb –ed) (to everyone-to clause)]

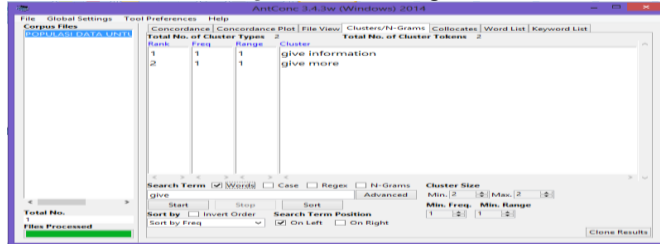
Based on the understanding proposed by Biber, et al., (1999), there were only 4 and 2 students who used the structure of “show someone to see something” as in “show us” and “show you” (see picture 3.2). This means that only a few students (6 students) who understand the structure of the verb “show”.

The Collocates of the Verb ‘Give’

The verb of ‘give’ in Oxford Dictionary Thesaurus & Wordpower Guide (2001: 378) means (1) to cause (someone) to have, get, or experience; (2) carry out (an action) or make (a sound); (3) show: he gave no sign of life; (4) put forward (information or argument); (5) have a result; (6) (give off/out) send out (a smell, heat, etc.); (7) admit that (someone) deserves recognition for (something); (8) bend under pressure.

The data shows as below.

Picture 3.3 *Clusters/N-grams* the verb ‘give’

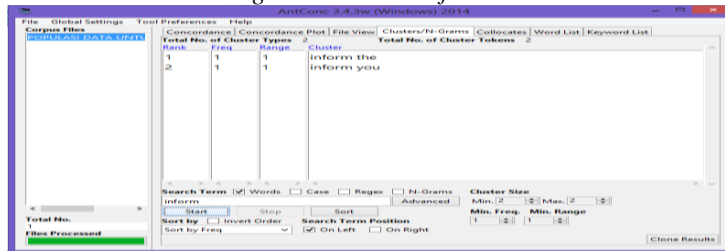


Based on the picture 3.3 above, there was only 1 student who wrote the verb ‘give’ with the appropriate way. This student used the collocate “information” following the verb ‘give’. In the phrase of ‘give more’, based on the English grammar structure the usage of ‘give’ is supposed to be “give something more”.

The Collocates of the Verb ‘Inform’

The verb ‘inform’ based on the Oxford Dictionary (2001: 463) means (1) give facts or information to; (2) (inform on) give information about (someone’s involvement in a crime) to the police. The students chose the collocates ‘the’ and ‘you’ which is described into the picture 3.4 below.

Picture 3.4 *Clusters/N-grams* the verb *Inform*



Based on the picture 3.4 above the usage of the verb ‘inform’ appears together with determiner ‘the’ (1 times) and pronoun ‘you’ (1 times). Those collocates chosen by students could be understood as:

- (1) [We would like to] inform the [graph]
- (2) [We would like to] inform you [that –clause]

This collocates was chosen by 1 student out of 53 students.

The Collocates of the Verb ‘Increase’

The verb ‘increase’ in Oxford Dictionary (2001: 456) means “make or become greater in size, amount, or intensity”. This verb is one of the keyword, since the data is about the text of graph. This graph told about selling in business. There were 5 students chose the preposition ‘in’, 2 students chose to use conjunction ‘and’, 2 other students chose preposition ‘for’, 2 more other students chose adverb ‘slightly’, another 2 students chose preposition ‘to’. The rest is preposition ‘over’ and adverb ‘especially’ to be appeared with the verb ‘increase’. The students choices describe in the picture below.

Picture 3.5 Cluster/N-grams the verb *Increase*

Rank	Freq	Range	Cluster
1	5	1	Increase in
2	2	1	Increase and
3	2	1	Increase for
4	2	1	Increase slightly
5	2	1	Increase to
6	1	1	Increase over
7	1	1	Increase, especially

The verb ‘increase’ is both transitive and intransitive. As the transitive, this verb needs the object, on the other hand, as the intransitive, it doesn’t need any object. In Wordnet the usage of this verb ‘increase’ is as follows.

- (3) The amount of work increased
- (4) The university increased the number of students

In number (3) the verb ‘increase’ is in the form of intransitive; and in number (4) the verb ‘increase’ is in the form of transitive since it needs the object.

The result of the students’ writing showed that the students preferred to use preposition ‘in’ as can be seen below.

- (5) There was a slight increase in amount (3 times)
- (6) There was dramatically increase in third year (1 times)
- (7) There were increase in amount of money (1 times)

The usage of the verb ‘increase’ together with the adjective ‘slight’ appeared 3 times which means that there were 3 students who used the same expressions. One student chose adverb ‘dramatically’ together with the verb ‘increase’; and another student arranged the verb ‘increase’ into a clause.

From those analysis, it can be concluded that there were 5 students who had english language competence out of 53 students.

The Collocates of the Verb ‘Decrease’

The verb ‘decrease’ in Oxford Dictionary and Thesaurus Wordpower Guide (2001: 224) means “to make or become a smaller or fewer in size, amount, or strength”. The usage of the verb ‘decrease’ in Wordnet is as follows.

- (8) The amount of homework decreased towards the end of the semester.
- (9) He decreased his staff.

The usage of the verb ‘decrease’ through the students’ writing result is as follows.

Picture 3.6 Cluster/N-gram the verb *Decrease*

Rank	Freq	Range	Cluster
1	7	1	decrease in
2	4	1	decrease slightly
3	2	1	decrease on
4	1	1	decrease amount

Based on the picture 3.6 above, it can be seen that students preferred to use preposition ‘in’ following the verb ‘decrease’ as much as 7 students. Let’s take a look at their writing below.

- (10) There was a slight decrease in amount /.../ (7 times)

Based on the corpus, there were 7 students who used exactly the same expression as it is seen in number (10); and there were 4 students who chose adverb ‘slightly’ occurred together with the verb ‘decrease’ with various expressions.

The Collocates of the Verb ‘Rise’

The verb ‘rise’ in *Oxford Dictionary and Thesaurus Wordpower Guide* (2001: 776) means *to come or go up; increase in number, size, strength, or quality*. Based on the meaning, it is understood that the verb ‘rise’ has the same meaning with the word ‘increase’. The usage of verb ‘rise’ based on Wordnet is as follows.

- (11) The value of our house rose sharply last year.
- (12) The stock market is going to rise.

The students frequently used the verb ‘rise’ collocated with preposition ‘in’ as it is seen from the picture below.

Picture 3.7 Cluster/N-grams the verb Rise

Rank	Freq	Range	Cluster
1	6	1	rise in
2	2	1	rise and
3	1	1	rise amount
4	1	1	rise into
5	1	1	rise or
6	1	1	rise over
7	1	1	rise to
8	1	1	rise and
9	1	1	rise the

From the picture 3.7 above, it can be seen that there were 6 students who used the verb ‘rise’ collocated with preposition “in”. Two students used the verb ‘rise’ followed by conjunction ‘and’. Let’s compare to picture 3.8 below, the students so confused in applying the word ‘rise’ categorized as verb with the word ‘rise’ categorized as noun.

Picture 3.8 Cluster/N-gram the word ‘Rise’ as Noun

Rank	Freq	Range	Cluster
1	11	1	sharp rise
2	2	1	significant rise
3	1	1	clubs 4 rise
4	1	1	share rise

Based on the picture 3.8 above, it is seen that there were 11 students frequently used the word ‘rise’ as noun instead of as verb. This is understood as the word noun appeared in their writing as predicate.

- (13) There [are/was] [a] [sharp] [rise]
S P

In this case, it can be concluded that the students could not use the verb ‘rise’ grammatically due to their mixing up with the predicate in Bahasa.

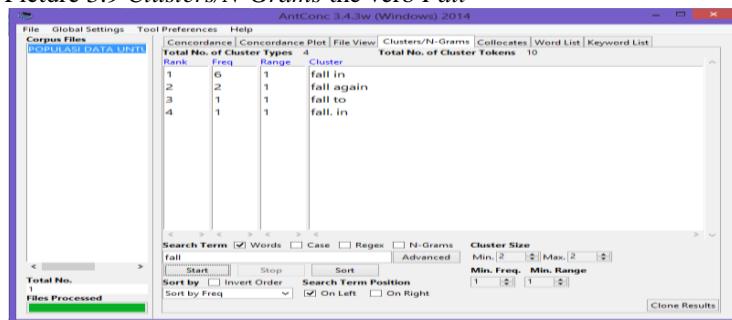
The Collocates of the Verb ‘Fall’

The verb ‘fall’ in *Oxford Dictionary and Thesaurus Wordpower Guide* (2001: 320) means “move downwards quickly and without control; collapse to the ground.” The usage of the verb ‘fall’ in *Wordnet* is as follows.

- (14) The Branch fell from the tree.
- (15) The payment fall on the 1st of the month (be due).
- (16) Fall from cloud.
- (17) The cities fell to the enemy
- (18) Fall into a category.

Based on the corpus using cluster/N-gram, the students preferred to use preposition “in” following the verb ‘fall’. As can be seen from the picture below.

Picture 3.9 Clusters/N-Grams the verb *Fall*



From the picture 3.9 above, it can be seen that there were 6 students who frequently used preposition “in” following the verb ‘fall’. If it is compared to Wordnet, the verb ‘fall’ is followed by preposition “from”, “to”, “on”, and “into”. Based on findings in the picture, there was only 1 student who used preposition “to”, which is in accord with the usage in the Wordnet (no. 17).

Based on the data and analysis above, the researcher received the picture as below.

Table 3.10 The Language Competence of the Secretary Students through Report Writing

Verb	No. students	Percentage
show	6 out of 53	11%
give	1 out of 53	1.8%
inform	1 out of 53	1.8%
increase	5 out of 53	9.4%
decrease	11 out of 53	20.7%
rise	0 out of 53	0%
fall	1 out of 53	1.8%

Conclusion

Based on the analysis, it can be concluded that the language competence of the Secretary Students is very low. It can be seen from the data and analysis above which is described in the table 3.10. From the total of 53 texts, which means 53 students who conducted a report writing, there were less than 30% of the students who could give a good report writing. This is due to the lack of the English grammar structure and mix up with their nation language. It needs a concrete way to overcome this problem and also it needs an urgent works of the English instructors or lecturers to give this “Secretary to be” the treatment of how to use the English language based on pragmatic approach. So that, the students are not merely memorizing the structure but they know how to apply certain words into the sentence.

References

- Biber et al. 1999. *Longman Grammar of Spoken and Written English*. England: Pearson Education Limited.
- Citraesmana, Elvi. 2014. *Fenomena Penggunaan Verba Lie dalam Korpus Amerika (COCA) Periode 1998-2012*. Disertasi. Universitas Indonesia.
- Kennedy, G. 1998. *An Introduction to Corpus Linguistics*. London: Longman.
- Lindquist, Hans. 2009. *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press.
- McEnery and Hardie. 1996. *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- McEnery and Wilson. 2001. *Corpus Linguistics: An Introduction*. Second Edition. Edinburgh: Edinburgh University Press.

McEnery and Hardie. 2012. *Corpus Linguistics*. Cambridge: Cambridge University Press.

Palmer, Harold E. 1933, 1966. *Second Interim Report on English Collocations*. Tokyo: Kaitakusha.

Sinclair et al. 2004. *Trust the Text: Language, Corpus, and Discourse*. London: Routledge.

An Analysis of Code Switching in Leila S. Chudori's *For Nadira*

Lusiana Kartika Candra¹, Laila Ulsi Qodriani²

lcandra69@gmail.com¹, ani@teknokrat.ac.id²

Universitas Teknokrat Indonesia^{1,2}

Abstract

This research focused on analysis of types and reasons of using code switching by the characters in For Nadira novel. The writers applied Hoffman theory which functioned to categorize the types of code switching, and Holmes which functioned to explain the reason why the speakers do code switching. Besides, this research also adopted qualitative method, since the analysis dealt with words instead of numbers. The results of the analysis showed that there are four types of code switching occurred in For Nadira novel. Those are intra-sentential switches, inter-sentential switches, establishing continuity switches, and emblematic switching. Then, there are seven reasons influenced the characters in For Nadira novel switch their language. Those are to assert power, pride and status, to declare the solidarity, to express ethnic identity, to express self-emotion, to being more competence, to being more informative and to convey the speaker's attitude to the listener.

Key Words: Code switching, *For Nadira*, reason, sociolinguistics, types

Introduction

Living in the country which consists of different cultures and languages, people intentionally learn, adapt and use different languages in order to be able to communicate with other people from different cultures. For example, Indonesia has more than 100 regional languages, some of them are Javanese, Sundanese, Maduranese, Lampungese, etc. As the result, most of Indonesian people can speak more than one language. They can speak not only Bahasa Indonesia but also can speak either ethnic or regional languages. So, if they speak with other people from different ethnic, they will change and choose language which is understood by the listeners fitting to the situation and their needs.

