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KONTRIBUSI TINGKAT PENGUASAAN KONSEP MENULIS TERHADAP KEMAMPUAN MENULIS KARANGAN ARGUMENTASI SISWA KELAS X MA NEGERI X KOTO SINGKARAK KABUPATEN SOLOK

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Abstract

Background of the problem of the research were: 1) writing an argumentation is a difficult thing for the students, 2) less interest of the students in writing argumentation, 3) students lack master and knowledge of good writing concepts. The pupose of this research is to find out how much the contribution of the master of writing concepts to the ability to write essays in class X MA Negeri X Koto Singkarak.

Population of the correlation research is the students of into students of grade X MA Negeri X Koto Singkarak sub province of Solok year 2016/2017 with the total sample 40 students. Technique of the taking sample used is total sampling. Instruments of the research used are objective test of mastery of the writing concept and performance tests for writing essay arguments. This Research data in the form of score that have been converted into scores.Data analysis techniques by changing scores into grades. Testing requirements analysis (homogenety test normality test and linearity test) and hypothesis testing Pearson Product Moment (PPM).

The Result of the research concluded that writing concept shows the significant contribution in 29,59% into writing ability of an argumentation. The findings of this research indicate that the hinger the level of master of syudent' writinh concepts, the hinger the ability to write essays of argumentation. Therefore, The teacher is advised to pay attention to the master of students' writing concepts and Gide encouragement to students to do writing avtivties so that their argument writing abilities improve.

Keywords: Mastery the Concept of Writing and Argument Essay Writting

Abstrak

Permasalahan yang melatarbelakangi penelitian ini adalah. Pertama, menulis argumentasi merupakan hal yang sulit bagi siswa. Kedua, siswa kurang berminat dalam menulis argumentasi. Ketiga, siswa kurang memiliki penguasaan dan pengetahuan mengenai konsep menulis yang baik. Adapun Tujuan penelitian ini adalah mengetahui seberapa besar kontribusi tingkat penguasaan konsep menulis terhadap kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak.Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kuantitatif dan metode korelasional. Populasi dalam penelitian ini merupakan siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok tahun ajaran 2016/2017 dengan total sampel 40 orang siswa. Teknik pengambilan sampel tersebut adalah sampel total. Instrumen penelitian ini berupa tes objektif penguasaan konsep menulis dan tes unjuk kerja menulis karangan argumentasi. Data penelitian ini berupa skor yang telah diubah ke dalam bentuk nilai.

Teknik analisis data dengan mengubah skor menjadi nilai, Pengujian Persyaratan Analisis (uji normalitas, uji homogenitas, dan uji linieritas) dan pengujian hipotesis uji korelasi Pearson Product Moment (PPM),Hasil penelitian ini menyimpulkan bahwa konsep menulis memberikan kontribusi yang signifikan sebesar 29,59% terhadap kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok. Temuan penelitian ini menunjukkan bahwa semakin tinggi tingkat penguasaan konsep menulis siswa, maka semakin tinggi kemampuan menulis karangan argumentasi. Oleh karena itu, guru disarankan untuk memperhatikan penguasaan konsep menulis siswa dan memberikan dorongan kepada siswa untuk selalu melakukan kegiatan menulis agar kemampuan menulis karangan argumentasi mereka meningkat

Keywords: Konsep Menulis dan Karangan Argumentasi

I INTRODUCTION

Pembelajaran bahasa Indonesia di sekolah menekankan pada aspek keterampilan berbahasa yang bertujuan agar siswa mampu dan terampil dalam berkomunikasi baik secara lisan maupun tulisan. Aspek keterampilan berbahasa tersebut mencakup empat aspek yaitu aspek membaca, berbicara, menulis, dan menyimak. Salah satu aspek berbahasa yang penting dan perlu dikuasai oleh siswa adalah keterampilan menulis. Keterampilan menulis merupakan kegiatan produktif karena dengan menulis seseorang mampu menyampaikan gagasan, ide dalam bentuk tulisan.

Salah satu aspek keterampilan berbahasa yang sulit dikuasai oleh siswa adalah keterampilan menulis. Kesulitan itu sesuai dengan pendapat Slamet dan Saddhono (2014:150) bahwa keterampilan menulis merupakan keterampilan yang sukar dan kompleks. Oleh karena itu, keterampilan menulis dikuasai oleh seseorang sesudah menguasai keterampilan berbahasa yang lain. Pembelajaran menulis seharusnya dilakukan secara rutin dan berkala agar siswa dapat terbimbing dan terbiasa menuangkan idenya dalam menulis. Selain itu,

siswa selayaknya difasilitasi guru dalam menuangkan ide dan gagasannya dalam bentuk tulisan-tulisan melalui pelatihan yang intensif.

Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP) tahun 2006, keterampilan menulis merupakan keterampilan yang harus dikuasai siswa, yaitu menulis tulisan argumentasi, ringkasan, surat pribadi, surat dinas, deskripsi, narasi, dan eksposisi.Salah satu materi pembelajaran yang harus diajarkan kepada siswa adalah pembelajaran menulis karangan argumentasi. Pembelajaran menulis argumentasi merupakan objek yang diteliti dalam penelitian ini. Menulis argumentasi terdapat dalam kurikulum kelas X semester dua dengan standar kompetensi ke-12, yaitu mengungkapkan informasi melalui paragraf dan teks pidato yang kompetensi dasarnya (12.1) yaitu menulis gagasan untuk mendukung suatu pendapat dalam bentuk paragraf argumentasi.

Berdasarkan pengamatan awal, pada pembelajaran menulis khususnya pembelajaran menulis argumentasi terdapat berbagai permasalahan yang dialami siswa. Keterampilan menulis merupakan hal yang sulit bagi

siswa.Kesulitan itu terlihat sebagian besar siswa belum memenuhi Kriteria Ketuntasan Minimal (KKM) yang telah ditetapkan, yaitu 75. Dalam nilai menulis tersebut terlihat bahwa hanya 40% siswa yang tuntas.Sementara itu, 60% dari siswa tidak tuntas dalam menyelesaikan tulisan argumentasi. Siswa kurang berminat dalam menulis argumentasi karena menganggap pembelajaran menulis adalah suatu hal yang membosankan. Permasalahan ini dapat dilihat saat proses pembelajaran menulis ini,yaitu kebanyakan siswa tidak sungguh-sungguh dalam belajar.

Dalam pembelajaran keterampilan menulis argumentasi, juga diperlukan pengetahuan menulis karena pengetahuan yang dimiliki siswa akan mempengaruhi hasil tulisan. Sementara itu, siswa kurang memiliki pengetahuan dalam menulis karangan argumentasi karena setiap diadakan tanya jawab mengenai materi

argumentasi yang terkait dengan pengertian argumentasi, ciri-ciri argumentasi, langkah-langkah penyusunan argumentasi, dan manfaat argumentasi cenderung siswa kebingungan dan tidak bisa menjawab. Jadi, hal ini berdampak pada kurangnya kemampuan siswa dalam menulis argumentasi.

Berdasarkan uraian dan fenomena yang telah dipaparkan, penulis menganggap penting untuk dilakukan penelitian dengan judul" Kontribusi Tingkat Penguasaan Konsep Menulis terhadap Kemampuan Menulis Karangan Argumentasi Siswa Kelas X MANegeri X Koto Singkarak"

Adapun tujuan penelitian ini adalah mengetahui adakah kontribusi tingkat penguasaan konsep menulis terhadap kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak.

II RESEARCH METHODS

Penelitian ini termasuk penelitian deskriptif dengan menggunakan pendekatan kuantitatif dan metode korelasional. Arikunto (2013:313) mengungkapkan penelitian korelasi bertujuan untuk menemukan ada tidaknya hubungan dan apabila ada, berapa eratnya hubungan serta berarti atau tidak hubungan itu. Populasi dalam penelitian ini adalah semua siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok. Pemilihan kelas X sebagai populasi karena materi karangan argumentasi diajarkan di kelas X. Sampel dalam penelitian ini adalah sampel total. Pendapat tersebut diperkuat oleh Arikunto (2006:134) yang menyatakan apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Dengan demikian, sampel penelitian ini adalah seluruh siswa kelas X MA Negeri X Koto Singkarak yang jumlah 40orang siswa yang terdiri dari 2 kelas.

Penelitian ini menggunakan instrumen berupa tes. Tes objektif digunakan untuk mengumpulkan data tingkat penguasaan konsep

menulis siswa dan tes unjuk kerja untuk mengumpulkan data kemampuan menulis karangan argumentasi siswa. Langkah-langkah pengumpulan data dalam penelitian ini adalah sebagai berikut. *Pertama*, memberikan tes objektif untuk mengukur tingkat penguasaan konsep menulis. *Kedua*, siswa mengisi lembar jawaban yang telah disediakan dengan membubuhkan tanda silang pada pilihan jawaban yang di anggap paling benar. *Ketiga*, memberikan tes unjuk kerja untuk mengetahui kemampuan menulis karangan argumentasi. *Keempat*, semua lembar jawaban yang telah terkumpul diperiksa sesuai dengan aspek dan kriteria yang telah ditetapkan sebelumnya. Data penelitian ini berupa nilai penguasaan konsep menulis dan karangan argumentasi. Sebelum data dianalisis, perlu dilakukan uji persyaratan analisis, yaitu uji normalitas, uji homogenitas, dan uji linieritas. Selanjutnya, melakukan pengujian hipotesis dengan menggunakan uji korelasi *Pearson Product Moment* (PPM).

III RESULTS AND DISCUSSION

Tes penguasaan konsep menulis terdiri atas 32 butir soal yang berbentuk tes objektif. Skor maksimal yang bisa diperoleh siswa adalah 28 dan skor minimal adalah 13. Data variabel penguasaan konsep menulis didapat dari nilai yang diperoleh setiap siswa. Berdasarkan hasil analisis data diperoleh nilai tertinggi sebesar 88 dan nilai terendah 41. Nilai rata-rata penguasaan konsep menulis sebesar64,1, median 64, modus 50, dan standar deviasi sebesar 13,18. Berdasarkan tabel interval persentase tingkat penguasaan konsep menulis siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok tergolong sedang, yaitu sebesar 64,1.