According to Wardaugh (2006) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Since people are involved in bilingual or multilingual communication, it is possible for them to choose the language and switch that language in their speech. This phenomenon is known as code switching. Poplack and Sankoff (1984) states that code switching is simply the alternate use of the two languages in discourse. Meanwhile, Wardhaugh says that selecting a particular code is usually required by people whenever they choose to speak and they may also decide to switch from one code to another even sometimes in very short utterances and so create a new code in a process is known code switching. As a result, people in some communities choose different languages regarding the situations that demand them to speak.

The phenomenon of code switching not only happened in real life of the society around the world but also in literary work especially in the novel. One of them is *For Nadira* novel by Leila S. Chudori. This novel tells the story of the reflection of people's life nowadays, mainly the parts of women prepare to survive for her life. This novel was originally published as *9 Dari Nadira* in 2009. Then, *9 Dari Nadira* novel was expanded to the English version as *For Nadira* in 2015 produced by KPG (Keperpustakaan Populer Gramedia) in Jakarta, Indonesia. This research is conducted to find out the phenomenon of code switching more deeply in *For Nadira* novel. The character in *For Nadira* novel often switches some languages in their dialogues such as English to Indonesian, English to Dutch and English to Javanese. Moreover, the character in this novel also switches the language in the different cases. Therefore, the writer gets interested in finding and analyzing the types and the reason of the use of code switching used in the utterances of the characters in *For Nadira* novel.

Theory

Types of Code Switching

According to Bokamba in Ayeomoni (2006: 91) "code-switching is the mixing of words, phrases and sentence from two distinct grammatical (sub) systems across sentence boundaries within the same speech event."

Using more than two languages is a normal in many parts of the world. It is in line with Wardaugh's opinion (1998:100) stating that the ability to shift from one language to another is accepted as quite normal. He further adds,

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or mix codes. Even within sometimes very short utterance and thereby create a new code in a process known as code switching.

Similarly, Holmes (1992) says that features of bilingual speech such interference, code mixing, and code switching are normal phenomenon because bilingual often find it is easier to discuss a particular topic in one language rather than another. Hoffman (1991) adds that code switching is potentially the most creative aspect of bilingual speech. This situation may be the basic reason why people do code switching in their conversation.

Hoffman (1991) argue that the most general description of code switching is that it involves the alternate use of two languages or linguistics varieties within the same utterance or during the same conversation. In similar way, Romaine (2000) says that code switching is utterances draw to differing extents on items which come from than one languages and which are combined in different ways. In addition, Gall as reported in Wardaugh (1998) explains that code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations.

Wardaugh (2006) stated code switching is a conversation between speaker's turns or within a single speaker's turn. In the latter case it can occur between sentences or within a single sentence. Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Code switching occurs when a speaker requires a particular code, in order to switch one code to another and even create a new code in process (Wardaugh, 1986). Code switching is the changes over sentences (Hoffman, 1991). Code switching can occur during the same conversation.

Hoffman (1991) explains that code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socio-economic background. It is avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status, language loyalty, and formality. Hoffman (1991) states that there are four types of code switching, which are:

a. *Intra-Sentential Switches*

It contains the switch that occurs within a clause or sentence boundary, where each clause or sentence is in one or other language.

For example: when a Spanish - English bilingual says:

I started going like this. Y luego decia (and then he said). Look at the smoke coming out of my fingers (Hoffman, 1991: 220).

b. *Inter-Sentential Switches*

It contains the switch that occurs between a clause or sentence boundary where each clause or sentence is in one or other language.

For example: as when an adult Spanish-English bilingual says:

"Tenia zapatos blancos, un poco, they were off-white, you know." (Hoffman, 1991: 112).

c. *Establishing Continuity Switches*

This kind of code switching occurs to continue the utterance of the previous speaker, for example when one English speaker speaks in Spain, and then the other speaker tries to respond in Spain as well.

d. *Emblematic Switching*

In this kind of code switching, tags, exclamation and certain set of phrases in one language are inserted into an utterance otherwise in another.

For example: as when a Panjabi/English says:

"It's a nice day, hana?" (hai n? isn't it). Another example is when an adult Spanish American English says: "... Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!" (Hoffman, 1991: 112).

The Reasons for Code Switching

Code switching is borrowing of the words from another language to express a concept or describe an object for which there is no obvious word available in the language by using. He adds that there are some causes of people to use code switching (Holmes, 1992). They are:

a. Asserting Power, Pride and Status

People switch or mix two languages because code switching will increase the speaker's status, power and authority.

b. Declaring Solidarity

Another reason why people use code switching is to express solidarity with particular social group or listeners.

c. Expressing Ethnic Identity

Language is one of the most important forms of human symbolic behavior and has become an identity of a social group. Alexander in Malesevic (2004: 49) define ethnicity as the real or perceived primordial qualities that accrue to a group by virtue of shared race, religion, or national origin, including in the latter category linguistic and other cultural attributes associated with a common territorial ancestry.

d. Expressing Self Emotion

In this case, a speaker can switch his or her code (language) in order to express self-emotion, such as angry, sad, or happy.

e. Being More Competence

Sometimes, speakers are unable to find the appropriate word in the language that is being used. Therefore, they switch or mix the language to another one (lack of vocabulary).

f. Being More Informative (message oriented)

People may select a particular variety of code to make the conversation easier to discuss a particular topic, regardless of where they are speaking (Holmes, 1992: 29). In addition, according to Hudson (2001: 131) speakers in every language can use language to locate themselves in relation to the people they are talking to and also in relation to people they are talking about. In some languages the central parts of the grammatical system are dedicated to this important social function, so it is important to bear these languages in mind as a corrective to the idea that the sole purpose of language is to convey messages efficiently.

g. Conveying the Speaker's Attitude to the Listener.

The speaker usually used code switching to convey their attitude to make the listener able to involve in the conversation.

Findings and Discussion

Intra Sentential Switches

According to Hoffman (1991:112-113) intra sentential switches is the switch occurring within a clause or sentence boundary, where each clause or sentence is in one or other language.

[.....] Our first meeting, like the ones that followed, did not go smoothly. Bram's father sat on the front terrace of their house in Gang Bluntas, Salemba, bagian dari Jakarta yang cuaca nya selalu panas. I could hear the student demonstrating just a few hundred meters away, going on and on (Leila, 2015: 20).

In the narration above shows that the speaker switches the language from English to Indonesian within a sentence and back again to English. The utterance *Gang Bluntas, Salemba, bagian dari Jakarta yang cuaca nya selalu panas* belongs to intra sentential switching because it occurs switching in phrases within a sentence. This switch occurs when narrator explain the place which is house of Bram's father that is friend of Nadira's father. The phrases "*Gang Bluntas, Salemba, bagian dari Jakarta yang cuaca nya selalu panas*" showed that she want to convey her messages efficiently with talking particular topic which is Gang Bluntas in Jakarta. Gang Bluntas is the place of Bram's father house in Salemba which is one of the parts of Jakarta. She wants to show and explain clearly

and specifically of that place. So, the reason of the speaker switches the language because the speaker wants to be more informative when she explains her messages to the readers.

Inter Sentential Switches

According to Hoffman (1991:112-113) inter sentential switches contain switch occurs between a clause or sentence boundary, where each clause or sentence is in one or other language.

Mr. X was smiling slowly. Nadira was in his grasp now. How sweet it was. He restrained himself from touching her fingers, afraid she would snap out of it.

Nadira : Saya tidak pernah mengerti, mengapa ibu memutuskan untuk meninggal.

Mr. X : Your mother must've been bearing a very heavy burden... if not, she would never have decided to leave her three children that she loved so much... why do you think that she decided to go?

Nadira : I...I never understood why Ibu wanted chrysanthemums with her at her final resting place (Leila, 2015: 106).

The utterance above shows that Nadira switches her language from English to Indonesia between sentences in the conversation. The utterances "Saya tidak pernah mengerti, mengapa ibu memutuskan untuk meninggal" belongs to inter sentential switching because the change occurs between sentences boundary. The switching happened with no change situation. It switch because the speaker wanted to show her feeling about her mother who committed suicide. This switch occurs when Nadira talk with Mr. X about her mother passed away. The utterance "Saya tidak pernah mengerti, mengapa ibu memutuskan untuk meninggal" means that she expresses her self-emotion which is sadness and disappointed with her mother. From that utterance showed that she didn't willing her mother passed away eventually without any last words to say. Actually, she has many questions to ask but she was passed away before Nadira asking to her. So, the reason of the speaker switches the language because the speaker wants to express and show her emotion to the readers that she is sad and disappointed.

Establishing Continuity Switches

According to Hoffman (1991:112-113) this kind of code switching occurs to continue the utterance of the previous speaker.

Nadira, the reporter who had join Tera magazine just the week before, leapt up. She knew that Novena was a more senior reporter than she was.

Novena : "Oh, sit down, please. I'm Vena... Novena..." Novena extended her hand.

Nadira : "Saya Nadira, mbak. Please to meet you"

Novena : "Tidak perlu memanggilku mbak. We're about the same age, Dira." (Leila, 2015: 193).

From the utterances above clearly shows that Nadira and Novena switches their language into Indonesia. The utterances above belong to establishing continuity switches because when Nadira introduce herself to Novena, she uses Bahasa Indonesia and Novena tries to responds in Indonesia too. This switch occurs when Nadira introduce herself to Novena. The uses of code switching "Saya Nadira, mbak" means that the speaker wants to convey and show her the politeness attitude to Ms. Novena whose is more senior than her. It is very common in Indonesia uses the word "Mbak" to call someone who have not yet know before. Because Nadira meets with Novena in the first time, she calls her "Mbak". The uses of code switching "Saya Nadira, mbak" because Nadira respects Ms. Novena as her senior. Then, Novena replies her with used code switching "Tidak perlu memanggilku mbak" in order to responds Nadira because she respects her junior. So, the reason of the speaker switches the language because the speaker wants to convey the speaker's politeness attitude to the listener.

Emblematic Switching

According to Hoffman (1991:112-113) this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

Novena : "I thought... I just thought... after the insidence of Nadira's mother committing suicide last month, people need to understand ..."

Tara : “Tidak masuk akal..!!!” Tara and Novena were both startled with the way Tara barked. “Novena” Tara stood and grabbed Novena by the arm as she was moving away. “Sit, please sit down.” (Leila, 2015: 198).

In that utterances shows that Tara switches his language from English to Indonesian “Tidak masuk akal..!!!” within a sentence and back again to English. The utterance above belongs to emblematic switching, because there was exclamation inserted into an utterance otherwise in another sentence. This switch occurs when Tara talks with Novena about his opinion that he didn’t agree with Novena and he didn’t like Novena’s act because Novena seems like to laid down Nadira. The utterance “Tidak masuk akal..!!!” means that he expresses his self emotion which is angry and disagree with Novena’s opinion. From that utterance showed that he didn’t agree with Novena’s opinion about suicide because it will hurt Nadira whose her mother committed suicide, as the result, Tara feels angry. The utterance “Tidak masuk akal..!!!” is represent his self-emotion which is angry. So, the reason of the speaker switches the language because the speaker wants to express and show his emotion that he is angry.

Conclusion

After analyzing this novel in previous chapter and relating it to the theory and approach of this research, the writer found 67 data. In the first discussion, all the types of code switching appeared in the conversation as shown in table below.

Table 5.1. Types of Code Switching

Types of Code Switching in <i>For Nadira</i>	Frequency	Percentage
Intra Sentential Switches	8	12 %
Inter Sentential Switches	45	67 %
Establishing Continuity Switches	4	6 %
Emblematic Switching	10	15 %
Total	67	100 %

The second discussion mainly is about the reasons of using code switching in *For Nadira* novel. The finding of reasons of using code switching appeared in the conversation as shows in table below.

Table 5.2. Reasons of Code Switching

Reasons of using Code Switching in <i>For Nadira</i>	Frequency	Percentage
Asserting power, pride & status	4	6%
Declaring solidarity	9	13%
Expressing ethnic identity	3	5%
Expressing self emotion	16	24%
Being more competence	3	5%
Being more informative	23	34%
Conveying the speaker’s attitude to the listener	9	13%
Total	67	100%

The previous explanation is to answer research question in this analysis. It is hoped that the present study has increased knowledge on code switching in the society and has helped us understand what code switching is and why it comes into being.

References

Aitchison, J. 2003. *Linguistics*. London: Hodder & Stoughton Ltd.
 Ayeomoni. 2006. “Code switching and Code Mixing: Style of Language Use in Childhood in Yoruba Speech Community”. *Nordic journal of African Studies* 15(1): 90-99.

- Chaer, Abdul and Agustina, Leoni. 2004. *Sociolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.
- Hoffman, Charlotte. 1991. *An Introduction to Bilingualism*. Inc: Longman.
- Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. Inc: Longman.
- Romaine, Suzane. 1994. *Language in Society: An Introduction to Sociolinguistics*. Oxford: Oxford University Press.
- Salikha Chudori, Leila. 2015. *For Nadira*. Jakarta: (KPG) Keperpustakaan Populer Gramedia.
- Sankoff, D., & Poplack, S. 1981. A formal grammar for code-switching. *Papers in Linguistics*, 14(1), 3-45.
- Sankoff, D., & Poplack, S. 1984. Borrowing: The Synchrony of Integration: *Linguistics* 22, 99135.
- Wardaugh, Ronald. 1998. *Introduction to Sociolinguistics*, 3rd edition. Blackwell Publisher.
- Wardaugh, Ronald. 2006. *Introduction to Sociolinguistics*, 5th edition. Blackwell Publisher.