Tes kemampuan menulis karangan argumentasi siswa skor maksimal yang bisa diperoleh siswa adalah 85 dan skor minimal adalah 38. Data variabel kemampuan menulis karangan argumentasi didapat dari nilai yang diperoleh setiap siswa. Berdasarkan hasil analisis data diperoleh nilai tertinggi sebesar 89 dan nilai terendah 40. Nilai rata-rata kemampuan menulis karangan argumentasi sebesar 67.18, median 68, modus 65, dan standar deviasi sebesar 11,86. Berdasarkan tabel interval persentase tingkat kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok tergolong cukup, yaitu sebesar 67,18.

Uji normalitas, uji homogenitas, dan uji linieritas dilakukan sebelum data dianalisis. Berdasarkan uji normalitas dari kedua variabel penelitian, dapat disimpulkan bahwa kedua variabel berdistribusi normal. Data penguasaan konsep menulis berdistribusi normal karena10,45 < 12,592. Selanjutnya, uji homogenitas antara hasil kemampuan menulis karangan argumentasi (Y) dan penguasaan konsep menulis (X_1) mempunyai varian yang homogen karena F_{hitung} < F_{tabel} atau 1,23 < 1,725. Uji linearitas menunjukan bahwa bentuk hubungan antara konsep menulis (X_1) dengan kemampuan menulis karangan argumentasi (Y) adalah linier dan signifikan. Kedua variabel tersebut dinyatakan linier karena F_{hitung} < F_{tabel} dengan α = 0,05 dan db TC =15-2= 13, db E = 40-15 = 25, yaitu 0,445 < 2,42.

Hasil pengujian hipotesis menunjukkan penguasaan konsep menulis (X_1) berkontribusi secara signifikan terhadap kemampuan menulis karangan argumentasi (Y) siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok. Dapat disimpulkan bahwa variabel penguasaan konsep menulis (X_1) berkorelasi dengan variabel kemampuan menulis karangan argumentasi (Y) sebesar 0,544. Berdasarkan interpretasi koefisien korelasi nilai r, maka korelasi konsep menulis dengan kemampuan menulis karangan argumentasi tergolong cukup. Selanjutnya besar sumbangan variabel konsep menulis (X_1) terhadap kemampuan menulis karangan argumentasi (Y) adalah sebesar 29,59%. Hal ini menunjukkan bahwa kemampuan menulis karangan argumentasi (Y) adalah sebesar 29,59% oleh konsep menulis (X_1), sedangkan sisanya dipengaruhi oleh faktor lain. Dengan demikian, semakin tinggi penguasaan monsep menulis, maka semakin tinggi kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak.

Pengujian signifikansi terhadap besar sumbangan konsep menulis (X_1) terhadap kemampuan menulis karangan argumentasi (Y), maka dilakukan uji signifikansi dengan uji t dan membandingkan nilai t_{hitung} dengan $t_{tabel.}$. Berdasarkan uji signifikansi dengan menggunakan uji t diperoleh nilai t_{hitung} sebesar 3,992 dan t_{tabel} dengan tingkat kesalahan α= 0,05 dan db = n-2= 40-2 =38 sebesar 2.02439. berarti t_{hitung} > t_{tabel} atau 3,992 >2.02439. Dengan demikian, H_0 ditolak dan H_a diterima, berarti hipotesis yang berbunyi konsep menulis berkontribusi secara signifikan terhadap kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok dapat diterima.

Berdasarkan uji linieritas model regresi yang telah dilakukan dalam persyaratan analisis terhadap pasangan data konsep menulis dan kemampuan menulis karangan argumentasi diperoleh koefisien arah regresi (b) 0,830 konstanta (a) sebesar 13,288. Dengan demikian, kontribusi konsep menulis terhadap kemampuan menulis karangan argumentasi dapat dinyatakan dengan persamaan regresi $\hat{Y}$ = 13,288 = 0,830X_1. Hal ini menunjukkan bahwa, jika tidak ada penguasaan konsep menulis pada diri siswa atau

$X_1 = 0$, maka nilai kemampuan menulis karangan argumentasi telah ada sebesar 13,288. Persamaan regresi tersebut bisa digunakan untuk prediksi, yaitu apabila penguasaan konsep menulis siswa diperbaiki satu nilai, maka kemampuan menulis karangan argumentasi (Y) meningkat sebesar 0,830. Oleh karena itu, bila ingin meningkatkan kemampuan menulis karangan argumentasi siswa, maka penguasaan monsep menulis mereka harus ditingkatkan.

IV CONCLUSION

Berdasarkan analisis data dan pembahasan dapat disimpulkan bahwa konsep menulis memberikan kontribusi yang signifikan sebesar 29,59% terhadap kemampuan menulis karangan argumentasi siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok. Temuan penelitian ini menunjukkan bahwa semakin tinggi tingkat penguasaan konsep menulis siswa, maka semakin tinggi kemampuan menulis karangan argumentasi. Oleh karena itu, guru disarankan untuk memperhatikan penguasaan konsep menulis siswa dan memberikan dorongan kepada siswa untuk selalu melakukan kegiatan menulis agar kemampuan menulis karangan argumentasi mereka meningkat. Adapun saran yang

Berdasarkan hasil penelitian dan simpulan, saran yang dapat diberikan adalah sebagai berikut. Pertama, kepada siswa kelas X MA Negeri X Koto Singkarak Kabupaten Solok.

Siswa diharapkan dapat meningkatkan penguasaan konsep menulis Peningkatan penguasaan konsep menulis akan meningkatkan kemampuan menulis karangan argumentasi. Kedua, kepada guru bahasa Indonesia di MA Negeri X Koto Singkarak Kabupaten Solok. selalu mengajak siswa untuk melakukan kegiatan menulis dan menjadikan kegiatan menulis sebagai suatu kebutuhan. Kebiasaan menulis siswa akan memudahkan mereka dalam mengenbangkan sebuah tulisan. Ketiga, kepada peneliti selanjutnya. Peneliti selanjutnya yang ingin melakukan penelitian lanjutan, disarankan untuk meneliti variabel lain seperti minat baca dan lain-lain, yang berhubungan dengan kemampuan menulis karangan argumentasi. Berdasarkan hasil penelitian, masih ada variabel lain yang juga memberikan kontribusi terhadap kemampuan menulis karangan argumentasi.

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THE EFFECT OF RETELLING TECHNIQUE TO STUDENTS' EFL LEARNING IN NARRATING PAST EVENTS

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Abstract

Lack of students' mastery of grammar and limited number of vocabulary have been identified as sources of their low competence in EFL Learning to speak in West Sumatra Senior High Schools. Therefore, a constant effort to develop these two essential elements needs to be conducted especially in rural areas where advance technology of information is almost inaccessible. To deal with the issue, we have implemented Retelling technique to Grade X at Senior High School 1 Hiliran Gumanti. A group of science class (N=48) have been chosen to be the experimental and control groups. A typical treatment for the experimental class began with scaffolding the text. Discussion was focused on elements of text and in groups of four or five students, teacher encouraged the students to retell another story. After 15 minutes discussions, each group was encouraged to retell the story starting from the first member (story-teller) and continued to the other members till the end of the story. Some extra pictures were accompanied the students to help them of the events. After several meetings, both classes were tested to retell another story. Post test scores of the groups were compared to investigate the difference. The finding showed that mean score of post test of experimental class was 73.25, higher than control class (66.58). Meanwhile, standard deviation of experimental class was higher than control class (sd= 6.79>66.58). While t-calculated was 3.71 and t-table 1.678 with a=0.05 and degree of freedom 46 greater than t-table (3.71>1.678) meaning that students' better speaking skills were mainly due to the application or effects of Retelling technique.

Keywords: Retelling Technique, Language Learning, Picture-Series, Speaking Skills, Narrative Text

I INTRODUCTION

The impact of teaching and learning process of EFL (English as a Foreign Language) should enable the students to communicate with the other people in English. This target was quite difficult for the teachers to achieve due to the limited access where students interact with the native speakers. Moreover, students' learning was not directed to practice the real language in the classroom. The situation was getting worse for the inappropriate supports from the environment, learning aids, as well as students' low motivation. To deal with this issue, efforts must be given to enhance students' learning either through maximizing their opportunity to

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rehearse the target language or by using interesting media that may facilitate students to develop their imagination and critical thinking skills. Speaking is considered as a very important aspect of learning a foreign language. In addition, Burn & Joyce in Purwatiningsih (2015 : 59) mention that one of the most important aspects of speaking is that it always occurs within context. Moreover, Richard & Renandya in Purwatiningsih (2015 : 59) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The use of Retelling Story Technique is not new in second or foreign language classes. One of the reasons is because it 'relies so much on words, offering a major and constant source of language experience for children' (Wright in Nizzu, 2016: 4). In addition, stories can be considered language treasures as models of language for students at different levels and ages. Kalmback (1986) as cited in Stoicovy (2004) states that retelling is a 'process of re-memorizing what we listened to and read'. Further, in relation to language teaching, retelling technique can be used it as a way to promote students' comprehension and understanding of discourse. Stoicovy (2004) also points out that retelling has positive influence in language learning as it promote students' ability in rearranging information from the text that they have read. Moreover, Retelling helps teachers identify the level of students' comprehension of what they listen to or read. In addition, retelling is a common way that many people use as part of their communication. To overcome the difficulty in using the target language, telling stories is one of the recommended techniques which can help language learners in improving his or her knowledge of vocabulary, grammatical structures, and pronunciation.

Han (2005) found some important aspects when she applied retelling technique. First, retelling is an active procedure that involves children in the reconstruction of text and also allows interaction between adult and children. Second, retelling of what has been listened or read result in increased comprehension and recall of discourse. Third, retelling encourages both integration and personalization of content,

helping children see how parts of text interrelate and how the text meshes with their own experience. Furthermore, as a tool of developing students' speaking skill, a media can be used in retelling story. It helps students to be more active and understand about the activities. According to Brown (2004: 180), using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. There are many types of teaching media that can be used to convey the lesson; one of them is picture (Brown, 2004, p.180). In line with this, Harmer (2001:134.) states that pictures is one of the variety of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as the basis of a whole activity. In addition, this research used picture as media for developing students' speaking skill through retelling story.

Retelling story helps students improve speaking skill and also increase the students' vocabulary. By retelling story, students will have opportunity to speak English in classroom. Furthermore, retelling helps teacher identify the level of students' comprehension of what they read or listen to. In addition, retelling is a common way that many people use as part of their communication. Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996 in Irwan, 2016). Retelling is a procedure that enables a child to play large role in reconstructing stories. A retelling usually includes characters, setting, problem, and solution or the main ideas of the text. It involves telling what is important in the story without telling too much. Retelling helps readers recall what is happening in the story, develop a sense of story structure, and become more accurate in monitoring their understanding. They can transfer this knowledge of story

structure to their own story speaking. This technique is used on many beginning reading assessments, yet for years we never really taught student explicit how to retell. We start by modeling this with our students during read-aloud. This technique is used by storytellers, and we borrowed the idea, giving our students a kinesthetic action to help them focus and remember the story.

Retelling story has many benefits in improving students' speaking skill. Most frequently mentioned benefits in the research literature are affective benefits: storytelling interests students', lower affective filters, and allows learning to take place more readily and more naturally within a meaningful context. In addition, Owocki (1999, cited in Nizzu, 2016), contends that retelling helps students rethink their way through a text. However, retelling story consist of more than just retelling stories. It may include not only creating a story but also of pictures, acting, singing, story writing and forth (Champion, 2003). More specifically, retelling story also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. As Heaven (2000: 75) in Nizzu (2016) says that factual and conceptual information to be learnt faster and better, and will be remembered longer,

recalled more accurately when that information id delivered as a well-told story. he identifies that retelling story can be more powerful, motivating and effective in teaching and learning process.

Vale & Feuteun (1995) in Purwatiningsih (2015 : 59) state that story-retelling is a technique or an approach in teaching language. It demonstrates the value of practical task as social, motivation, and language teaching tools in the learning situation. It also makes students enjoy learning language. Retelling story made the speaking activity became joyful since it could help students tell the chronological events of the story easily. Trough story-retelling technique, students can demonstrate their comprehension of the story.

This technique was implemented in grade X because stories can motivate and immensely interesting, can best attract listeners and promote communication. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. (Jianing, 2007). However, in the context of EFL, the strengths of this technique were not well socialized and implemented and therefore, the current study seeks to uncover further proves. The main question to be answered in this study was 'What are the effects of Retelling Story to students' speaking ability in Narrative text at Senior High School I Hiliran Gumanti – West Sumatra.

II RESEARCH METHODS

The population of the study was Science major of the tenth class in Senior High School 1 Hiliran Gumanti. They were distributed in 2 classes (N= 48). The results of students' learning were taken through test. Content validity was kept based on Curriculum and Syllabus. Internal and external validity were also based on construction that the situation of experimental class was treated naturally by following the school schedule. In this research, the research used speaking test. The speaking test was done on post-test toward one class (experimental and control class). The students of experimental class

were taught speaking by retelling story through picture series and the students of control class was taught through conventional technique. Students' scores were categorized based on five categories such as Pronunciation (0 – 4), Grammar (5 – 36), Vocabulary (4 – 24), Fluency (2 – 12), and Comprehension (4 – 24). (Hughes, 1989: 111-113). Each student by their group retold the text in front of the class and it will value based on Hughes' scoring.

Overall activity of the treatment was as follow:

No.	Activity/Stage	Time
1.	Pre Activity • Greeting	15 minutes
2.	Whilst Activity • Scaffold the text (Narrative Text). • Students identify the text together with the respond. • Groups the students • Provides some familiar short stories for retelling. • Chooses one short story to be retold by each group. • Gives students at least 15 minutes to prepare and understand the story for retelling. • Students retell the story by their group in front of the class using picture series as a media. • Students retell the story by the first storyteller of the group and the next one continue until the end of story.	5 minutes 10 minutes 15 minutes 30 minutes
3.	Post Teaching • Closing.	15 minutes
Total		90 minutes

The data of the study was analyzed by using statistical procedure t-test. The formula that is used is a t-test. The purpose is to differentiate of students' speaking competence between experimental group and control group (Sudjana, 1989: 239). The t-table was employed to see the difference between the mean score of pre-test and post-test of experimental class. The value of t obtain was consulted with the value of t-table.

The data was analyzed by using simple regression for hypothesis with 5 % (=0,05) of significance level and the value of t-table of the level of freedom (N1-1) + (N2-1). If the value t-obtained was bigger than the value of t-table, the null hypothesis was accepted. On the contrary, if the value of the t obtained was equal, or smaller than the value t-table, the alternative one was not accepted (t-table) t-obtained.

III   RESULTS AND DISCUSSIONS

Described below is the maximum and minimum scores, mean score and standard deviation of the experiment and control class in the post test.

Students' Speaking Scores of Experimental and Control Group

Class	N	Highest Score	Lowest Score	Mean (X)	Total Score	Standard Deviation
Experiment	24	88	61	73.25	1758	6.79
Control	24	80	56	66.58	1598	6.61

From the table above, it was found that most of the students' speaking scores of post-test Experiment Class about 61-64 there were 2 student who got at the interval, and while the interval 65-68 there were 4 students who got a score. The interval 69-72 there were 5 students. The interval 73-76 there were 7 students, then interval 77-80 there were 3 students. The interval 81-84 there were 2 students. The last interval 85-88 there were 1 student. Based on table and formulation above, the researcher found that mean of the speaking test control group is 66.58 and the standard deviation is 6.61.

To explain more about the effects of Retelling Story Technique to students' speaking ability, it can be seen from the comprehension of students' mean score both experimental and control group in several indicators, such as pronunciation, grammar, vocabulary, fluency, and comprehension. The calculation of those aspects can be explained in the table below:

Table
The Comparison of Means Post-Test of Experimental and Control Class

No	Aspects/w Components	Experiment Class $\sum \dfrac{nxi}{N}$	Control Class $\sum \dfrac{nxi}{N}$	Difference
1	Pronunciation	63/24 = 2.62	46/24 = 1.91	0.71
2	Grammar	516/24 = 21.5	432/24 = 18	3.5
3	Vocabulary	460/24 = 19.16	436/24 = 18.16	1
4	Fluency	242/22= 10.08	220/24 = 9.16	0.92
5	Comprehension	477/24= 19.87	464/24= 19.33	0.54

The prerequisite was necessary to determine whether the analysis of data for hypothesis testing could be continued or not. Some data analysis techniques demanded test prerequisite analysis. Analysis of variance requisite got from a population with normal distribution and data of group compared. The variety of prerequisite testing analysis was such as normality test and homogeneity test.

Normality test had an objective to know population normal or not. To do the normality test, researcher used Kolmogorov Smirnov and Shapiro Wilk. A test was performed in SPSS test. Testing criterion and distributed normally if the data was more than 0.05. The class was normal. The summary of the result of a test of normality and homogeneity of experimental group and control group is presented below:

Normality of Test Distribution

Tests of Normality

	Nama	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Experiment	.107	24	.200[*]	.976	24	.817
	Control	.107	24	.200[*]	.969	24	.635

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Homogeneity of Variance Test
To check the homogeneity of variance of the data, Levene's test was conducted. The result of calculating using the Levene test as follow:

Test of Homogeneity of Variances
Nilai

Levene Statistic	df1	df2	Sig.
.167	1	46	.685

Based on the table above, it can be concluded that the two groups were normal and homogenous. After the test of normality and homogeneity, the data were analyzed by using t-test to see the effect of Retelling Story. It had been mentioned that t-calculate in this research was higher than the value of t-table. Therefore, the hypothesis in this research stated that the use

Retelling Story Technique in teaching and learning process especially improved student' speaking skill at Senior High School 1 Hiliran Gumanti was accepted. Related to the purpose of this research is to determine there is significant difference of the students' achievement in speaking ability between those taught with Retelling Story technique and those taught with conventional technique at Senior High School 1 Hiliran Gumanti. It showed by the post test result for both classes after giving the treatment by applying Retelling Story Technique in experimental class and applying the teacher technique in control class.

The mean score of post test in experimental class was higher than the score of post test in control class ($\bar{x}$ =73.25>66.58). This result confirms the theory which proposed by some experts related to Retelling Story technique in teaching speaking. According to Darwissyah (2016), there is positive implementation of using retelling story towards students' speaking ability". Based on Darwissyah's research, average score of the students' speaking ability after being taught using Retelling Story was higher than before. From the data analysis above showed that there was significantly different. It means that the hypothesis that teaching speaking by using Retelling Story could improve students' speaking skill statistically was accepted. Concerning to the result of t-test calculation in both classes, it could be conclude that Retelling Story could improve students' speaking skill.

According to Stoicovy (2004), the retelling strategy is culturally consistent with the Pacific Island tradition of storytelling, and highly successful for acquiring language. In the classroom, small group retelling is a social means of developing literacy that is compatible with the collaborative nature of Pacific Island culture. The differences of students' achievement between experimental group and control group based on the scores of the five speaking components. Indicates this technique gave significant effect to the two components namely grammar and vocabulary. However, this technique does not have significant effect to pronunciation, fluency and comprehension.

In generally, used Retelling Story gave significant effect in improvement students' speaking that refers to speaking components such as, pronunciation, grammar, vocabulary, fluency and comprehension specifically in two components of speaking skill namely grammar and vocabulary. First, the significant component of speaking could be improved by using Retelling Story was grammar. It was caused during the treatment for six meetings, the students tried to find the right grammar while they create the story by their own word. They discussed with their small group, and sometimes they ask to the researcher about the right grammar. It related to the theory by Purwatiningsih (2015), "The story –retelling using pictures series make the students understanding grammar and difficult word".

The mean score of students' grammar in the control class was 18 while in the experiment class group 21.5. It conclude the score of grammar from the experiment class was higher that the control class. The second improvement by using Retelling Story technique was vocabulary. In this case, the students find new vocabulary of the text during the treatment. They tried to use the new vocabulary when their retelling story in front of the class. They also catch the new vocabulary by listen their friends while retelling a story in front of the class. Not only that, the students share their idea with their friends, opinion, and information from a story.

The mean score of students' vocabulary in experimental class was 19.16 while in control class was 18.16. It concluded that students' vocabulary in experimental class was higher that the control class. In another component of speaking also improvement, but not so high differences between the experimental class and control class. From the five components of speaking after doing treatment and post test of the class, this technique gave significant effect for grammar and vocabulary. And this technique does not give significant effect for pronunciation, fluency and comprehension. The discussion of the finding above confirms the theory which proposed by some experts related to Retelling Story technique in teaching speaking. According to Nizzu (2016), "Improving Students' Speaking Skill Through Retelling Story By Using Picture Series At SMAN 7 Bandar Lampung" this thesis state that there is improvement on students' speaking skill after being taught retelling story by using picture series in grammar,

pronunciation, vocabulary, fluency, and comprehension. It happen because retelling story through picture series helped the students to built their ability in speaking, they can speak what know based on picture series.