An Analysis on the Tendency of Pronunciation Made by Students with Indonesian Linguistic Background

Ranni Putri Stefani¹, Ahmad Roba'i²

ranni@mhs.teknokrat.ac.id¹, ahmadrobai22@gmail.com²

Universitas Teknokrat Indonesia^{1,2}

Abstract

The compulsory of speaking English to communicate at campus environment made the writers interested in the tendency of English pronunciation made by English students with Indonesian linguistic background. The question appeared was what kinds of difficulties that the learners face when they pronounce English words or when they speak in English. The objective was to find out the tendency of the mistakes they make. The data were collected by conducting direct observation in and outside classes. The talks or presentations made by the students were recorded. From the observation, the writers listed mispronounced words. The writers then used the words in written sentences and asked students to read those sentences. The students were also interviewed in order to have another measurement to determine the tendency occurring in the data. As results, most of the mispronunciation problems found were related to vowels, consonants and word stress. These are the most noticeable findings among other issues discovered after conducting the research.

Key Words: *English, foreign language, mispronunciation, phonetics, phonology*

Introduction

Speaking English at campus environment is a compulsory for English learners. Sometimes miscommunication cannot be avoided in their conversation. This problem is caused by mispronunciation among them. So, mastering pronunciation is one of important things in learning English. It is because different pronunciations will result in different meanings. Linguistic backgrounds will give impact on how they pronounce English words. It is thus interesting to know their tendency or problems which cause mispronunciation because this is usually found in conversations made by students with Indonesian linguistic background. They are still affected by their Indonesian style when pronouncing English words. One of recent studies about this influence of a mother tongue to a second language was that done on Bahasa Indonesia and one of its vernaculars (Gulö, 2017).

English can be one of languages that is difficult to master, especially the pronunciation. Vernick and Nesgoda stated that language learners may find difficulties in learning to speak English well because several spelling may be represented by a single sound (1980: xi). Mispronunciation becomes a common thing for those who are learning English especially those with Indonesian linguistic background. Therefore, this research is done to discover the tendency or problem that student face.

According to Crystal (1985), phonology is an aspect of linguistics which studies the sound system of language pronunciation is the most important in phonology. This means that mispronunciation can cause wrong meaning of words. Such consideration has become the reason for conducting this research. Major problems had been previously found by Renaldi, et al (2016) and this research aimed to discover further problems in details.

Theory and Method

As an author explains it, different types of studies will rely on different methodologies (Stake, 2010). The readers need to know whether the research was done quantitatively or qualitatively. Kothari says that the latter makes use of available facts or information to analyze and to make a critical evaluation (2004: 110). However, a complete description of the methods used enables the reader to evaluate the appropriateness of the methods and the reliability and the validity of the results.

The result of this research is in descriptive qualitative form. It means that the writers will deliver the result in sentences that describe the data in words in order to give conclusion for the research. The study focuses on the tendency of the mistakes when pronouncing English words. The data were collected by conducting direct observation in and outside classes and the talks or presentations made by the students were recorded.

When doing the observation the writer tried to collect data as many as possible. After gathering the data from the observation, the writers listed mispronounced words, and then the writers used the words in written sentences and asked students to read those sentences.

Findings and Discussion

After conducting the observation and interview the researchers gathered the data and classified them into fourth main topics, there are vowels, consonants, stresses, and intonation. These topics represent the tendency of the students who made error pronunciations in English words. The students were also interviewed in order to have another measurement to determine the tendency occurring in the data. As results, most of the mispronunciation problems found were related to vowels, consonants, stresses, and intonation.

Vowels

When dealing with pronunciation, vowel is one of the most important parts of it. It is the color of word. Without it all words will look the same. When speakers utter vowels correctly, listeners will be able to directly understand the meaning but the opposite of this can influence the meaning of the words. Here, the researchers want to analyze the tendency of students with Indonesian linguistic background toward vowels.

Close Mid Central Vowel

The six words on this table represent vowel /ə/ and demonstrate how the correct pronunciation is compared with the student's pronunciation. Students with Indonesian linguistic background, when pronouncing the words on the table have the tendency to pronounce them with Indonesian pronunciation.

No.	Word	Correct Pronunciation	Student's Pronunciation
1	balloon	/bə lu:n /	/ba lu:n /
2	banana	/bə'na:nə/	/ba'na:na/
3	material	/mə'tɪəriəl/	/ma'tɪəriəl/
4	capacity	/kə'pæsəti/	/kapasiti/
5	consider	/kən'sɪdər/	/kon'sɪdər/
6	occur	/ə'kɜ:r/	/o'kɜ:r/

However most students with Indonesian linguistic background do not find difficulty in pronouncing /ə/ because Indonesian has vowel /ə/. Although not all students with Indonesian linguistic background make mistake when pronouncing the words, but when observing them, almost all of them have the tendency when seeing a letter unconsciously pronouncing it with Indonesian pronunciation. Further examples can be seen in (5) and (6).

Near-Open Front Unrounded Vowel

Another sound that is often mispronounced by the students with Indonesian linguistic background is /æ/. Their pronunciation often falls to Indonesian alphabet *a* or *e* because vowel /æ/ never used in Indonesia.

No.	Word	Correct Pronunciation	Student's Pronunciation
7	pass	/pæs /	/pəs/
8	after	/'æftər/	/'aftər/
9	sample	/'sæmpl/	/'səmpl/
10	action	/'ækʃn /	/'əkʃn /
11	happen	/'hæpən/	/'həpən/
12	jacket	/'dʒækɪt/	/'dʒəkɪt/

The table above gives examples of some words using /æ/ vowel sound. When they pronounce /æ/, they replace it by /ɑ:/ or /ə/. Like in number (7) some students tend pronounce /æ/ with /ə/ and in number (8) they tend to replace it with long vowel /ɑ:/.

Near Close Front Unrounded Vowel

The other vowel sound mispronounced by students with Indonesian linguistic background is /ɪ/. The table below gives examples of words using /ɪ/. The sound is short and low and the position of the tongue is in the middle. It does not touch the top front of the mouth.

No.	Word	Correct Pronunciation	Student's Pronunciation
13	it	/ɪt/	/ɪt/
14	in	/ɪn/	/ɪn/
15	is	/ɪz/	/ɪz/
16	if	/ɪf/	/ɪf/
17	ill	/ɪl/	/ɪl/
18	imitate	/'ɪmɪteɪt/	/ɪmɪtət/

While observing students' presentations and watching the recordings, the researchers found mispronunciation producing /ɪ/ sound in simple words like *it*, *in* and *is*. The factor why students with Indonesian linguistic background fail to recognize this sound is because the vowel does not exist in Indonesian. Therefore students fall into sound /i/ when they see letter *i* like in number (17) and (18). In contrary, English words do not always use /i/ sound.

Consonants

Recently, there was a research done by Renaldi (2016) related to pronunciation errors of consonant sounds. They found that English learners tend to produce errors in pronunciation of some English words, mainly in consonant sounds. In this paper, the researchers also found that the students make mistakes in pronunciation of consonant sounds. However, they also face other problems like in vowels, stresses, and intonations. The analysis below shows the student's tendency in pronouncing words which contain consonant sounds, as further findings related to the previous one. The words listed are common words that the students mispronounce the most.

Voice Alveolar Fricative

Voiced alveolar fricative sound /z/ inside English words sometimes makes the students confused because it can be represented by letter *s* or *z* in the words. The table shown below is the result on how the students pronounce the words which contain letter *s*, and they still pronounce them as phoneme /s/ when it should be /z/.

No.	Word	Correct Pronunciation	Student's Pronunciation
19	rose	/rouz/	/ros/
20	cheese	/tʃi:z/	/tʃi:s/
21	bees	/bi:z/	/bi:s/
22	poison	/'pɔɪzn/	/'pɔɪsn/
23	raisin	/'reɪzn/	/'reɪsn/
24	desert	/'dezərt/	/'desərt/

From the table above, the students with Indonesian linguistic background show difficulty in pronouncing /z/ in word (19), (20) and (21) when the phoneme /z/ is placed in the final as well as words (22), (23) and (24) when the phoneme /z/ is placed in the middle. Many words in Indonesian contain phoneme /z/ in the initial like *zaman*, *zat*, *zaitun*, etc. so there is no difficulty when they pronounce phoneme /z/ if it is placed at the beginning of the words. In the words listed above, there is no letter *z* which usually represents the phoneme /z/, so the students tend to pronounce it as phoneme /s/.

Voiced Alveolar Stop

Another problem is in voiced alveolar stopped sound. Most pronunciation problems occur when the phoneme is placed in the final as seen in the table below.

No.	Word	Correct Pronunciation	Student's Pronunciation
25	odd	/ɑ:d/	/ɑ:t/
26	seed	/si:d/	/si:t/
27	mud	/mʌd/	/mʌt/
28	sad	/sæd/	/sæt/
29	land	/lænd/	/lænt/
30	mad	/mæd/	/mæt/

The words on the table above contain phoneme /d/ which is categorized as voiced alveolar stop. Students have no difficulty when pronouncing words with phoneme /d/ when it is placed in the initial or middle. The problem is when it is placed in the final position. The students tend to pronounce it as /t/ when it is placed in the final because they do not give an emphasis on the phoneme /d/ in the final of the word, so that they pronounce it as /t/ while it should be /d/. This can cause misunderstanding when students say words like *seed* /si:d/ as /si:t/ in datum (26) because what people will get is the word *seat* rather than *seed*.

Voiced Velar Stop

The sound from velar point is produced when touching the back of the tongue to the palate. It can produce sound /k/, /g/ and /ŋ/. Here, the researchers only focused on the sound /g/ which is produced by the students as seen on the table below.

No.	Word	Correct Pronunciation	Student's Pronunciation
31	bag	/ bæɡ /	/ bæk /
32	tag	/ tæg/	/ tæk/
33	snag	/ snæg/	/ snæk/
34	jug	/ dʒʌɡ/	/ dʒʌk/
35	gap	/ ɡæp/	/ ɡæp/
36	great	/ greɪt/	/ greɪt/

The students do not have difficulty in pronouncing /g/ when it is placed in the initial as seen in word (35) and (36), but it is different when the sound /g/ is placed in final position as in words (31), (32), (33) and (34). They do not give an emphasis at the end of the word they pronounce so that the sound changes into /k/ sound while it should be /g/ sound. It can be also influenced by their linguistic background since it is rare in Indonesian to find words with sound /g/ at the ends.

Labiodental Fricative

There are 2 phonemes that can be produced from labiodentals: voiceless fricative phoneme /f/ and voiced fricative phoneme /v/. The problem is similar to alveolar fricative sound /s/ and /z/. The students tend to make mistake when pronouncing words similar to the listed ones on the table below.

No.	Word	Correct Pronunciation	Student's Pronunciation
37	twelve	/ twelv /	/ twelf /
38	vegetable	/ 'vedʒtəb/	/ 'fedʒtəb/
39	vacation	/ və'keɪʃn/	/ fə'keɪʃn/
40	value	/ 'vælju:/	/ 'fælju:/
41	various	/ 'veriəs/	/ 'feriəs/
42	version	/ 'vɜ:rʒn/	/ 'fɜ:rʒn/

Seen from the table above, the students tend to change phoneme /v/ into /f/. It is because in Indonesian, it seems like there is no different in pronouncing phonemes /f/ and /v/. So students with Indonesian linguistic background tend to change phoneme /v/ to /f/ when /v/ is placed in the initial as seen in words (38) through (42)

and final of the word like in (37). They may probably do the same thing if they find the words with phoneme /v/ in the middle like *savannah* since it is also rare to find Indonesian words with phoneme /v/ in the middle.

Word Stress

Word stress is the key to understand spoken English. Native speakers use word stress naturally because they grow with it. It is so natural for them so that they don't even know they use it. Taken from englishclub.com (2016), non-native speakers who speak English to native speakers without using word stress, encounter two problems:

1. They find it difficult to understand native speakers, especially those speaking fast.
2. The native speakers may find it difficult to understand them.

Here, the writers found out that students with Indonesian linguistic background also have problem with word stress, when observing the presentations delivered by the students they almost never use word stress or they use it incorrectly.

No.	Word	Correct Stress	Student's Stress
43	teacher	/ 'ti:tʃər/	/ ti:tʃər/
44	japan	/dʒə 'pæn/	/dʒəpæn/
45	photo	/ 'foʊ.tʊ/	/foʊ.tʊ/
46	photographer	/ fə 'tɑ:grəfər /	/ fətɑ:grəfər /

Seen from table above, students with Indonesian linguistic background tend to not use stress on certain syllables. They do not know how to use word stress. Each word is different like in word (45), *Japan*, the stress is in the last syllable *-pan*, and if we look at (46) and (47), even both words contain word *photo*, it does not mean they have the same stress position. In (46) the stress is in the first syllable meanwhile in (47) the stress is in the second syllable *-to-* while the rest syllables are not stressed.

Conclusion

From the discussion above, it can be concluded that mispronunciation problem is related to pronunciation of vowel and consonant sounds. However, the data shown are the most common words that the students tend to pronounce incorrectly. The cause of mispronunciation is their linguistic background and their hearing people pronouncing the words incorrectly. By knowing that students tend to make mistakes in pronouncing those words, both the learners and teachers should give more attention to the sounds which cause most mispronunciations so that the problem can be avoided.

References

- Crystal, D. 1985. *A Dictionary of Linguistics and Phonetics*. Oxford: Basil Blackwell Ltd.
- English Club. ----. Word Stress. <https://www.englishclub.com/pronunciation/word-stress.htm>. (Retrieved on September 19, 2016)
- Gulö, Ingatan. 2017. Turu hujra, kai basa semua: Nias version of bahasa Indonesia. *Konferensi Linguitik Tahunan Atma Jaya 15*. Jakarta: Pusat Kajian Bahasa dan Budaya Universitas Katolik Indonesia Atma Jaya
- Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Muniem, Fazle. 2015. How English learners can improve intonation. <https://www.britishcouncil.org/voices-magazine/how-english-learners-can-improve-intonation>. (Retrieved on September 19, 2016)
- Philomath. 2011. English sounds for Indonesian speakers. <http://theloveroflearning.blogspot.co.id/2011/02/english-sounds-for-indonesian-speakers.html>. (Retrieved on September 19, 2016)

- Renadi, Ahmad, Ranni P. Stefani, & Ingatan Gulö. 2016. 'Phonological Difficulties Faced by Students in Learning English'. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT 4)*. Padang: Universitas Negeri Padang.
- Stake, Robert E (ed.). 2010. *Qualitative Research: Studying How Things Work*. New York: The Guilford Press.
- Vernick, J., & Nesgoda, J. 1980. *American English Sounds and Spellings for Beginning ESL students*. Pittsburgh: University of Pittsburgh Press.

EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook

Mutiara Ayu¹, Rita Indrawati²
mututi26@gmail.com¹, ritarudisaid@yahoo.com²

Universitas Teknokrat Indonesia¹
Universitas Sriwijaya²

Abstract

The use of English textbook does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanations and activities. On the side of the learners, it also influences their attitudes and performance to the materials. This phenomenon challenges the writer to conduct research-based article concerning textbook evaluation to analyze the tasks and the distribution (simple to complex) of tasks presented in English textbook used in senior high school. The findings show that the English textbook entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 has interesting tasks which meet the objectives in curriculum 2013 and a good distribution of tasks across chapters and the whole book.

Key Words: *English textbook, distribution of tasks, tasks, textbook evaluation*

Introduction

English has been considered as a foreign language in Indonesia. It has a special place in the school curriculum. In relation to that, Indonesia has been carrying out teaching English as a foreign language at schools which is taught in primary school, junior high school until senior high school. To aid teachers in conducting instructions and achieving the objectives of materials, they can use some instructional materials as the source of teaching and learning activities in the classroom. Instructional materials are divided into two forms: printed ones, such as textbook, module, handout, brochure, and pamphlet, etc.; and non-printed ones, such as video, cassette, CD, internet and computer based materials. One of the mostly used materials is a textbook.

The use of English textbook has a noteworthy eminence for both teachers and learners. It does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanations and activities. On the side of the learners, it influences their attitudes and performance to the materials. It is a truth that when they like their textbook, they will engage actively in the classroom. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom. Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking and writing. In short, a textbook is useful to assist teachers in applying the curriculum because it is based on curriculum needed and as guidance in and providing the opportunity for learners to learn.

Nowadays there are several varieties of English textbooks published to accomplish the need of teaching and learning process. They are widely used in schools. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* is an EFL textbook used by tenth graders for senior high schools and published by national education department. It is in line with the national curriculum or in Indonesia it is called *Kurikulum Nasional (K13)*. All activities in this textbook cover four skills: listening, speaking, reading, and writing. They encourage learners to improve their English literacy achievements, as well as their discourse and cultural levels. However, there is no perfect book that can to fulfill various kinds of students' needs. Sometimes some of them are not appropriate with the standard of curriculum. Grant (1987) claims the perfect book does not exist. It means that every textbook might also have weaknesses although it is published by a trusty publisher. As a result, textbook used in the classroom should go through an evaluation. The consideration is made based on clear answer whether the textbook meets curriculum's objective, matches to learners' context, and other aspects.

Since English teachers use textbook in their class, they should select the relevant textbook which is appropriate to the learners. Before they decide to use it, they have to evaluate the usefulness and effectiveness of textbook in order to provide absolutely appropriate and ideal to accomplish students' needs. According to Hutchinson and Waters (1987: 97), cited in Sheldon (1988: 237), textbook evaluation is basically a straightforward,

analytical 'matching process: matching needs to available solution'. Textbook evaluation is a process of selecting what textbook to use by considering the need and value of teaching and learning. It is essential for teachers since it provides useful information for planning and managing activities or tasks by learners in classroom practice. In sum, the aim of textbook evaluation is to find out the best material as resource of EFL teaching that will fit to the learners.

Cunningsworth (1995) argues that textbooks are an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. In addition to that, Hycroft (1998) states that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Without textbooks, teaching and learning process will not have impact, thus, they provide the standards in instruction. Moreover, the use of a textbook in classroom can ensure that learners in different levels will obtain a similar content and therefore, they can be evaluated in the same way. Sheldon (1988) also states that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms.

There are many experts, as mentioned above, that propose some criteria that can be used for evaluating EFL textbooks, for examples, Grant (1987), Sheldon (1988), Cunningsworth (1995), and the last but not the least Mukundan (2011). Each expert has their own idea about the criteria of good EFL textbook. However, all agree that evaluation checklists should consist of some criteria related to the physical attribute of textbooks such as layout, design, size, and visuals. Other important criteria that should be included are those that evaluate textbooks' methodology, the availability of materials based on curriculum, language skills, topics, language appropriateness and cultural aspect.

According to Cunningsworth (1995), a textbook evaluator should identify her/his priorities and make own checklist by using some criteria mentioned and adding others based on personal priorities. Relating to the statement of Cunningsworth, the researcher prefers to use textbook evaluation checklist proposed by Mukundan (2011).

This mini research-based article is expected to give contribution for other researchers who have interest in evaluating English textbook based on the National Curriculum. Moreover, it also can give contribution to material design and development in teaching English as a foreign language. It gives information to the teachers about the appropriate textbook that can be used to support teaching and learning process. Consequently, they can be more selective in choosing textbooks to facilitate the students with the best materials that meet curriculum's objectives and other aspects.

In short, this mini research-based article discusses how the tasks and the distribution (simple to complex) of tasks are presented in *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* textbook.

Method

This mini research-based article applied qualitative study, that is, content analysis. Anderson (2007) defined a content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation. Dealing with analysis of textbook, this study was also classified as descriptive qualitative research design. As stated by Bodgan and Biklen (2003), descriptive is the characteristic of data in qualitative research as it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. In this study, qualitative research design was used to analyze the tasks of textbook. In brief, the research design used in evaluating English textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* was categorized as descriptive qualitative content analysis.

The data was taken from the content of English textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* used by the tenth graders. This textbook is published by National Education and Culture Department and designed for senior high school learners in Indonesia. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* has 116 pages. The focus of the study was tasks presented in this textbook. The data collection was analyzed qualitatively by using an instrument called the tentative checklist for textbook evaluation that had been previously developed by the researchers (Mukundan et al, 2011). Data was measured on a five-point Likert-type scale, that is, "4= very good, 3= good, 2= average, 1= poor, 0= very poor".

Findings and Discussion

Based on curriculum 2013 there are eight main materials that must be acquired by tenth grade students, that is, introducing, complimenting, showing care, expressing intention, congratulating other, using past simple and present perfect tense, describing people, ecotourism destination, and historical places, and giving announcement. In fact, this textbook consists of nine chapters which are in line with curriculum 2013 and match to the specification of the syllabus. It covers seven materials out of eight materials, but it does not accommodate the material about past simple and present perfect tense.

According to Grant (1987), the textbook must encounter the need of official public teaching syllabus. In other words, textbooks used in the classroom should contain the materials proposed by Standard of 2013 Curriculum as the national teaching syllabus. In fact, there is one material proposed by Standards of Standard of 2013 Curriculum which are not found in *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1*. It can be concluded that this English textbook need revision in terms of material coverage based on 2013 Curriculum.

Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 perfectly fulfilled the characteristics of students-centre approach in learning method. This English textbook focuses on students' need, ability, interest, style, and active participation. In this English textbook, also, there are lots of realistic group and pair work activities that define the characteristics of students-centre approach. According to Jones (2007), the role of the textbook in students-centre approach is guiding the students, managing students' activity, and directing students' learning. The method of *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* fits the role of textbook in students-centre approach.

As a result, the teacher can exploit the tasks fully to the students. For example, on page 3, 6, and 8 provide reading tasks in the form of jigsaw, it is so helpful and effective for students to comprehend the text and share about the main ideas of the paragraphs. Consequently, the tasks become more meaningful in the classroom

In addition, the tasks of this English textbook are not performed monotonously. The students are not only asked to do tasks independently but also collaboratively, for instance in the form of work in pairs to make them more interesting. Besides, they can develop their ideas freely in independent task, they also have a chance to create such as description with their friends so it will be more meaningful and they will not get bored. As an example, it can be seen in writing tasks which are not always presented in the form of independent writing. Collaborative and work in pairs writing are also used to make writing activities more interesting. They will have a chance to create such as description with their friends so it will be more meaningful and they will not get bored.

To put it briefly, the tasks are done with various methodologies in ELT. To warm up students' interest and prior knowledge, this textbook provides various kinds of tasks. For example, speaking activity on page 37, the students are required to make a short dialogue about certain situations and then they have to act it out in front of the class. Another example is on page 44 the teacher can be facilitator to demonstrate the task of describing and guessing to his/her teacher, and then he/she can divide the class into some group to continue the activity. It means the tasks presented in this textbook encourage students to be involved in learning process. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. It can be concluded that the tasks in this textbook can work well with methodologies in ELT since it has various kinds of tasks to aid the students in learning English.

This English textbook also provides meaningful tasks related to students' daily communication. It can be seen from tasks on page 13 and 37, the students are asked to make short dialogues based on certain situations that usually happen in real life. They are accordance with curriculum 2013 since the students are expected to arrange very simple spoken texts for stating, asking and responding the conversation by concerning the correct and appropriate social function, text structure, and grammar based on the context (Curriculum 2013). In fact, the tasks developed in this textbook are in line with their context to initiate meaningful communication.

Additionally, it also accommodates interesting topics for each task which motivate students to read, talk and write because they are in line with students' daily topics. For example on page 63, the students are given a picture related to school context which can trigger them to share their ideas about it. Litz (2005) states that, essentially, a product-oriented approach centers on the end-result of writing, whereas, a process-oriented approach centers on the process of writing itself. In addition, product-oriented approaches typically engage learners in imitating, copying and transforming models of correct language texts, while process-oriented approaches emphasize brainstorming, planning, drafting, revision and editing.

The other example is on page 79, there are questions used to help and motivate students to talk. Most of activities are intended to apply at home, school, nearby environment, as well as in society. According to Sheldon

(1988) and Harmer (2007), the variation of topics in the textbook should be organized in a systematic sequence chapter by chapter.

Moreover, this English textbook provides adequate task to check learners' understanding related to teaching materials previously. The total number of exercises in this textbook is 82. Each chapter has at least seven exercises. It is on chapter 3, 7, and 8. The maximum number of exercise is 13 on chapter 1. It covers exercises that must be done by the students individually, in pair, and group. The individual exercises are done to check their understanding related to teaching materials previously, in pair activities are usually conducted to implement their understanding orally, and group activities usually done in the forms of game and role play. In addition to that, Hycroft (1998) states that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when students use them.

In this textbook various tasks are used to develop students' English achievements in the form of listening, reading, speaking, and writing tasks. They are started from the easiest to the hardest task. It means the tasks are graded enough, they move from simple to complex. For instance, the distribution of vocabulary in this textbook from simple to complex occurs equally. It can be identified in reading texts used. There are eight texts used in this textbook and the distribution of vocabulary is good. It provides texts with simple and familiar words and then it becomes more complex in next chapters. However, it is contrast with listening tasks. This textbook provides limited tasks of listening skill. The tasks are overlapping with pronunciation practice. In the tasks, the students are asked to listen to the teacher and then repeat after him/her. It can be concluded the textbook does not provide tasks with well-defined goals as they can be listening and pronunciation activity.

Consequently, since the tasks are arranged systematically after teaching materials, they start from the easiest to the most difficult one. Automatically, they really help students who are under and over achievers. In other word, there is a good distribution (simple to complex) of tasks across chapters and the whole book.