Mulya (2014) also investigated the implementation of retelling story through picture series to improve students' speaking skill. The researcher conducted the research showed that retelling story through picture series is effective in improving students' activity. This research explains that retelling story through picture series built students' confidence. Novia (2017), "Retelling Short Story To Improve Students' Speaking Skill". This research states that, retelling story technique was capable of making students speak up in front of class. Retelling short story builds the students' creative way to concept the students to have a good concept to speak. Eliwarti (2013), "The Effectiveness of Group Story Retelling To Develop The Speaking Ability of The Second Year Students of SMP Babussalam Pekanbaru" . This research state that the use of group story telling is more effective in developing the speaking ability of the second year students of SMP Babussalam Pekanbaru. Based on this research, students were interested in doing the lesson and story retelling increased the students speaking ability in the fifth aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

In this research, the researcher wanted to see the effect of students in all components, there were five components of speaking that should be measures in conducting the speaking activity namely: pronunciation, grammar, vocabulary, fluency, and comprehension. First, in experimental class, the mean score of post test of students' pronunciation was 2.62. Besides that, the mean score of post test of students' pronunciation in the control class was 1.91. Both of the groups, the differences were 0.71. Its cause, the students lack practice in pronunciation. Sometimes, they prefer to say the words based on they know and do not ask the teacher about the good pronunciation of the word.

Second, in experimental group, the mean score of post test of students' grammar was 21.5. On the other hand, in control group, the mean score of post test of students' grammar was 18.

Both of groups, the differences were 3.5. It can be concluded that the experimental group had increase higher than the control group. Third, in experimental group, the mean score of post test of students' vocabulary was 19.16. Besides that, the mean score post test of students vocabulary in control group was 18.16. Both of groups, the differences were 1. It could be concluded that the experimental group had increased higher than control group.

Fourth, Fluency also improved by Retelling Story technique. It can saw by the mean score of fluency in experimental class was 10.08 while in control class was 9.16. Both of groups, the differences were 0.92. It cause the students lack to practice the word. So, when they retelling story, they were not fluent in word pronunciation. Even some of them stammer when they telling a story.

Finally, in experimental group, the mean score of post test of students' comprehension was 19.87. Besides that, the mean score of pos test of students' comprehension in control group was 19.33. Both of the groups, the differences were 0.54. It could be concluded that the experimental group had increased better than control class.

The result of findings proved that Retelling Story technique gave significant effect on students speaking ability that refers to pronunciation, grammar, vocabulary, fluency and comprehension especially grammar and vocabulary. This technique can help students to practice their speaking ability and the application of this technique in teaching and learning process of speaking could help the students in expressing their ideas and information. It gave the students many opportunities to speak up.

The hypothesis proved that the Retelling Story technique in teaching and learning process of speaking gave significant effect on students' speaking ability. It was shown from the mean of achievement in experimental group and control group. The mean of experimental group was 73 and 66.58 for control group. It means the mean of experimental group was bigger than the mean of control group. The comparison of two mean score was 73 for experimental group and 66.58 for control group. Then, was found that t-Calculate > t- table (3.71 > 1.678). It mean that the learning result of teaching speaking by using retelling story technique gave significant effect

than teaching and learning process without it on students' speaking ability.

So, the researcher has concluded that the Retelling Story technique gave significant effect on students' speaking ability that refers to pronunciation, grammar, vocabulary, fluency, comprehension and it had a greater contribution in the teaching process. In fact, we could saw that the score in every aspect of speaking was increased. It increased students' ability in speaking and students' confidence.

IV CONCLUSION

Based on the finding of the research derived from the data analysis as reported I the previous chapter that the students' speaking skill got better improvements after using Retelling Story technique. From the result of analyzing the data, it was found that t-calculated 3.71, while critical valued of the t-table 1.678 at the degree of freedom was 46 and the level of significant 0.05. In conclusion, the value of t-calculated was bigger than the value of t-table. It means that used Retelling Story in teaching speaking improved students' speaking skill at class X of Senior High School 1 Hiliran Gumanti.

The result of this research also showed that teaching and learning speaking skill by use Retelling Story technique in experimental class more effective than the teacher strategy (conventional) in the control class during the six times treatment. The calculating of the comparison of means post test between experimental and control classes indicated that using Retelling Story technique more effective to improve students' speaking skill.

The improvement of student' speaking skill in five component such as pronunciation, grammar, vocabulary, fluency, and comprehension. It was shown from the post-test of experimental class after giving the treatment by Retelling Story technique.

Moreover, from the finding of this research above, it was concluded that teaching speaking by using Retelling Story technique was effective to improve students' speaking skill. In fact, we could saw that the score in every aspect of speaking was increased. So, the researcher supports the previous theory which says that retelling story technique can improve students' speaking abilities.

V SUGGESTION

Related to the research finding and the statements mentioned in conclusion above, there are some suggestion that the writer would like to expose to improve the teaching learning process, especially in teaching speaking. The suggestion can be described as follows, first the research suggest the teacher to use Retelling Story as the technique to improve the students' speaking skill due to Retelling Story capable of making students speak up in front of class. Second, the teacher should introduce a creative way to encourage the students to have a good concept to speak. Retelling story builds students' creative thinking since it forces the students to think fast and retell using their own words. Thirds, in applying retelling short story, teachers need to control the students' activity and manage the class situation well, so that both listeners and storytellers can create a good atmosphere in the class.

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PENERAPAN STRATEGI PEMBELAJARAN AKTIF TIPEPRACTICE-REHEARSAL PAIRS DALAM PEMBELAJARAN MATEMATIKA SISWA KELAS VII SMPN 1 RANAH PESISIR

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Abstract

Ada beberapa faktor yang menyebabkan rendahnya hasil belajar matematika siswa kelas VII SMP Negeri 1 Ranah Pesisir di antaranya aktivitas siswa yang terjadi selama pembelajaran matematika masih rendah dan kurang terampil dalam mengerjakan contoh soal yang diberikan guru, salah satu upaya yang dapat dilakukan adalah menerapkan Strategi Pembelajaran Aktif tipe Practice-Rehearsal Pairs.

Rumusan masalah dalam penelitian ini adalah bagaimana aktivitas belajar siswa dikelas VII SMPN 1 Ranah Pesisir dengan menerapkan Strategi Pembelajaran Aktif tipe Practice-Rehearsal Pairs dan apakah hasil belajar matematika siswa yang menggunakan Strategi Pembelajaran Aktif tipe Practice-Rehearsal Pairs lebih baik dari hasil belajar matematika siswa yang menggunakan pembelajaran konvensional pada siswa kelas VII SMPN 1 Ranah Pesisir.

Penelitian ini bertujuan untuk melihat aktivitas belajar siswa di kelas VII SMPN 1 Ranah Pesisir dengan menerapkan Strategi Pembelajaran Aktif tipe Practice-rehearsal Pairs dan mengetahui hasil belajar matematika siswa yang menggunakan Strategi Pembelajaran Aktif tipe Practice-Rehearsal Pairs lebih baik dari hasil belajar matematika siswa yang menggunakan pembelajaran konvensional siswa kelas VII SMPN 1 Ranah Pesisir.

Hipotesis yang dikemukakan dalam penelitian ini adalah hasil belajar matematika siswa yang diajar dengan strategi pembelajaran aktif tipe Practice-Rehearsal Pairs lebih baik dari hasil belajar matematika siswa yang menggunakan pembelajaran konvensional. Sedangkan pertanyaan penelitian adalah bagaimana aktivitas belajar matematika siswa kelas VII SMPN 1 Ranah Pesisir dengan menerapkan Strategi Pembelajaran Aktif tipe Practice-Rehearsal Pairs?

Jenis penelitian ini adalah penelitian eksperimen. Populasi adalah siswa kelas VII SMPN 1 Ranah Pesisir tahun pelajaran 2017/2018 yang terdiri dari lima kelas. Untuk pengambilan sampel dilakukan dengan teknik simple random sampling, dan terpilih kelas VII_2 sebanyak 31 siswa sebagai kelas eksperimen dan kelas VII_4 sebanyak 33 siswa sebagai kelas kontrol. Instrumen yang digunakan berupa lembar observasi dan tes hasil belajar. Tes terdiri dari 16 butir soal, sebelum tes diberikan terlebih dahulu diujicobakan di SMP N 2 Ranah Pesisir. Dari analisis hasil uji coba tes diperoleh nilai reliabilitas sebesar 0,86 (derajat reliabilitas tinggi).

Pengujian hipotesis yang dikemukakan dalam penelitian ini dilakukan dengan uji perbedaan rata-rata pada taraf α = 0,05. Dari hasil perhitungan diperoleh t_{hitun}= 2,2949 dan t_{tabe}= 1,6696 karena $t_{hitun} > t_{tabe}$ maka hipotesis yang diajukan diterima yaitu hasil belajar matematika siswa yang diajar dengan menerapkan Strategi Pembelajaran Aktif tipe Practice-rehearsal Pairs lebih baik dari hasil belajar matematika siswa yang menggunakan pembelajaran konvensional siswa kelas VII SMPN 1 Ranah Pesisir.

Penulis menyarankan agar hasil penelitian ini dapat menjadi bahan pertimbangan atau masukan bagi peneliti lain yang ingin melakukan penelitian yang sama maupun penelitian lanjutan.

Abstrak

There are several factors that cause the low mathematics learning outcomes of Grade VII students of SMP Negeri 1 Ranah Pesisir, including student activities that occur during mathematics learning are still low and not skilled in working on the sample questions given by the teacher, one of the efforts that can be done is to apply Active Learning Strategies Practice-Rehearsal Pairs type.The formulation of the problem in this research is how the learning activities of class VII students of SMPN 1 Ranah Pesisir by applying Active Learning Strategies of Practice-Rehearsal Pairs type and whether the results of students learning mathematics using Active Learning Strategies of Practice-Rehearsal Pairs type are better than those of students learning mathematics using conventional learning in class VII students of SMPN 1 Ranah Pesisir.