Conclusion

Based on the findings above, the English textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* has interesting tasks which meet the objectives in curriculum 2013. Additionally, there is a good distribution (simple to complex) of tasks across chapters and the whole book. In sum, it can be concluded that *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* is suitable for tenth graders of SMA in EFL learning as an English textbook.

Based on the finding, discussion, and conclusion of this textbook evaluation study, the writer would like to present some suggestions for those who relates with textbook evaluation and educational field.

The first suggestion is for teacher. Teachers' role nowadays is as facilitator, not instructor anymore. As facilitators, teachers should facilitate their students by providing good materials. This textbook also has weakness especially in listening tasks, teacher should bridge the gap by providing unavailable materials that should be taught based on Standard of Curriculum 2013 proposed by the government. Therefore, teachers need to be more critical and creative in overcoming the limitation of textbook used by making teacher-made hand-out contained additional materials and exercises. Besides fulfilling the materials needed by learners, teacher-made hand-out will develop teacher's skill also.

The last suggestion is for the future researcher. The future researchers of textbook evaluation are expected to do some betterment toward the previous study of textbook evaluation. Several criteria of good EFL textbook from many different experts are provided and easily accessed. Therefore, the betterment might be on the careful adaptation from several criteria of good EFL textbook that should be filtered depending on the Indonesian context.

References

- Anderson, B. 2007. Pedagogical rules and their relationship to frequency in input: Observational and empirical data from French. *Applied Linguistics*, 28(2).
- Bogdan, R.C., & Biklen, S. K. 2003. *Qualitative Research for Education: An Introduction to Theories and Method* (4th ed.). New York: Pearson.
- Cunningsworth, A. 1995. *Choosing Your Coursebook*. Oxford: Macmillan Heinemann.
- Grant, N. 1987. *Making the Most of Your Textbook*. New York & London: Longman.
- Harmer, J. 2007. *How to Teach English*. London & New York: Longman Inc.

- Hycroft, J. 1998. *An Introduction to English Language Teaching*. New York & London: Longman.
- Jones, L. 2007. *The Student-centered Classroom*. New York: Cambridge University Press.
- Litz, D. R. A. 2005. Textbook evaluation and ELT management: A South Korean case study. Retrieved from http://www.asian-efl-journal.com/Litz_thesis.pdf.
- Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. 2011. Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research*, 4(6), 21-27.
- Sheldon, L.E. 1988. Evaluating ELT textbook and materials. *ELT Journal*, 42(4).

The Organization of Words in Mental Lexicon: Evidence from Word Association Test

Budi Eko Pranoto¹, Lidia K. Afrilita²
budi.epranoto@gmail.com¹, lidiaafrilita@yahoo.com²

Universitas Teknokrat Indonesia¹
Universitas Indonesia²

Abstract

Both in psychology and linguistics studies, memory is one of the core of interests amongst researchers. In linguistics, memory is the place where language processes consisting of language perception, storage, and access of words take place. Words, in memory, are stored in complex, clear, well-organized, and ordered networks called nodes, which can be represented by World Wide Web. This word organization in psycholinguistics is referred to mental lexicon. This study aims to investigate what kind of nodes representation stored in mental lexicon of foreign language learners. Word Association Test (WAT), the well-known study method in both psychology and linguistics studies, is employed by using English Swadesh word list as the stimulus to elicit the lexical relation amongst words. The basic principle of the test is giving a stimulus to respondents and asking them to give the very first word coming out of their mind. Respondents are undergraduate students of English Literature a university in Indonesia. Findings of this research support the previous findings stating that non-native speakers tend to make syntagmatic relation, which is mostly dominated by collocation association. Interestingly, the finding also shows that the words network in mental lexicon involves a dynamic development based on experience and perception of the respondents.

Key Words: *lexical relation, mental lexicon, word association*

Introduction

Research on conceptual models and lexical relations has become prominent part of the development of psycholinguistics and interdisciplinary research since the 1960s (Steinberg, 2002: 108). Research on lexical relations rooted from research in the field of semantic studies which aim to find the tendency of someone to give definition of a word. In semantic studies, one of the approaches that can explain the meaning of a word is linguistic approach performed by using lexical relations strategies, which include synonymy, antonym, meronymy, or hyponymy relations (Riemer, 2005).

In psycholinguistics, lexical relations can be a method to see how the mental lexicon model network is structured within a person's cognition. Peppard (2007: 2) makes metaphors of mental lexicon like dictionary, thesaurus, encyclopedia, library, computer, and network. Even Brown in Peppard (2007: 2) adds a more modern metaphor by comparing the mental lexicon with the World Wide Web. This means that mental lexicon is not simply formed, but arranged in such order with clear groupings, traceable network, but dynamic and can evolve at any time. Like World Wide Web, mental lexicon is formed through three processes that occur continuously in the cognition, starting from the input process, storage, and retrieval. A new received word will be perceived into mental lexicon and then be incorporated into the appropriate category based on a new word connection with other words that have been stored in the mental lexicon. If the connection between the new word and the pre-existing words is close enough, the new word will be stored in the long-term memory. Organization of words stored in our permanent memory is called internal lexicon or mental lexicon (Carroll, 2008: 103).

According to Aitchison (1994) there are four main methods to study the internal lexicon, through (1) research on tip of the tongue and slip of the tongue; (2) linguistic and corpus linguistic; (3) speech disorder and brain scans; and (4) psycholinguistic experiments. The focus of this research is on the storage process, so one of the psycholinguistic studies that can be applied to research the lexical storage network model inside the internal lexicon is Word Association Test.

If someone hears or reads the word 'doctor' and the next words likely to appear in a person's cognition are 'nurse', 'hospital', or 'patient'. The connection of the word 'doctor' to other words that being activated when the word 'doctor' is caught by the senses is called word association. The word association test is performed by giving a one-word stimulus to the participants, then they are asked to write or mention the first word that comes to mind when they hear or read the word. In addition, the word association test can also be done by priming method, which is to

provide word interference that related or not related to the stimulus. Many previous studies have proved that the associated word tends to be accessible more quickly by respondents.

Another issue related to word association that caught more attention is its relation with foreign language learning (L2). The word association research on bilingual speakers aims to look at the relationship between mental lexicon in L1 and L2. In addition, this research method is also used as an indication of lexical development or language proficiency in foreign language learners (Roex, 2013). Therefore, the results of research by word association method can also contribute in foreign languages teaching (Peppard, 2007), (Meara, 1983), Menenti (2006), and Sheng, et.al (2006).

Theory and Method

Types of Words Association

The connection among words can be analyzed by using two basic principles of word association, namely syntagmatic and paradigmatic (Coulthard et al., 2006; Meara, 1982 in Menenti (2006)). In many other literatures, a third principle is added, i.e. word associations based on phonological or orthographic relations (Peppard, 2007). Wolter (2001) also makes the same classification as above, but he refers to the term phonological relation as 'clang', i.e. words that have sound resemblances, but have no semantic relation to each other.

The Syntagmatic Association is a textual relation that can be analyzed by looking at words that appear before or after the stimulus word. For example, when given a stimulus 'solar', respondents provide syntagmatic associations, 'sunrise' 'morning', or 'sunset'. Syntagmatic relations can form sequence relationships and construct a grammatical order. One of syntagmatic relations is collocation (Peppard, 2007). Collocation is the commonly emerging words or called as word network (Aitchison, 1994: 84). Collocation has a particular pattern based on grammatical and lexical, for example the word 'beautiful' is collocates with 'female', 'woman' or 'girl', while the word 'handsome' is collocates with 'male'. McCarthy (1990) adds an encyclopedic classification of meaning relations; a knowledge of words in relation to referents or specific contexts in the real world. This knowledge does not connect the semantic relation or phonological relation between two words, but the relationship is subjective based on specific experiences or cultural background, such as the word 'my husband' in response to the word 'love'. This encyclopedic relation belongs to the syntagmatic association because it can form a grammatical sequence construction as well as collocation.

The paradigmatic association refers to words that belong to the same word class as the stimulus and can substitute, for example, for the word 'eat', the paradigmatic relationships that may arise are 'cooking' and 'buying'. The main criterion for the paradigmatic association category is the response word should have a semantic relationship with the stimulus. Included in this category are coordination, meronymy, taxonomy, and synonymy relations (Cruse, 2004). Coordination relations are word relations that belong to the same word class, for example the words 'cat' and 'dog' have coordination relationships because they are both under the category of animals (Carroll, 2008: 106). Aitchison mentions that this relation is the most common relation produced by native speakers (2003: 80). Taxonomy is a super ordinate relation to its subordinate in a hierarchy, for example, sparrows and pigeons are hyponym of birds. Meronymy is the relationship between the part of an object and the whole object, for example the word 'machine' is a meronymy of 'car', or 'table leg' as a meronymy of the word 'table'. A synonymy relationship is a word relation that has same meaning. Although there are no absolute synonyms, in most cases, two synonymous words can be substituted in some contexts (Cruse, 2004). The last, antonym relationship is relation that shows contrasting relationships, such as young and old.

Phonological relation or clang is a semantic relation based on sound or orthographically similar. Aitchison (1994) describes it as a bath up effect to explain one's tendency that easier to remember the beginning and end of the word; for example, first □ fast; finally □ formal (Fay and Cutler in Peppard, 2007).

Previous research

Research on large scale word association tests was first performed by Kent and Rosanoff in Carroll (2008). They read out one by one the words that were taken as stimulus. Research respondents were then asked to give the first word other than the stimulus, which popped into their minds shortly after listening to the stimulus. A study of 1000 male and female respondents from various educational and occupational backgrounds found four prominent semantic types of relationships: (1) taxonomic relation, such as furniture as hypernym, tables and chairs as hyponym of furniture; (2) meronymy relation, such as chairs, seat cushions, and chair legs; (3) attributive relation, usually an adjective describing the stimulus, such as wood, round, brown; and (4) functional relation, such as chair □ sit, rest, lean.

A word association test conducted on respondents with speech disorder found that the dominant lexical relationships are coordination, collocation, super ordinate and synonymy. In addition, the study also concluded that coordination is the most common type of lexical relation found in L1 speakers, followed by collocation relations (Aitchison, 1994). The study also found that from the responses given by the respondents, the frequency of responses based on phonological or clang relations are rare. This indicates that the association of lexicon meaning is stronger than sound similarity or written form. The word association research on bilingual was also performed by Meara (1978) through the Birkbeck Vocabulary Project. The results of this study indicate that the percentage of paradigmatic relations on L1 is greater than L2, whereas the percentage of syntagmatic relation response is found higher in L2.

The previous studies of word association tests also show that paradigmatic associations are the dominant association of native speakers, whereas syntagmatic associations are dominant in foreign language learners (Meara, 1982). Fitzpatrick (2007) who examines the mental development of the lexicons of English native speakers and English learners as L2 found that the word association response in adults tends to be homogeneous. The association pattern of L2 is different from the association pattern of L1, and lexical development in L2 will follow the lexical development pattern of native speakers; starting from the phonological, syntagmatic, to paradigmatic relationships in language speakers with advanced proficiency level.

Methodology

Methodology is a very important part of experimental psycholinguistic research to understand the processing of language in a person's cognition. Cowles (2011: 38) mentioned a good research methodology will be the right tool for the right job, making it easier for researchers to reduce the arguments that can weaken the results of his research. Cowles (2011: 37:52) describes that experimental psycholinguistic research techniques are broadly divided into two types, namely online and offline. The research technique that will be used is the offline method by using the research questionnaire.

Participants: Participants consisted of 15 students of S1 English Literature at Faculty of Humanities, Universitas Indonesia. Participants are learners of English as a foreign language.

Instruments: The instruments used in this word association test are 45 basic words taken from Swadesh (English version). The use of the Swadesh wordlist as a stimulus aims to ensure that the concepts and references raised by a word are the same. The stimulus words are divided into different word classes based on the distribution of Bower (2007), but for the purposes of this study, only the class words of adjective, verbs, and nouns are taken. Each word class consists of 15 words. The list of stimulus words can be seen in Appendix A.

Procedure: This study is conducted by giving a research questionnaire containing 45 words of stimulus to 15 respondents who are English learners at Faculty of Humanities, Universitas Indonesia. After the questionnaires are given, respondents are given 5 seconds to respond for each word of stimulus.

Data analysis technique: From the research questionnaire that has been filled by the respondent, the researcher groups the data individually based on eight types of meaning relation, namely collocation, encyclopedic, coordination, meronymy, taxonomy, antonym, synonym, and clang. Furthermore, the frequency of occurrence of each relation based on the adjective word adjectives, verbs, and nouns are then calculated. Words whose relation does not belong to the eight categories of meaning relations are included in the 'other' category to then be analyzed the relationship between the stimulus and response.

Findings and Discussion

Description of Data

The following is the data descriptions based on the relations of meaning.