This research aims to look at the learning activities of students in class VII SMPN 1 Ranah Pesisir by applying Active Learning Strategies of Practice-rehearsal Pairs type and knowing the results of mathematics learning of students who use Active Learning Strategies of Practice-Rehearsal Pairs type are better than mathematics learning outcomes of students who use conventional learning of Grade VII students of SMPN 1 Ranah Pesisir.The hypothesis put forward in this research is the results of students' learning mathematics taught with active learning strategies Practice-Rehearsal Pairs type is better than the results of learning mathematics students who use conventional learning. Whereas the research question is how is the mathematics learning activity of Grade VII students of SMPN 1 Coastal Area by applying Active Learning Strategies of Practice-Rehearsal Pairs type?This type of research is experimental research.

The population is grade VII students of SMPN 1 Ranah Pesisir in the 2017/2018 school year consisting of five classes. The sample was taken using simple random sampling technique, and selected class VII2 as many as 31 students as the experimental class and class VII4 as many as 33 students as the control class. The instruments used were observation sheets and learning outcomes tests. The test consists of 16 items, before the test is given first tested at SMP N 2 Ranah Pesisir.

From the analysis of the test results obtained a reliability value of 0.86 (high degree of reliability).Testing the hypothesis put forward in this research was done by testing the average difference at the level = 0.05. From the calculation results obtained t = 2.2949 and t = 1.6696 because t> t, the proposed hypothesis is accepted, namely the learning outcomes of students taught by applying Active Learning Strategies of Practice-rehearsal Pairs type better than the results of learning mathematics students using conventional learning of Grade VII students of SMPN 1 Ranah Pesisir.The author suggests that the results of this research can be taken into consideration or input for other researchers who want to do the same research or further research.

I INTRODUCTION

Matematika merupakan salah satu mata pelajaran wajib yang diajarkan di sekolah dasar sampai sekolah menengah. Hal ini dikarenakan matematika adalah ilmu dasar yang mempunyai peranan penting dalam perkembangan ilmu pengetahuan dan teknologi. Oleh karena itu tidak berlebihan jika diharapkan siswa mampu menguasai matematika dengan baik. Proses pembelajaran merupakan salah satu penunjang tercapainya hasil belajar siswa yang baik.

Pembelajaran yang menunjang tercapainya hasil belajar yang baik adalah pembelajaran yang diarahkan pada kegiatan-kegiatan yang mendorong siswa belajar dan dapat mengatasi kesulitan siswa belajar secara individu. Pembelajaran tersebut dimaksudkan untuk mengoptimalkan hasil proses belajar mengajar, yang ditandai dengan meningkatnya keterampilan siswa dalam menyerap konsep-konsep. Sedangkan yang dimaksud dengan keterampilan siswa didalam matematika adalah kemampuan siswa untuk menjalankan prosedur-prosedur dan operasi-operasi didalam matematika secara tepat, cermat dan benar.

Berdasarkan hasil observasi yang dilakukan pada tanggal 16 sampai dengan 19 Februari 2018 di kelas VII SMPN 1 Ranah Pesisir, tampak bahwa pembelajaran matematika berlangsung satu arah, dimana kurang optimalnya komunikasi antara guru dan siswa. Keadaan tersebut membuat siswa cenderung sebagai pendengar, pasif dan keaktifan siswa kurang terlihat. Selanjutnya siswa tidak terampil dalam mengerjakan contoh soal seperti letak bilangan bulat pada garis bilangan yang diberikan oleh guru, karena siswa tidak memperhatikan sehingga siswa tidak mengerti dan memahami pelajaran yang sedang mereka pelajari, padahal masing-masing siswa mempunyai buku pegangan untuk belajar dirumah.

Kondisi tersebut berakibat pada rendahnya hasil belajar matematika siswa kelas VII SMPN 1 Ranah Pesisir. Kriteria Ketuntasan Minimal (KKM) untuk bidang studi matematika kelas VII adalah 70. Rendahnya hasil belajar matematika siswa kelas VII dapat dilihat dari hasil belajar siswa pada semester ganjil tahun pelajaran 2017/2018 seperti tabel berikut ini:

Tabel 1: Nilai Rata-Rata dan Persentase Ketuntasan Hasil Belajar Siswa Kelas VII SMPN 1 Ranah Pesisir untuk Bidang Studi Matematika pada Ujian Tengah Semester I Tahun Pelajaran 2017/2018

Kelas	Jumlah Siswa	Rata-Rata	Persentase Ketuntasan
VII$_1$	32	65,72	50%
VII$_2$	31	64,62	45,16%
VII$_3$	33	66,18	33,33%
VII$_4$	33	62,76	24,24%
VII$_5$	34	66,21	47,05%

Sumber : Tata Usaha SMPN 1 Ranah Pesisir

Dari tabel tersebut, terlihat bahwa hasil belajar matematika siswa di kelas VII SMPN I Ranah Pesisir masih rendah. Dari kelima kelas banyak siswa yang belum tuntas belajar matematika, ini berdasarkan kepada Kriteria Ketuntasan Minimum (KKM) untuk bidang studi matematika di sekolah tersebut yaitu 70.

Berdasarkan hasil wawancara yang dilakukan pada tanggal 16 sampai dengan 19 februari 2018 diruang majelis guru SMPN I Ranah Pesisir dengan salah seorang guru matematika kelas VII SMPN 1 Ranah Pesisir, beliau menyatakan dalam pembelajaran matematika terkadang digunakan metode diskusi kelompok tetapi pelaksanaan belum baik. Hal ini terlihat dari masih adanya siswa yang diam atau hanya menjadi pendengar dalam kelompoknya. Hal ini menyebabkan siswa kurang kreatif dalam proses pembelajaran, sehingga hasil pembelajaran yang diperoleh belum seperti yang diharapkan.

Untuk mengatasi masalah di atas perlu diadakan pembaharuan dalam pembelajaran matematika. Guru sebaiknya menggunakan strategi pembelajaran yang dapat mengaktifkan siswa sehingga hasil belajar siswa dapat lebih baik. Aktivitas siswa dalam pembelajaran matematika dapat berkembang dengan baik jika siswa menanggapi pelajaran secara aktif.

Salah satu strategi pembelajaran yang dapat digunakan untuk mengatasi masalah di atas adalah menerapkan Strategi Pembelajaran Aktif tipe *Practice-Rehearsal Pairs* (latihan praktek berpasangan). Strategi pembelajaran aktif *Practice-Rehearsal Pairs* adalah strategi sederhana yang dapat dipakai untuk

mempraktekkan suatu keterampilan atau prosedur dengan teman belajar.

Keterampilan atau prosedur matematika tidak akan datang sendirinya kalau tidak ada latihan yang cukup dan keaktifan siswa secara merata di dalam kelas, serta membantu siswa menentukan sendiri arti belajar yang sesungguhnya secara aktif. Dengan demikian proses pembelajaran bukan sekedar transfer pengetahuan dari guru ke siswa, tetapi proses pembelajaran yang berorentasi pada keterlibatan siswa secara aktif dan langsung.

Berdasarkan uraian di atas, maka penulis tertarik ingin melakukan penelitian dengan judul: *"Penerapan Strategi Pembelajaran Aktif Tipe Practice-Rehearsal Pairs Dalam Pembelajaran Matematika Siswa Kelas VII SMPN 1 Ranah Pesisir".*

Strategi *Practice-Rehearsal Pairs* termasuk kedalam strategi pembelajaran aktif. Pembelajaran aktif dengan *Practice-Rehearsal Pairs* adalah suatu teknik untuk memajukan pengajaran satu kelas penuh, karena disini semua siswa diharapkan keaktifannya. Pembelajaran aktif dengan strategi *Practice-Rehearsal Pairs* menurut Silberman (2009:228) adalah "strategi sederhana untuk melatih gladi resik kecakapan atau prosedur dengan partner belajar. Tujuannya adalah untuk menyakinkan bahwa kedua partner dapat melaksanakan kecakapan atau prosedur.

Silberman (2009 : 228) mengemukan prosedur pembelajaran dengan strategi *Practice-Rehearsal Pairs* adalah sebagai berikut:
a. Pilihlah serangkaian kecakapan atau prosedur yang anda inginkan untuk dikuasai peserta didik. Buatlah pasangan. Dalam setiap pasangan tugaskan dua peran:
   1) Penjelas atau demonstrator
   2) Pengecek.
b. Penjelas atau demonstrator menjelaskan dan atau mendemonstrasikan bagaimana melaksanakan kecakapan atau prosedur khusus. Pengecek memverifikasi bahwa penjelasan dan atau demonstrasi adalah benar, mendorong dan memberikan latihan kalau diperlukan.
c. Partner-partner memutar balik peran. Penjelas/demonstrator baru diberi kecakapan atau prosedur lain untuk dilaksanakan.
d. Proses terus berlangsung sampai semua kecakapan dilakukan gladi resik

Strategi pembelajaran aktif tipe *Practice-Rehearsal Pairs* siswa harus mempunyai bekal/pemahaman awal untuk menghadapi pembelajaran. Pemahaman tersebut nantinya akan mereka kemukakan dalam diskusi kelompok ataupun dalam diskusi kelas. Sehingga menjadikan proses pembelajaran bukan lagi sekedar transfer pengetahuan dari guru ke siswa, tetapi merupakan proses perolehan konsep yang berorentasi pada keterlibatan siswa secara aktif dan langsung.

Penulis akan menekankan keterampilan siswa dalam matematika yaitu kemampuan siswa untuk menjalankan prosedur-prosedur dan operasi-operasi didalam matematika secara tepat, cermat, dan benar.