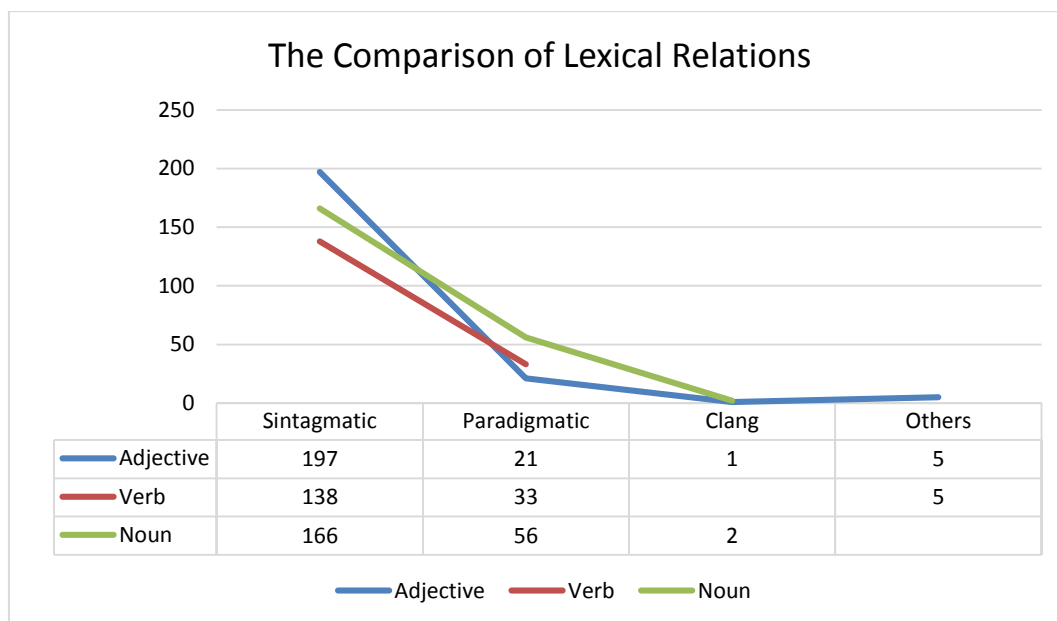
No	Word class	Syntagmatic		Paradigmatic					Clang	Other
		Collocation	Encyclopedic	Coordination	Meronymy	Taxonomy	Antonym	Synonym		
1	Adjective	188	9	4	0	4	1	12	1	2
2	Verb	133	4	8	7	2	4	22	0	5
3	Noun	161	5	10	26	17	1	0	2	0
Percentage		79.5%		19%					0.5%	1%

Based on the above table, the syntagmatic relation dominates the distribution of data with a percentage of 79.5% of the total data that has been collected. Syntagmatic relations are textual relations that can be analyzed by looking at words that appear before or after the stimulus (Meara, 1982). In this study, the syntagmatic relation

consists of collocation and encyclopedic. Of the two types of relations, collocation shows a very high number with an average of 160 occurrences in each category of stimulus. Meanwhile, encyclopedic relationships do not show significant differences if compared with other types of relationships. From the number of data findings, the collocation relation on each type of stimulus is as follows: adjectives are 188 words (39%), verbs are 133 words (27.6%), and nouns are 161 words (33.4%). The encyclopedic relation is a type of relation that can be considered to have subjective characteristics because it is derived from the knowledge of the word in relation to a referent or a specific context in the real world (McCarthy, 1990). From the above data findings, in each stimulus category there is an emergence of encyclopedic relations as follows; adjectives (9 words, 50%), verbs (4 words, 22%), and nouns (5 words, 33%).

The next type of relation is a paradigmatic relation, a relation that refers to words that belong to the same word class as the stimulus and can be interchangeable (Meara, 1982). There are five types of relationships in the paradigmatic association group, i.e. coordination, meronymy, taxonomy, antonym, and synonym that have an accumulated appearance of 19% of the total data. In the noun word class, the quite high response is the coordination relationship (45.5%), meronymy (79%), and taxonomy (73.9%). In the meantime, the adjective verb and verb classes show varying occurrences, ranging from 2 to 8 occurrences, except for the types of meronymy relations that did not appear in the adjective word class. Furthermore, the type of antonym relation has the number of occurrences of 6 words of the three word classes, i.e. 1 word on adjectives, 4 words in verbs, and 1 word in nouns. The last type of relation on a paradigmatic umbrella is a synonym, which occurs as many as 12 words (35.3%) in adjectives and 22 words (64.7%) in verbs.

The last two relationships are *clang* and *others* whose numbers are relatively small compared to other types of relationships. The relation of Clang only appears in 3 words (0.5%), i.e. 1 word in the adjective word class and 2 words in the noun. Based on the findings of this study, the type of "other" relation indicates the derivation form of the stimulus. Overall, the percentage of occurrences is 1% with 2 occurrences on adjectives and 5 words in verbs.



The above comparison table shows that the relation to the adjective appears in all types of relations discussed in this research, followed by the higher frequency of nouns on paradigmatic relations. Meanwhile, the relations to verbs appear only in syntagmatic and paradigmatic sections.

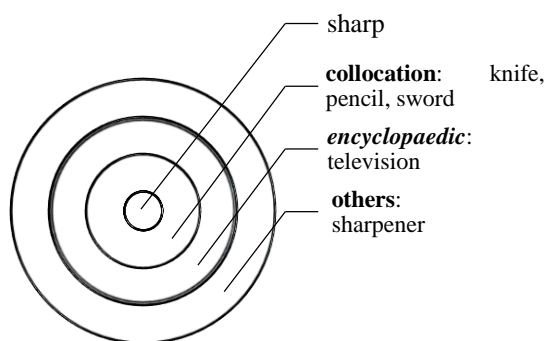
Pattern of Language Learners' Mental Lexicon

The word association test is one of the experimental methods in psycholinguistics that can be used to see how the pattern of organizing words in the mental lexicon of a language speaker. Fitzpatrick (2000) and Meara (1982) suggest that the pattern of lexical relationships between native speakers and foreign language learners is generally different and the word association test data is one of the methods for knowing the difference.

The lexical relation pattern of this test can also provide an overview of the lexical access mechanism of the language speakers. Carroll (2008: 118) states that there are several variables that affect lexical access, among which

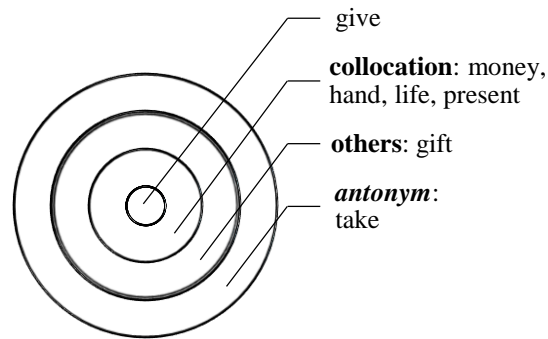
are phonological and semantic variables. Words that have similar sound resemblances and words that have strong semantic relationships will be faster and more accessible than words with weak phonological or semantic relationships. Based on the basic principles of word association tests, the first response that appears indicates that the word has the strongest network or connection with the stimulus. Based on this, the findings of this research can illustrate the organizational map of words in the mental lexicon of an English learner.

The descriptions of the above data show that the most dominant lexical relationships appear are syntagmatic associations. The findings of this research are consistent with the findings of previous studies (Meara, 1982) which suggest that foreign language learners tend to respond syntagmatically toward the stimulus, e.g. responses to adjective word *big* are noun *building, dream, elephant, boy, dinosaur, universe, world, and ball*; the responses to the stimulus *eat* are nouns (*rice, pasta, food, lunch, noodle, eat, meat*) and adjectives (*hungry and delicious*). This finding indicates that the strongest lexical network in the respondent's mental lexicon is a syntagmatic network, especially collocation relations. The following are examples of networks that are formed in the mental lexicon of respondents toward the word *sharp*.



Respondents make syntagmatic lexical access through collocation relations by accessing the words *knife, pencil, and sword* from within their mental lexicon. The words associated with the word *sharp*, such as *knife, pencil, and sword* are considered to have a sharp surface and conform to definition of *sharp*. The following relation that emerges is an encyclopedic relation that is considered to have a subjective character because it derives from the knowledge of the word in relation to a referent or a specific context in the real world (McCarthy, 1990). Respondents access the word *television* from within their mental lexicon in response to the word *sharp*. This finding becomes very interesting because a television does not have a sharp surface that can be attributed to the meaning of the word *sharp*. However, the word *sharp* by the respondent is considered as one of the brands of electronics manufacturers from Japan who have entered the electronic market in Indonesia and has often seen in everyday environment. This finding becomes a proof that a person's mental lexicon is not static, but dynamic. The mental lexicon develops according to the events experienced by the language learner. Thus, it can be assumed that if there is no electronic manufacturer called *Sharp*, the word *television* will not appear. The next relation type is "other" relation which after being examined refers to the derivation form of the stimulus. From the word *sharp*, respondents access the word *sharpener* from within their mental lexicon. The word *sharpener* is a derivation of the word *sharp*.

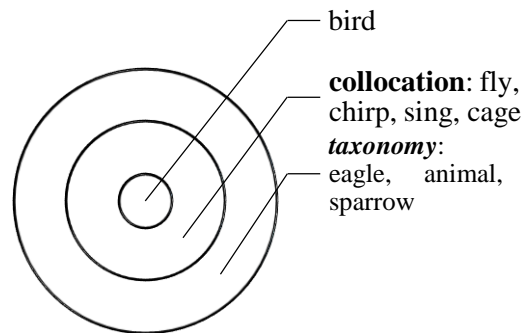
Words organization map in the English learners mental lexicon of verbs (used as a stimulus) can be seen below. The word *give* is given as a stimulus. The result is presented in three circles below. The circles illustrate the location as well as indicate the distance of access in the speaker's mental lexicon.



Similar with the word class of adjectives, the first access process by respondents is a syntagmatic relation through a collocation form. Respondents access the word *money*, *hand*, *life*, and *present* from within the mental lexicon. The words lie closest to the stimulus, followed by the word *gift* as a derivation form of the word *give*. The accessing process through collocation form also re-confirmed previous research which states that foreign language learners tend to use syntagmatic access, rather than paradigmatic.

However, in the above map can be seen also antonym relation performed by respondents in accessing words in their mental lexicon. Based on Carroll's (2007) opinion, antonym is part of a paradigmatic relationship. On the map above, the respondents accessing the word *take* which is the antonym of the stimulus. However, the location of the word is in third layer of circle outside the stimulus. This shows the distance of the access in a person's mental lexicon. In addition, paradigmatic relation is a distinct lexical access performed by native speaker of a language. In this research, respondents are foreign language learners, so the production of paradigmatic relations tends to be small.

Slightly different from the organization map in the mental lexicon of foreign language speakers in accessing the word class when the verb words are given as a stimulus, the noun stimulus has its own illustration. It can be seen in the map below, there are two rings that circling the stimulus. The two rings consist of a syntagmatic relation of "collocation" and a "taxonomy" paradigmatic relation.



Like both adjectives and verbs, the response to the noun word is also accessed most quickly by syntagmatic association, i.e. collocation. Based on the above map, the fastest-accessed words from within the mental lexicon are the words *fly*, *chirp*, *sing*, and *cage*. Furthermore, paradigmatic access is done by taxonomy relation. The words accessed by respondents are the words *eagle*, *animal*, and *sparrow*. The above map also again shows that the common access by foreign language learners is syntagmatic.

Dynamics of Mental Lexicon

Aitchison (1994) states that the mental lexicon is dynamic and evolves with the perceptions received and events experienced by the learner. The findings of this study support this view. Some of the responses obtained in this research indicate that a word in the mental lexicon can continue to evolve and form a new network with new words, specific to a particular individual. The following is the data findings that support the above view.

No.	Stimulus	Response
1.	Sharp	Television
2.	Dry	Fit
		Depok
3.	Far	Bekasi
		My soul mate
4.	Bird	Twitter
5.	Small	Minion
6.	New	Balance
7.	Wide	Play station
8.	Woman	Red-dressed woman, Scarlett Johansen

The table above is the result of the findings in this research which is considered to be evidence that the form of referent in a person's mental lexicon is always in a dynamic state. The word *sharp* has no semantic or phonological relation with the word *television*. However, the use of the word *sharp* as a brand of one electronic product causes the respondent to build a new network for the word *sharp*. Also with stimulus *dry* and *fit* (response). Both have neither semantic nor phonological relations, but they are interconnected by a new concept formed by the concept of dry-fit, which is one of the technologies in Nike's sportswear production, which can absorb water well. Meanwhile, the word *Bekasi* appears in response to the word *far*. This finding is very interesting because it illustrates how issues that develop in the mass media can enrich the mental lexicon with new associations. These findings indicate that the referent in a person's mental lexicon is slowly influenced by the surrounding environment, whether in the form of natural conditions, social issues, technology, and economy. Words will evolve to form new networks, just like the World Wide Web on the internet (Peppard, 2007).

Implication toward Language Teaching

The main purpose of this study is to provide an overview of learners' mental lexicon of foreign language; so that it can be used as a reference to determine teaching methods that can help strengthen the network of words in the mental lexicon. The findings of previous research suggest that the development of words organization starts from the earliest stages, namely through phonological relations or *clang* in early-level language learners. Therefore, the association of the target word (L2) with other words in mother language (L1) can be used as a preliminary method to teach a new vocabulary to the early-level learner, for example to associate the word *pancake* to *puncak*, *cunning* to *kuning*.