Aktivitas siswa sama maknanya dengan kegiatan atau perbuatan yang menghendaki gerakan fungsi otak individu yang belajar. Aktivitas tersebut menghasilkan perubahan tingkah laku berupa pengetahuan, sikap dan keterampilan. Banyak jenis aktivitas yang dapat dilakukan siswa disekolah. Aktivitas siswa tidak cukup hanya mendengarkan dan mencatat seperti yang lazim terdapat disekolah-sekolah tradisional. Indikator yang menyatakan aktivitas siswa dalam proses belajar mengajar menurut Paul B. Diedrich yang dikutip Sardiman (2003:101) mengemukakan 177 aktivitas belajar siswa yang secara garis besar dapat di kelompokan atas 8 kelompok yaitu :
a. *Visual activities* seperti membaca, memperhatikan gambar, demonstrasi, mengamati percobaan.
b. *Oral activities* seperti menyatakan, merumuskan, bertanya, memberi saran, mengeluarkan pendapat, mengadakan wawancara, diskusi dan interupsi.
c. *Listening activities* seperti mendengarkan uraian, mendengarkan percakapan, mendengarkan diskusi dan mendengarkan pidato.
d. *Writing activities* seperti menulis, membuat laporan, mengisi angket dan menyalin.
e. *Drawing activities* seperti menggambar, membuat grafik, membuat peta dan diagram.
f. *Motorik aktivitis* seperti melakukan percobaan, membuat kontruksi model dan melakukan demontrasi.
g. *Mental activities* seperti menanggapi, mengingat, memecahkan soal, menganalisa melihat hubungan dan mengambil keputusan.

h. *Emotional activities* seperti menaruh minat, merasa bosan, gembira, bersemangat, bergairah, berani, tegang dan gugup.

Dari delapan kelompok aktivitas belajar di atas yang dapat diamati peneliti secara langsung dalam pelaksanaan pembelajaran adalah: *Visual Activities, Oral activities, Writing activities, Mental activities dan Emotional activities.* Dalam pembelajaran matematika aktivitas sangat membantu memahami konsep secara menyeluruh. Jadi guru tidak hanya mengajar tetapi juga memberikan bimbingan kepada siswa dalam menerima pelajaran.

Pada saat belajar matematika siswa akan menemukan beberapa fakta, keterampilan dan aturan tertentu. Hal ini menuntut siswa untuk belajar secara aktif. Keterlibatan siswa secara aktif dipengaruhi oleh usaha guru dalam membelajarkan siswa. Guru berperan sebagai fasilitator dan memberikan kesempatan pada siswa untuk menemukan dan menerapkan ide mereka sendiri.

Hasil belajar merupakan akibat dari proses belajar. Belajar merupakan proses yang ditandai oleh adanya perubahan pada diri seseorang. Antara proses belajar dengan perubahan adalah dua gejala yang saling terkait yakni belajar sebagai proses dan perubahan sebagai bukti dari hasil yang diproses.

Untuk melihat prestasi belajar siswa bisa dilihat melalui hasil belajar. Hamalik (2007: 159) mengatakan bahwa "hasil belajar menunjuk pada prestasi belajar, sedangkan prestasi belajar itu merupakan indikator adanya dan derajat perubahan tingkah laku siswa". Untuk mengukur hasil belajar siswa diadakan tes hasil belajar di mana dalam tes hasil belajar ini siswa dapat dituntut untuk menunjukkan prestasi-prestasi tertentu sesuai dengan pembelajaran. Ukuran keberhasilan siswa dalam belajar dinyatakan dengan angka atau huruf.

Selanjutnya Bloom dalam Arikunto (2008 :117) secara garis besar membagi hasil belajar atas tiga kategori yaitu:
a. Ranah kognitif, berkenaan dengan hasil belajar intelektual.
b. Ranah afektif, berkenaan dengan sikap.
c. Ranah psikomotorik, berkenaan dengan keterampilan dan kemampuan bertindak.

Jadi hasil belajar merupakan segala sesuatu yang diperoleh dan dikuasai atau merupakan hasil proses belajar mengajar. Pengukuran terhadap bidang ini memperlihatkan sampai dimana sesuatu itu telah tercapai. Untuk mengetahui tercapai tidaknya tujuan pengajaran serta kualitas proses belajar mengajar yang telah dilaksanakan, perlu dilakukan suatu penelitian atau evaluasi terhadap hasil belajar siswa.

II RESEARCH METHODS

Jenis penelitian yang dilaksanakan dalam penelitian ini adalah eksperimen. Metode penelitian eksperimen dapat diartikan sebagai metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendalikan (Sugiyono, 2009:72).

Berdasarkan jenis penelitian di atas maka objek dalam penelitian ini terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen merupakan kelas yang pembelajarannya menerapkan strategi pembelajaran aktif tipe *Practice-Rehearsal Pairs* dan kelas kontrol merupakan kelas yang pembelajarannya menerapkan pembelajaran konvensional.

Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMP Negeri 1 Ranah Pesisir yang terdiri dari 5 sekolah. Untuk mendapatkan kelas sampel yaitu kelas eksperimen dan kontrol digunakan teknik *Random Sampling*. Kelas VII.2 terpilih sebagai kelas eksperimen dan kelas VII.4 terpilih sebagai kelas kontrol.

Instrumen yang digunakan adalah lembar observasi aktivitas belajar siswa yang terdiri dari 6 indikator dan tes hasil belajar siswa. Untuk membandingkan apakah terdapat perbedaan hasil belajar siswa dari kelompok eksperimen dan kelompok kontrol dilakukan uji perbedaan rata-rata (uji satu pihak).

III RESEARCH FINDING

Untuk mengetahui gambaran aktivitas belajar matematika siswa selama penerapan strategi pembelajaran aktif tipe *Practice-Rehearsal Pairs* digunakan lembar observasi yang telah disusun oleh peneliti (dapat dilihat pada lampiran IX halaman 173). Dari hasil analisis yang dilakukan(dapat dilihat pada lampiran XXI halaman 194) diperoleh hasil sebagai berikut:

Tabel 1: Data Aktivitas Siswa Selama Penerapan Strategi Pembelajaran Aktif Tipe *Practice-Rehearsal Pairs*

Indikator	Periode	Rata-Rata
1. (Membaca dan memahami bacaan pada buku pegangan)	10 Menit (Pendahuluan)	0 %
	30 Menit I	94,83 %
	10 Menit (Penutup)	0%
2. (Menjelaskan prosedur)	30 Menit I	43,26 %
	30 Menit II	46,49 %
3. (Bertanya)	10 Menit (Pendahuluan)	2,24 %
	30 Menit I	5,31%
	30 Menit II	4,35%
	10 Menit (Penutup)	0 %
4. (Menulis/ mencatat)	10 Menit (Pendahuluan)	83,33 %
	30 Menit I	21,83 %
	30 Menit II	100%
	10 Menit (Penutup)	0 %
5. (Menanggapi/memberikan pendapat)	10 Menit (Pendahuluan)	0 %
	30 Menit I	8,76%
	30 Menit II	19,13 %
	10 Menit (Penutup)	5,87 %
6. (Tenang/tidak Ribut)	10 Menit (Pendahuluan)	93,94 %
	30 Menit II	88,32 %
	10 Menit (Penutup)	100%

Berdasarkan tabel 1 diatas Aktivitas siswa mempelajari bacaan dengan pasangannya pada pertemuan pertama belum memuaskan. Hal ini disebabkan siswa tidak mendengar penjelasan strategi yang peneliti terapkan. pertemuan kedua sampai keenam meningkat karena seluruh siswa melakukan aktivitas mempelajari bacaan dengan pasangannya dan siswa mulai memahami strategi yang penulis terapkan.

Pada periode 30 Menit II (Kegiatan Inti) banyak pasangan menjelaskan prosedur kepada pasangannya, pertemuan kedua persentase aktivitas siswa menurun disebabkan ada 2 orang siswa yang tidak menjalan kan tugasnya karena siswa ini belum mengerti dengan materi keekuivalenan PLSV, sehingga penulis mendatangi siswa untuk memberikan arahan dan membantu untuk menjelaskan kepada siswa tersebut. Secara keseluruhan pertemuansiswa sudah dapat menjelaskan prosedur kepada pasangannya.

Saat pada periode 30 Menit I (Kegiatan Inti) tidak terlalu banyak siswa yang mengajukan pertanyaan, karena siswa pengamat yang lebih banyak bertanya. Persentase aktivitas siswa bertanya pada periode 30 Menit I untuk pertemuan pertama adalah 2 orang siswa (6,89%), pertemuan ke 2,4 dan 5 hanya satu orang siswa yang bertannya karena siswa menanyakan keterampilan yang belum siswa mengerti yang dijelaskan kepada pasangan mereka, pada pertemuan ketiga meningkat karena ada tiga (10%) orang siswa yang bertannya, namun pada pertemuan keenam tidak ada aktivitas siswa yang bertannya sehinnga penulis menganggap siswa sudah mengerti tentang keterampilan yang diberikan pada pasangannya

Saat periode 30 Menit II (Kegiatan Inti) pada umumnya siswa bertanya 1 atau 2 siswa yang bertanya, aktivitas inimeningkat dari pada 30 menit I disebabkan adanya siswa yang tidak mengerti akan keterampilan yang diberikan pada pasangannya dan ada juga yang bertanya langsung pada saat siwa yang tampil didepan kelas untuk mempresentasekan keterampilan yaitu pada pertemuan ke 2 dan ke 5

Pada pertemuan pertama siswa tidak ada yang mencatat/menulis materi karena pada pertemuan pertama ini kegiatan pendahuluan peneliti gunakan untuk memperkenalkan diri dan menjelaskan prosedur pembelajaran yang akan peneliti laksanakan, sehingga tidak ada aktivitas mencatat/menulis. Pada pertemuan kedua sampai pertemuan keenam barulah ada aktivitas mencatat/menulis, karena pada pertemuan-pertemuan tersebut pada kegiatan pendahuluan peneliti bersama dengan siswa membahas PR yang tidak bisa dikerjakan oleh siswa.

Hanya sedikit siswa yang mau menanggapi/memberikan pendapat, mereka hanya menerima saja apa yang telah dijelaskan oleh pasangannya hal ini terlihat pada pertemuan pertama 6,89%, persentase aktivitas siswa menanggapi/memberikan pendapat pada pertemuan ketiga meningkat ada 5 (16,67%) orang siswa, hal ini terjadi saat siswa sudah memahami apa yang dijelaskan oleh pasangannya

Periode 30 Menit II, lebih banyak siswa yang mau menanggapi/memberikan pendapat bila peneliti bandingkan pada 30 Menit I, karena masing-masing pasangan ada yang belum jelas tentang keterampilan yang dijelaskan oleh pasangannya sehingga pasangannya banyak memberikan pendapat baik dalam berpasangan maupun pada waktu mempresentasekan kedepan kelas.

Ketika kegiatan pendahuluan, pada pertemuan pertama ada beberapa siswa yang kurang bersikap tenang dan ribut, karena penulis dibantu oleh observer, akan langsung memberikan teguran sehingga suasana kelas menjadi tenang dengan persentase 86,21%. Persentase aktivitas siswa tenang/tidak ribut pada setiap pertemuan beragam pada dasarnya masih bisa penulis antisipasi.