The findings of this study also show that semantic network; especially syntagmatic is the dominant network in mental lexicon. This indicates that teaching vocabulary and its meanings is not enough to enrich the language learners' mental lexicon. In accordance Aitchison (1994) who states that words are stored in network form, any new words that enter into the mental lexicon cannot be isolated on their own, but rather need to determine its position in the existing network, or form a new network. Therefore, in accordance with the implications of the word association proposed by Peppard (2007), the use of 'vocabulary journals' is necessary for language learners to record all the new vocabularies they are studying. In this journal, learners not only write new vocabulary and meaning, but also write other words or other concepts that previously existed in their mental lexicon. With this, learners can build and strengthen the networks among words, so in the end it is expected to make it easier to remember new vocabulary.

Conclusion

The word association test as one of the methods to study the lexicon organization can explain how the storage organization of words in the mental lexicon of a language speakers, both as native and foreign speakers. From this research, it is found that the words are commonly related with other words by forming a syntagmatic relation, which is a collocation association. This is in line with the previous view that the most frequent relation in non-native speakers is a syntagmatic relation. The findings of this study provide implications for the teaching of foreign languages, especially the teaching of vocabulary. By making connections or networks among words when learning a new vocabulary, language learners can build a new network or strengthen the network of words that already been in their mental lexicon. In the end it is expected that the new vocabulary can be easy to remember and can be used in the right context.

References

- Aichison, J. 1994. *Words in the Mind*. Oxford: Blackwell.
- Bowern, C. 2008. *Linguistics Fieldwork: A Practical Guide*. London: Palgrave Macmillan
- Carroll, David W. 2008. *Psychology of Language*, 5th ed. Thomson USA: Wadsworth.
- Cowles, H. Wind. 2011. *Psycholinguistics 101*. New York: Springer Publishing Company.
- Cruse, A. 2004. *Meaning in Language: An Introduction to Semantics and Pragmatics*, 2nd, ed. Oxford: Oxford University Press.
- Fitzpatrick, T. 2007. Word association patterns: unpacking the assumptions. *International Journal of Applied Linguistics* 17/3, 319-331.
- Meara, P. 1982 'Word Associations in a Foreign Language: A Report on the Birkbeck Vocabulary Project.' *Nottingham Linguistic Circular*, 11(2): 29-37.
- Menenti, Laura. 2006. 'L2-L1 Word Association in Bilinguals: Direct Evidence'. *Nijmegen CNS*, Vol.1.
- McCarthy, M. 1990. *Vocabulary*. Oxford: Oxford University Press.
- Peppard, J. 2007. 'Exploring the Relationship between Word-Association and Learners' Lexical Development'. Center for English Language Studies: University of Birmingham.
- Riemer, N. 2005. *Introducing Semantics*. Cambridge: Cambridge University Press
- Roux, P. W. 2013. "Words in the Mind: Exploring the relationship between word association and lexical development." *Polyglossia*, 24(80-91).
- Schwartz, Ana I. & Judith F. Kroll. 2006. 'Language Processing in Bilingual Speakers', in Matthew J. Traxler & Morton A. Gernsbacher, ed.). *Handbook of Psycholinguistics* 2nd ed. London: Elsevier
- Sheng, McGregor, and Marian 2006. 'Lexical-Semantic Organization in Bilingual Children: Evidence From a Repeated Word Association Task'. *Journal of Speech, Language, and Hearing Research, American Speech-Language-Hearing Association*, Vol. 49, 572-587.
- Steinberg, D. 2002, *Introduction to Psychology of Language*, Translated by Arsalan Golfam, Tehran: Samt Pub.
- Wolter, B. 2002. 'Assessing Proficiency Through Word Associations: Is There Still Hope? *System*, Vol. 30, pp.315-329.

Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences

Dyah Aminatun¹, Ngadiso², Sri Marmanto³

aminatun.dyah@gmail.com¹, ngadiso@uns.ac.id², srimarmanto@uns.ac.id³

Universitas Teknokrat Indonesia¹
Universitas Sebelas Maret^{2,3}

Abstract

PLEASE Strategy is a mnemonic that provides learners with a road map for writing a text. It is a strategy when a teacher teaches the students an acronym to remember each step in writing. PLEASE strategy will help students to write, to start the first sentence, and to put the data information in their writing. This article refers to an experimental study on the effectiveness of PLEASE Strategy to teach writing at the eleventh grade of SMA Negeri 1 Ngemplak. The samples were two classes, experimental class which was taught using PLEASE Strategy and control class which was taught using Guided Writing Strategy. To gain the data, two instruments were used, writing test and linguistic intelligence test. The data were, then, analyzed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) PLEASE strategy is more effective than Guided Writing Strategy to teach writing; (2) The students having high linguistic intelligence have better writing skill than those having low linguistic intelligence; and (3) There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing.

Key Words: *experimental study, Guided Writing Strategy, linguistic intelligence, PLEASE Strategy, writing skill*

Introduction

Writing is one of the language skills used for expressing the ideas, opinions, and the feelings in a form of written language. In this modern era, people use this skill almost every day through e-mail, short message service in phone, and chatting in social media. These examples are as proves that writing is an important skill to enable people to communicate with each other. Learning a language itself means learning to communicate with other people. English as a language internationally used by people around the world has a role to help people from different mother tongue communicate each other.

Indonesia in which English has a position as a foreign language demands its people to comprehend English as their first foreign language. It can be seen from the implementation of English teaching from the elementary until high education in Indonesia. From this fact, it cannot be denied that the position of English is really important for people nowadays. This importance relates to the ability of people in communicating in English. Therefore, teachers are also demanded to be able to teach both ways of communication in both oral and written.

Generally, people believe that speaking has an important role in communication. However, this paradigm needs to be shifted. People also need to know that speaking is not the only way to communicate. Writing also has a significant role in communication. It is in line with the Sparrt (2005: 26) who says that writing is one of the four language skills that involves communicating a message (something to say) by making signs on a page. Writing cannot be left behind since it is a form of communication in which people are expected to understand our thought through reading our writing.

However, teaching writing to the students is not an easy thing. There are a lot of processes during the process of writing. Brown (2001: 336) states that writing is a thinking process in which a writer produces a final written product based on their thinking after the writer goes through the thinking process. Not only dealing with the ideas in mind, the writer also needs to deal with the components of writing such as grammatical structure, vocabulary, punctuation, and the mechanics of writing in order to make the written product can be absorbed clearly by the readers.

Moreover, Heaton (1975: 135) assumes that the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element. This statement shows that writing is not only the production of the symbols; it is more than that. Therefore, an English teacher has an important role to help students develop their writing skill.

Richards and Renandya (2002: 15) state that writing is a complex, recursive and creative process that is very similar in its general outlines for first and second language writers: learning to write requires the development of an efficient and effective composing process, writing is seen as involving a complex web or relation between writer, reader, and text. In addition, Ghaith (2002:1) explains that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.

However, students often make mistakes in composing their idea in a form of paragraph or text. Thus they find difficulties in delivering a message to the readers. There are lots of factors influencing students' writing ability. It could be external factors or internal factors both from the teacher's side and the students' side.

The external factor might come from the teacher's side. It can be in a form of teaching strategy used by teacher. In learning process, teacher tends to become a subject of learning and students are the object of learning. It means that the strategy used by teacher is teacher-centered. This thing will hinder students' skill to learn well. Applying a strategy which enables the students to start their writing and generate their idea will be the best way to teach writing. One of the strategies which can be used by the teacher in teaching writing is PLEASE strategy. Akincilar (2010: 53) utters that PLEASE strategy is effective for improving the students' ability in writing paragraph. The PLEASE Strategy is a mnemonic that provides learners with a road map for writing a paragraph. It is a strategy where teacher teaches the students the following acronym to remember each step in writing. As stated by Graham and Harris (2007), PLEASE reminds learners to carry out the following steps while writing.

- P Pick a topic, an audience, and the appropriate textual format.
- L List information about the topic to be used in sentence generation, ongoing evaluation, and organizational planning.
- E Evaluate if the list is complete and plan how to organize the ideas that will be used to generate supporting sentences.
- A Activate the paragraph with short and simple declarative topic sentence.
- S Supply supporting sentences based on items from the list.
- E End with a concluding sentence that rephrases the topic sentence, and evaluate the written work for errors in capitalization, punctuation, spelling, and appearance.

According to the steps above, it can be seen that PLEASE strategy will help students to write, to start the first sentence, to put the data information in their writing, and to end their writing. The strategy provides a structure to help students generate and organize ideas and to write sentences and paragraphs. The PLEASE strategy is useful because it provides cues to help students remember and apply activities involved in the process of planning and writing.

On the contrary, many teachers still use conventional strategy such as Guided Writing Strategy. This is an instructional based strategy which mainly teaches the writing process through modeling, supporting, and practicing. Dash and Dash (2007: 101) state that in guided composition, the students proceed with guidance from the teacher and in controlled direction. Choudhury (1998: 109-110) adds that in guided writing, teacher guides every sentence to be written. The teacher leads the students in their efforts. In the process of writing, the teacher should always provide additional guidance to the students. In conclusion, guided writing is a strategy of teaching writing in which teacher guides or helps students through stages of writing by modeling, providing the media, and preparing or supply the written materials which can be used to guide the students into independent writing.

In Guided Writing, the students are learning with the guidance from the teacher and in controlled direction. Because teacher has very significant role in the process of teaching and learning in the classroom, students are really dependent to the teacher. Thus, it takes a long time to make them produce a text by themselves without any help from the teacher. The strategy used by teacher also cannot grab students' attention and interest towards writing. Most of students do not show their enthusiasm and just keep in silent. In this case, teacher needs to be creative in creating learning ambiance and using appropriate strategy which leads students to be more interested, active and independence in writing. Therefore, students will be able to increase their competency to write well, as well as to implement the correct writing components.

The internal factors which influence student's performance in writing can be in a form of psychological aspects such as students' interest, motivation, learning style, and even students' verbal intelligence. Verbal intelligence or also known as linguistic intelligence is supposed to be one of the factors which influences students' writing skill. Gardner (1983: 77) which conveys that linguistic intelligence is one of the multiple intelligences which involves sensitivity to spoken and written language, the ability to learn language and the capacity to use language to accomplish certain goals. Therefore, linguistic intelligence really matters in influencing students' writing skill.

Gardner (Amstrong, 2009: 6) explains that a person with linguistic intelligence has the capacity to use words effectively, whether oral (e.g., as a storyteller, orator, or politician) or writing (e.g., as a poet, playwright, editor, or journalist). Verbal/linguistic intelligence and the capacity to use words to communicate is a skill that comes from the temporal cortex on the left side of the brain, names Broca's Area (Edu-Nova, 2012). It has four areas of sensitivity namely, semantics, phonology, syntax, and praxis. The combination of these sensitivities impacts an individual's ability to speak, write, and understand words. Linguistic intelligence – also known as verbal-linguistic – is one of the many types of intelligence described in multiple intelligences theory. People with significant linguistic intelligence are often good at languages and enjoy reading and writing (British Council, 2011). From those explanation, it can be summarized that verbal-linguistic intelligence or is called as linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings.

To infer the explanation of previously discussed, the researcher formulates the hypotheses as follows: (1) PLEASE is more effective than Guided Writing in teaching writing to the eleventh grade students of SMA Negeri 1 Ngemplak in the academic year of 2015/2016; (2) Student with high level of linguistic intelligence have better writing skills than those with low level of linguistic intelligence; and (3) There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing to the eleventh grade students of SMA Negeri 1 Ngemplak in the academic year of 2015/2016.

Research Method

This research was conducted at the eleventh grade of SMA Negeri 1 Ngemplak, Boyolali, Central Java. This research was conducted from July 2015 until April 2016. The research method used in this research is experimental research. The researcher used quasi-experimental design because the sample was taken from two classes that already exist at that school. The design of this research was a simple factorial design 2x2 with Post-Test Only Design. There were two groups in the research, the experimental group was taught by using PLEASE strategy, while the control group was taught by using Guided Writing. At the end of treatment, a post test is given in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.

The population of this research was all the eleventh grade students of SMA Negeri 1 Ngemplak in the academic year of 2015/2016. The researcher used cluster-random sampling to and took two classes from nine classes to be the sample of this research. Each class consists of 28 students. The first class was experimental class taught by using PLEASE, and another was control class taught by using Guided Writing.

The researcher used two instruments of collecting data in this research, writing test and linguistic intelligence test. These two tests was assessed by using readability of the test instruction which informs whether the test instructions are appropriately readable for students and whether the instruction of writing and linguistic intelligence test can be understood by the students. Besides that, the instrument of linguistic intelligence test should be valid and reliable. From the result of validity and reliability test, the researcher took 30 valid questions to be the instrument of the linguistic intelligence test and the instrument was reliable since the value of $r = 0.702$.

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses. H_0 is rejected if F_0 is higher than F_t . If H_0 is rejected, the analysis was continued to know which group is better by using Tukey test.

Findings and Discussion

To test the hypothesis of this research, the researcher was using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey test were two kinds of test. Those are normality test and homogeneity test. The result of the tests was used as the requirement before ANOVA test and Tukey test.

There are eight groups: (1) The data of the writing test of the students who are taught by using PLEASE (A_1); (2) The data of the writing test of the students who are taught by using Guided Writing (A_2); (3) The data of the writing test of the students having high linguistic intelligence (B_1); (4) The data of the writing test of the students having low linguistic intelligence (B_2); (5) The data of the writing test of the students having high linguistic intelligence who are taught by using PLEASE (A_1B_1); (6) The data of the writing test of the students having low linguistic intelligence who are taught by using PLEASE (A_1B_2); (7) The data of the writing test of the students

having high linguistic intelligence who are taught by using Guided Writing (A_2B_1); and (8) The data of the writing test of the students having low linguistic intelligence who are taught by using Guided Writing (A_2B_2).

The data can be said as normal data if L_o ($L_{obtained}$) is lower than L_t (L_{table}) at the level of significance $\alpha = 0.05$. From the result of normality test of all eight groups, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because L_o of the entire data are lower than L_t ($L_o < L_t$) at the level of significance $\alpha = 0.05$.

The result of homogeneity test is 6.06. The data are homogeneous if χ_o^2 ($\chi_{obtained}$) is lower than χ_t^2 (χ_{table}) at the level of significance $\alpha = 0.05$. Because χ_o^2 (6.06) is lower than χ_t^2 (7.81), it can be said that the data are homogeneous. It means that the data of this research are obtained from homogeneous sample.

After the data are normal and homogeneous, then the data are analyzed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects of the independent variables and attributive variable toward the dependent variable. In addition, it functions to check if there is an interaction among those variables. The hypothesis is rejected if F_o is higher than F_t ($F_o > F_t$). The mean scores and summary of the data is presented in table 1 and 2.

Table 1. The mean scores

Linguistic Intelligence (B)	Teaching Strategies		Total
	PLEASE Strategy (A_1)	Guided Writing Strategy (A_2)	
High Linguistic Intelligence (B_1)	77.21	65.36	71.29
Low Linguistic Intelligence (B_2)	66.07	69.57	67.82
Total	71.64	67.46	69.55

Table 2. The summary of ANOVA 2x2

Source of Variance	SS	df	MS	F_o	$F_{t(0.05)}$
Between columns (Teaching Strategies)	244.45	1	244.45	7.102	4.00
Between rows (LI)	168.02	1	168.02	4.881	
Columns by rows (interaction)	825.44	1	825.44	23.986	
Between groups	1237.91	3	412.64		
Within group	1789.93	52	34.42		
Total	4265.75	55			

- Because F_o between columns (7.102) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00), H_o is rejected and there is significant difference between PLEASE Strategy and Guided Writing Strategy to teach writing. Because the mean score of A_1 (71.64) is higher than that of A_2 (67.46), it can be concluded that PLEASE Strategy is more effective than Guided Writing Strategy to teach writing.
- Because F_o between rows (4.881) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00), H_o is rejected and there is significant difference in writing skill between the students who have high and low linguistic intelligence. Because the mean scores of B_1 (71.29) is higher than the mean scores of B_2 (67.82), it can be concluded that the students who have high linguistic intelligence have better writing skill than those having low linguistic intelligence.
- Because F_o columns by rows (23.986) is higher than F_t at the level of significance $\alpha = 0.05$ (4.00), H_o is rejected and there is an interaction between teaching strategies and students' linguistic intelligence to teach writing. Thus, it can be concluded that the effectiveness of teaching strategies is influenced by the level of students' linguistic intelligence.

After knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The data summary is presented in table 3.

Table 3. The summary of Tukey test

No	Data	Sample	q_o	q_t	α	Meaning	Status
1	A ₁ and A ₂	28	3.77	2.89	0.05	$q_o > q_t$	Significant
2	B ₁ and B ₂	28	3.13	2.89	0.05	$q_o > q_t$	Significant
3	A ₁ B ₁ and A ₂ B ₁	14	7.39	3.03	0.05	$q_o > q_t$	Significant
4	A ₁ B ₂ and A ₂ B ₂	14	2.23	3.03	0.05	$q_o < q_t$	Not Significant

- Because the mean of A₁ (71.64) is higher than that of A₂ (67.46), it can be concluded that PLEASE Strategy is more effective than Guided Writing Strategy to teach writing.
- Because the mean scores of B₁ (71.29) is higher than the mean scores of B₂ (67.82), it can be concluded that the students having high creativity have better writing skill than those having low creativity.
- Because the mean of A₁B₁ (77.21) is higher than that of A₂B₁ (65.36), it can be concluded that PLEASE Strategy is more effective than Guided Writing Strategy to teach writing for students having high linguistic intelligence.
- The result that it is not significant, so it means that PLEASE Strategy is as effective as Guided Writing Strategy to teach writing for students having low linguistic intelligence.

The findings of this research reveal that there is a significant difference between teaching writing by using PLEASE Strategy and teaching writing by using Guided Writing. PLEASE Strategy is more effective than Guided Writing Strategy to teach writing seen from the mean scores of the students.

PLEASE is a strategy which can help students to learn writing well. This strategy is useful because it provides cues to help students remember and apply activities involved in the process of planning and writing. The steps of PLEASE Strategy help the students to write, to start the first sentence, to put data information in their writing, and to end writing. Akincilar (2010: 53) also utters that PLEASE strategy is effective for improving the students' ability in writing paragraph. Besides that, PLEASE is a student-centered strategy because the students are free and independent in developing the ideas through steps of PLEASE which have been memorized by them. The last, PLEASE also gives a chance to the students to do peer correction, so students will be able to do reflection to the work which they have already made.

On the other hand, Guided Writing is a process of writing in which the teacher guides and helps the students either through oral or written assistance. During the writing process, teacher has a big role to provide students with the guidance and instructions. The teacher applies numerous ways to guide the students by prompting, explaining, giving important point, eliciting the points from other pupils, writing the point on the board, and other ways. Chondhury (1998: 109-110) who states that in guided writing, teacher guides every sentence to be written. Teacher leads the students in their efforts. In the process of writing, the teacher should always provide additional guidance to the students. Consequently, the students' creativity in developing their ideas is less emphasized during the process of writing. It will make the students more dependent to the teacher and tend to be passive learners.

This research also shows that there is an interaction effect between teaching strategy and students' linguistic intelligence on students' writing skill. The data show that PLEASE Strategy is significantly difference from Guided Writing to teach writing for the student who have high linguistic intelligence, but the difference happens insignificantly to those who have low linguistic intelligence.

PLEASE Strategy is an effective strategy to teach writing for the students having high linguistic intelligence because this strategy includes mnemonic strategy which is really suitable with the characteristic of high linguistic students in learning. As stated by Gardner in Armstrong (2009: 6), linguistic intelligence has several aspects such as, mnemonic which is the ability to use language to remember information. Students having high linguistic intelligence will be faster to memorize steps and learn new materials given by the teacher by using such a mnemonic device. In this case, PLEASE Strategy is an understandable and practicable strategy which will help students to easily understand the materials of writing. PLEASE Strategy supports the use of mnemonic device which will help students remember a new thing, in this case is the step of writing. Therefore, the implementation of PLEASE in teaching writing is appropriate for students who have high linguistic intelligence.

Students having low linguistic intelligence have contradictory characteristics with the high one. They are characterized by no initiation during language learning, no enthusiasm with information, and no fascination to express their ideas through words. Further, in the process of learning writing, students with low level of linguistic intelligence will be less enthusiastic to take a part in activities. They cannot give new ideas and share with others since the information they have is limited. They show no interest during the process of writing by rely on what the teacher asks and what their friends do. They are unable to come up with their idea and opinion in their mind to be conveyed into a clear and understandable language.

Because of the characteristics of students who have low linguistic intelligence, PLEASE Strategy and Guided Writing Strategy can be used to teach writing. It occurs because some characteristics of students having low linguistic intelligence hinder them to show their skill to produce a good writing. Raushuluddin (2015) implies that children who have low linguistic intelligence are not interested in words and do not like to play with words; they do not like reading, writing, and have difficulty to absorb new information. From those characteristics, it can be inferred that students with low linguistic intelligence need a lot of efforts and have difficulty to learn language since language is strongly related to words no matter the strategy is. Therefore, PLEASE Strategy is as effective as Guided Writing Strategy to teach writing for students having low level of linguistic intelligence.

Conclusion and Suggestions

There are some research findings that can be taken: (1) PLEASE Strategy is more effective than Guided Writing Strategy to teach writing; (2) The students having high linguistic intelligence have better writing skill than those having low linguistic intelligence; and (3) There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing. In this case, students having high linguistic intelligence have better writing skill than those having low linguistic intelligence when they are taught using PLEASE Strategy. However, students having low linguistic intelligence have better writing skill when they are taught using Guided Writing Strategy.

From the research findings, it can be suggested that: (1) It is better to adopt or apply PLEASE in teaching writing; (2) Students may improve their writing skill through PLEASE Strategy with or without the existence of the teacher. This will lead students to become autonomous learners. It is also suggested that students use this strategy when they are writing any kinds of text, such as articles, papers, or stories for pleasure; and (3) it is better to use the findings of this research as a literature reference for other researcher with different variables or different population characteristics.

References

- Akincilar, V. 2010. The Effect of PLEASE Strategy Training Through The Self-Regulated Strategy Development (SRSD) Model on Fifth Grade EFL Students' Descriptive Writing: Strategy Training on Planning. Middle East Technical University. Retrieved from <http://etd.lib.metu.edu.tr/upload/3/12611947/index.pdf>.
- Amstrong, T. 2009. *Multiple Intelligences in the Classroom*. Alexandria: ASCD.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition. New York: Longman.
- Choudhury, N. R. 1998. *Teaching English in Indian Schools*. New Delhi: APH Publishing Corporation.
- Cresswell, J. W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative Research*. New Jersey: Pearson Education, Inc.
- Dash, Neena & Dash. 2007. *Teaching English as an Additional Language*. New Delhi: Atlantic Publishers & Distributors, Ltd.
- Davis, K., Christodoulou, J., Seider, S., Gardner, H. *The Theory of Multiple Intelligences*. Harvard University.
- Gardner, H. 1983. *Frames of Minds: The Theory of Multiple Intelligence*, 10th Ed. New York: Basic Books.
- Graham, S., & Harris, K. R. 2007. Best Practices in Teaching Planning. In Graham, S., MacArthur, A., & Fitzgerald, J (Eds.), *Best Practices in Writing Instruction*. 119-140. New York, NY: The Guilford Press.
- Harmer, J. 2001. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Longman: London.
- Heaton, B. J. 1975. *Writing English Language Test*. Longman: London and New York.
- Hoerr, T. 2000. *Becoming a Multiple Intelligences School*. Alexandria: ASCD.
- Liza, M., & Rafnaldi. 2013. Using PLEASE strategy in teaching writing a descriptive text. *Journal of English Language Teaching*, 1(2), 436-444.

- Raushuluddin 2015. Mengetahui Kecerdasan Linguistik Anak. Retrieved from <http://raushuluddin.blogspot.co.id/2015/12/10-pertanyaan-untuk-mengetahui.html>
- Richards, J. C. & Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Spartt, Mary & Alan. 2005. *The Teaching Knowledge Test Course (TKT)*. New York: Cambridge University Press.
- The David Lazear. 2003. A Different Kind of Smart, A Different Kind of Learning. Multiple Intelligences. Retrieved form <http://davidlazeargroup.com>
- Welch, M. 1992. The “PLEASE” Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities. *Learning Disability Quarterly*, 15, (2), 119-128.
- Wilson, L. O. 2014. Multiple Intelligence Indicators. The Second Principle. Retrieved from <http://thesecondprinciple.com/optimal-learning/multiple-intelligence-indicators/>

INFORMATION FOR AUTHORS

1. TEKNOSASTIK welcomes articles on various topics related to linguistics and literature.
2. The manuscript should be original and has not been published previously.
3. It can be a result of research (laboratory, field, or library research), concepts/ideas, theoretical analysis and application, or book analysis.
4. The manuscript can be written in English or Indonesian and consists of 3000-7000 words including an abstract (for about 250 words) with 3-5 keywords, introduction, method, discussion (texts, tables, etc.), and references.
5. A short biography of the author should be sent with the manuscript via e-mail to teknosastik@teknokrat.ac.id
6. The author will be notified whether the files have been successfully received maximally within one week after the files are sent.
7. The review and notification of acceptance will be sent to the author not later than one month after the files are sent.
8. Authors interested to send manuscripts may ask for the article template via the email address given above.



KAMPUS TEKNOKRAT

**JL. H. ZAINAL ABIDIN PAGARALAM NO. 9-11,
TELP. (0721) 702022, BANDAR LAMPUNG**

www.teknokrat.ac.id