Ketika pada periode 30 Menit II terlihat siswa yang tenang/tidak ribut disaat siswa memperhatikan peneliti memberikan tambahan penjelasan dari pasangan yang tampil didepan kelas. dari pertemuan pertama sampai keenam selalu meningkat menjadi 100%.

Analisis data hasil belajar matematika pada penelitian ini adalah sebagai berikut:

a. Uji Normalitas Data

Uji normalitas dilakukan dengan menggunakan uji Liliefors. Uji normalitas dilakukan pada kedua kelas sampel untuk taraf

nyata $\alpha = 0,05$, kemudian didapatkan harga L_0 dan L_{tabel} seperti terlihat pada tabel berikut :

Tabel 2: Hasil Uji Normalitas Data Hasil Belajar Siswa

Kelas	Jumlah Siswa	L_0	L_{tabel}
Eksperimen	31	0,0784	0,1591
Kontrol	33	0,1294	0,1540

Dari tabel terlihat bahwa untuk kedua kelas sampel diperoleh $L_0 < L_{tabel}$ yang berarti hasil belajar kedua kelas sampel berdistribusi normal pada tingkat kepercayaan 95%.

b. Menguji Homogenitas Variansi

Uji homogenitas variansi bertujuan untuk melihat apakah kedua kelas sampel memiliki variansi yang homogen atau tidak. Dalam uji homogenitas digunakan rumus uji F dengan hipotesis $H_0 : \sigma_1^2 = \sigma_2^2$. Uji homogenitas dari kedua kelas sampel itu adalah dari skor hasil tes akhir diperoleh

$$\text{Variansi terbesar} = 435,45$$
$$\text{Variansi terkecil} = 264,76$$

$$F = \frac{variansi\ terbesar}{variansi\ terkecil} = \frac{435,45}{264,76}$$
$$= 1,6447$$

Kemudian dihitung harga F dengan melihat tabel distribusi F dengan taraf nyata α = 0,10 dan dk pembilang=31-1=30 serta dk penyebut=33-1=32, maka yang memenuhi dalam distribusi F adalah sebagai berikut:

$$F_{\frac{1}{2}\alpha(n_1-1,n_2-1)} = F_{0,05(30,32)} = 1,82$$

Kriteria pengujian adalah tolak H$_o$ jika $F \geq F_{\frac{1}{2}\alpha(n_1-1,n_2-1)}$. Dari hasil perhitungan tersebut diperoleh $F_{0,05(30,32)} = 1,82$ dan $F = 1,6447$. Karena didapat dari hasil perhitungan $F < F_{\frac{1}{2}\alpha(n_1-1,n_2-1)}$ yaitu $1,6447 < 1,82$. Maka hipotesis H$_o$: σ$_1^2$ = σ$_2^2$ diterima dengan taraf nyata α = 0,10. Kesimpulannya adalah data hasil belajar matematika pada kedua kelas sampel memiliki variansi yang homogen.

c. Pengujian Perbedaan Rata-rata

Dari hasil uji normalitas dan uji homogenitas yang telah dilakukan dapat disimpulkan bahwa kedua kelas sampel, yaitu kelas eksperimen dan kelas kontrol berasal dari

data hasil belajar yang berdistribusi normal dan mempunyai variansi yang homogen. Oleh karena itu, untuk pengujian hipotesis digunakan statistik sebagai berikut:

$$s = \sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}}$$

$$= \sqrt{\frac{(31-1)264,76+(33-1)435,45}{31+33-2}}$$

$$= 18,78$$

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{72,98-62,20}{18,78\sqrt{\frac{1}{31}+\frac{1}{33}}}$$

$$= 2,2949$$

Dari daftar distribusi t dengan peluang 95% dan dk = $n_1 + n_2 - 2$ = 62 didapat $t_{(0,95:62)} = 1,6695$ sedangkan t_{hitung} = 2,2949. Karena $t_{hitung} > t_{tabel}$ maka dapat disimpulkan bahwa hipotesis H_0 ditolak. Dengan demikian dapat disimpulkan bahwa hasil belajar matematika siswa yang menerapkan Strategi Pembelajaran Aktif tipe *Practice-Rehearsal Pairs* lebih baik dari hasil belajar matematika siswa yang pembelajarannya menggunakan pembelajaran konvensional pada siswa kelas VII SMPN 1 Ranah Pesisir.

Berdasarkan hasil observasi, aktivitas siswa di kelas eksperimen secara keseluruhan tidak terlalu mengalami peningkatan. Siswa hanya aktif saat kegiatan membaca dan memahami bacaan pada buku pegangan, tenang/tidak ribut selama proses pembelajaran berlangsung, menulis/mencatat dan saat menjelaskan prosedur pada pasangannya. Saat kegiatan mencatat/menulis materi pelajaran pada periode pendahuluan dan penyampaian materi, siswa yang hadir mau menulis/mencatat hasil pembahasan tugas rumah (PR) dan materi yang telah dijelaskan oleh peneliti. Saat peneliti memeriksa buku catatan siswa, terlihat catatan mereka lengkap. Ketika siswa menjelaskan prosedur kepada pasangannya, siswa mau menerima dan memberikan penjelasan kepada pasangannya. Peneliti yang dibantu oleh observer mengawasi dan membimbing siswa agar semua siswa mau saling menerima dan memberi keterampilan mereka masing-masing. Suasana pembelajaran di kelas tenang/tidak ribut, karena jika ada siswa yang ribut akan ditegur oleh peneliti maupun oleh observer.

Siswa mau memperhatikan dan mendengarkan keterampilan yang sampaikan oleh pasangannya, namun mereka belum mau bertanya dan lebih banyak diam. Jika peneliti meminta mereka untuk bertanya, mereka umumnya mengatakan sudah mengerti atau tidak ada lagi yang mau ditanyakan. Mereka cenderung hanya menerima apa saja yang disampaikan oleh pasangannya maupun oleh peneliti sendiri.

Pada kelas kontrol, banyak waktu yang bisa peneliti gunakan untuk membahas soal sehingga lebih banyak pula variasi soal yang bisa mereka kerjakan. Mereka terlihat lebih antusias mengikuti proses pembelajaran, dan jika belum mengerti mereka tidak malu untuk meminta peneliti mengulangi penjelasan materi. Saat siswa mengerjakan latihan, peneliti berkeliling untuk mengontrol dan mengawasi siswa sambil menanyakan hal-hal yang kurang mereka pahami. Siswa yang menuliskan jawaban di papan tulis pun juga tidak hanya siswa yang itu-itu saja karena siswa dipilih peneliti secara acak. Sehingga tidak hanya siswa yang pintar saja yang sering maju, namun semua siswa memiliki kesempatan yang sama untuk maju, dan agar semua siswa mau mengerjakan soal latihan yang peneliti berikan.

Di kelas eksperimen peneliti memberikan suatu keterampilan melalui soal latihan. Soal yang peneliti berikan hanya ada dua buah, karena keterbatasan waktu yang peneliti miliki. Jika keterampilan yang diberikan banyak, maka akan banyak pula waktu yang dibutuhkan untuk mengerjakan soal tersebut, jika peneliti terlalu lama dalam menjelaskan keterampilan tersebut maka kegiatan pembelajaran selanjutnya akan terganggu dan bisa juga tidak terlaksana seperti yang telah direncanakan sebelumnya. Namun peneliti memberikan penguatan dan penekanan pada bagian yang dirasa penting agar siswa lebih memahami apa yang peneliti jelaskan.

Hasil yang peneliti peroleh belum sesuai dengan landasan teori yang dikemukakan sebelumnya, yaitu penerapan strategi pembelajaran aktif tipe *Practice-Rehearsal Pairs* dapat meningkatkan aktivitas dan hasil belajar matematika siswa kelas VII SMPN 1 Ranah Pesisir. Hal tersebut mungkin dikarenakan peneliti yang belum mampu melaksanakan

kegiatan pembelajaran secara optimal sehingga belum mampu menarik minat dan membuat siswa antusias mengikuti proses pembelajaran yang peneliti lakukan.

Selain itu siswa juga sudah terbiasa dengan pembelajaran biasa sehingga sulit bagi siswa beradaptasi dengan strategi pembelajaran yang baru. Siswa di kelas kontrol terlihat lebih antusias mengikuti proses pembelajaran dibandingkan dengan siswa di kelas eksperimen dan proses pembelajaran di kelas kontrol lebih santai dibandingkan dengan kelas eksperimen yang sering terburu-buru dalam melaksanakan setiap kegiatan pembelajaran.

Saat menerapkan strategi pembelajaran aktif tipe *Practice-Rehearsal Pairs* peneliti menemui kendala sebagai berikut:

a) Menentukan pasangan.

Pada awal-awal pertemuan untuk menentukan pasangan peneliti melihat berdasarkan teman sebangku jadi kemampuan siswa tidak sama. Hal ini dikarenakan Siswa lebih suka memilih teman sebangku dari pada peneliti melakukan perubahan dalam berpasangan, dengan alasan siswa tidak sulit lagi untuk berpindah bangku setiap pelajaran yang peneliti lakukan. Sehingga peneliti lebih giat lagi untuk membantu pasangan yang tidak mengerti dengan pelajaran yang sedang dipelajari siswa

b) Mengelola ketertiban kelas.

Karena proses pembelajaran yang peneliti lakukan baru bagi siswa, sehingga menyebabkan suasana kelas kurang nyaman, karena siswa belum terbiasa, hal ini terjadi pada saat awal penelitian yang peneliti lakukan, dan peneliti selalu mengontrol setiap pasangan. Untuk menertibkan suasana kelas, peneliti juga dibantu oleh guru matematika yang berada dalam kelas tersebut.

c) Buku pegangan siswa

Buku paket sangat diperlukan oleh setiap siswa namun pada tannggal 3 november 2011, sekolah SMPN 1 Ranah Pesisir dan hampir setiap tempat tinggal siswa dapat musibah banjir, dalam hal tersebut peneliti mengambil inisiatif untuk memfotocopy materi pelajaran selama peneliti mengajarkan siswa agar mendukung proses belajar dan pembelajaran, peneliti juga dibantu oleh pihak sekolah untuk dana tersebut agar tidak memberatkan kepada siswa, buku fotocopy tersebut hanya bersifat sementara karena sekolah SMPN 1 Ranah Pesisir akan mendapatkan bantuan buku.

Dari hasil analisis data terlihat bahwa nilai rata-rata pada kelas eksperimen adalah 72,98 dan kelas kontrol adalah 62,20, hal ini menunjukkan bahwa rata-rata kelas eksperimen lebih baik dari kelas kontrol. Dilihat dari segi ketuntasan belajar siswa secara individu maka diperoleh pada kelas eksperimen nilai siswa yang diatas atau sama dengan KKM yang diterapkan sekolah 70 adalah 19 orang atau 61,29% sedangkan kelas kontrol sebanyak 12 orang atau 36,36%**.** Jadi, dapat disimpulkan bahwa pada kelas eksperimen siswa yang memperoleh nilai diatas KKM lebih banyak dari pada kelas kontrol. Berdasarkan perhitungan variansi diperoleh variansi kelas eksperimen 16,27 dan kelas kontrol 20,87 hal ini berarti bahwa nilai siswa dikelas eksperimen lebih beragam daripada kelas kontrol.

Berdasarkan pengujian uji-t diperoleh t_{hitung} = 2,2949 dengan taraf kepercayaan 95%, sedangakan t_{tabel} = 1,6696. Oleh karena itu t_{hitung} > t_{tabel}, dan hipotesis H_0 : $\mu_1 = \mu_2$ ditolak, yang menyatakan " Hasil belajar matematika siswa menerapkan Strategi pembelajaran Aktif tipe *Practice-Rehearsal Pairs* lebih baik dari hasil belajar matematika siswa yang pembelajarannya menerapkan pembelajaran konvensional pada siswa kelas VII SMP Negeri I Ranah Pesisir". :

IV CONCLUSION

Berdasarkan hasil penelitian yang diperoleh maka dapat disimpulkan bahwa:

Penggunaan Strategi Pembelajaran Aktif tipe *Practice-Rehearsal Pairs* tidak terlalu mengalami peningkatan aktivitas belajar matematika siswa Kelas VII SMPN 1 Ranah Pesisir.

Hasil belajar matematika siswa yang pembelajarannya menerapkan Strategi pembelajaran Aktif tipe *Practice-Rehearsal Pairs* lebih baik dari hasil belajar matematika siswa yang pembelajarannya menerapkan pembelajaran konvensional pada siswa kelas VII SMP Negeri I Ranah Pesisir pada pokok bahasan

Persamaan dan Pertidaksamaan Linear Satu Variabel.

Saran

Sehubungan dengan hasil penelitian yang diperoleh, maka penulis memberikan saran sebagai berikut :

1. Melihat Strategi Pembelajaran Aktif tipe *Practice-Rehearsal Pairs* memberikan dampak positif terhadap aktivitas dan hasil belajar matematika siswa, maka hendaklah guru matematika khususnya SMPN I Ranah Pesisir dapat menggunakan strategi pembelajaran ini.

2. Untuk penelitian selanjutnya diharapkan peneliti lebih bisa mengelola kelas dan menentukan pasangan siswa serta memperbaiki kekurangan-kekurangan yang ada dalam penelitian ini. Agar penelitian nantinya bisa memberikan hasil yang lebih baik.

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AN ANALYSIS OF STUDENTS' READING ABILITY IN IDENTIFYING GENERIC STRUCTURE OF NEWS ITEM TEXT

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Abstract

This research aims to determine the ability of students to identify the generic structure of the news item text. This research uses a descriptive method. Data is taken through examinations in the form of multiple choice questions. The results showed that the ability of students to identify newsworthy events, event backgrounds and sources of news item texts was at a moderate level. This is evidenced by the percentage of student scores for each of the generic structures is 58.46%, 69, 23% and 61, 54%. Therefore, teachers are advised to discuss more and provide training on generic structure of the news item text. Then, students are advised to research harder to understand and do generic structure exercises from news item text. Furthermore, the next researcher is expected to conduct research related to the problems faced by students in identifying the generic structure of the news item text.

Keywords: Reading, Generic Structure, News Item Text

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I INTRODUCTION

Reading is a language process that needs one's ability to understand and know the information provided in the passage. In other words, reading is a complicated process and there is much more to reading than recognizing printed words. Chia (2001: 22) states that in one current perspective on reading comprehension, the reading process is an interaction between a reader's prior knowledge and the information encoded in the text. This means a process that needs one's ability to understand and know the information provided in the text. It is an activity in receiving new idea, new information from printed page for intellectual growth and for mental reading.

In brief, reading can be said as an interactive communication that encompasses the background of knowledge and ability to organize the overall ideas of passage. In other words,

reading is a thinking process that needs the ability to interact with passage in order to understand. As a result, the students should find themselves reading more quickly, understanding more of what they read and therefore deriving more enjoyment from their reading.

In teaching reading especially in teaching news item text, the students are required to be able to understand the news item through identifying the generic structure. As stated by Gerot and Wignell (1994) news item is as a kind of text which is used to inform readers, listeners, or viewers about events of the day which is considered newsworthy or important.   White (1998) contributes his idea about news item. News item as a text type is a kind of a vital mechanism for the dissemination of information. Also, it is the subject of significant disagreement. It is common place for the media to report the

factual production of reality. He also says that the notion of the news item should be neutral and factual. It is neutral because the news item should be written from a neutral point of view and in unbiased way.

It is factual because the news item has an important function to spread the factual information happened that is commonly used by the media in neutral and factual form. A news item should tell only the facts; it should not give an opinion. In a well-written news article, the essential facts are given in the first one or two, or

lead, paragraphs, and subsequent paragraphs give the story in greater detail.

Basically, every type of writing has the same generic structure. This structure is important in helping the readers to identify the information of the text. There should be the beginning, the middle, and the end. Especially for news item, the beginning is called the news lead; the middle is news body, and the last is news foot. While the generic structures of the news item are newsworthy event, background events, and sources.

II RESEARCH METHODS

This research was descriptive research. It described students' ability to identify generic structure of news item text. Gay (1987: 189) says that descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study.

The population of the research was the second year students of SMA Pertiwi 1 Padang. Gay (1987: 102) defines population as the group to which the writer would like the result of the study to be generalized. There were about 295 students who were grouped into nine classes. There were four classes of IPA and four classes of IPS. Each classes consisted of 35 to 38 students. The writer chose this population to be studied because they had learned news item at the first year.

According to Gay (1987:101) sampling is the process of selecting representative number of individuals out of a larger group. To take the sample, the writer used stratified cluster random sampling technique. Stratified means the sample is taken on the consideration of their department IPA and IPS. The writer chose stratified cluster random sampling because the population has two strata, IPA and IPS, and the population have

been grouped into classes. To select the sample the writer signed the code of each class on pieces of paper. They were rolled and mixed up into two boxes. Then the writer chose one paper from IPA box and one paper from IPS box. The selected classes were IPA3 and IPS2 as the sample. There were 65 students.

The instrument used in this research was reading news item test. It was a kind of multiple choice tests. This test consisted of four texts with 30 items for try out and 21 items for the real test. The writer took 28 students from the population to do the try out. The students were given 60 minutes to do the test. In the test the students were asked to choose the appropriate answer in multiple choice.

Validity and reliability should be considered to have a good test. A good test is valid if it measures what is supposed to be measured. To see the validity of the test, the writer used content validity. Arikunto (2005:67) states that one of the characteristics of test validity is content validity. It means that the test is valid if it fixes with the materials that have been given to the students.

III RESEARCH FINDING

In this chapter, the researcher presents finding and discussion. The discussion will be divided into: students' ability to identify the generic structure of news item text, students' ability to identify the newsworthy event of news

item text, students' ability to identify the background event of news item text and students' ability to identify the source of news item text.

1. **Students' Ability to Identify the Generic Structure of News Item Text**

After the researcher checked and gave the scores for the students' answer, the researcher found that the lowest score was 4 and the highest score was 21. Then the researcher got mean 12.4 and standard deviation 6.35.

After that, the researcher classified the students' ability into three groups (high, moderate, and low). Students' ability was categorized as high if their scores were higher than 18.75. It was categorized as moderate if their scores were in the range of 6.05 to 18.75, and it was categorized as low if their scores were lower than 6.05.

Finally, the researcher calculated the percentage of the students who included in each of those three groups. The result was that 6 students (9.23%) had high ability, 57 students (87.69%) had moderate ability, and 2 students (3.07%) had low ability.

Based on the explanation above, it can be concluded that the students' ability to identify the generic structure of news item text was moderate. This statement was supported by the fact that 87.69% (57 students) had moderate ability. (See Appendix H)

2. Students' Ability to Identify the Newsworthy Event of News Item Text

The data on students' ability to identify generic structure of news item text demonstrated that the lowest score was 1 and the highest score was 8. It also revealed that the mean was 4.9 and the standard deviation was 1.88. Students' ability was categorized as high if their scores were higher than 6.78. It was categorized as moderate if their scores were in the range 3.02 to 6.78 and it was categorized as low if their scores were lower than 3.02. She calculated the percentage of students who were included in each of those three groups. The result was that 13 students (20%) had high ability, 38 students (58.46%) had moderate ability, and 14 students (21.54%) had low ability.

It can be concluded that the students' ability to identify the newsworthy event of news item test was moderate. It was indicated by percentage of students whose ability was included in moderate category 58.46% (38 students).

3. Students' Ability to Identify the Background Event of News Item Text

The data on students' ability to identify the background event of news item text showed that

the lowest score was 1 and the highest score was 7. It also revealed that the mean was 4.05 and the standard deviation was 1.49. Students' ability was categorized as high if their scores were higher than 5.54. It was categorized as moderate if their scores were in the range of 2.56 to 5.54 and it was categorized as low if their scores were lower than 2.56. She calculated the percentage of students who were included in each of those three groups. The result was that 10 students (15.38%) had high ability, 45 students (69.24%) had moderate ability, and 10 students (15.38%) had low ability.

From the explanation above, it can be concluded that the students' ability to identify the background event of news item test was moderate. It was supported by percentage of students whose ability was included in moderate category 69.23% (45 students).

4. Students' Ability to Identify the Source of News Item Text

The data on students' ability to identify the source of news item text demonstrated that the lowest score 1 and the highest score was 6. It also revealed mean was 3, 75 for mean and standard deviation was 1, 59. Students' ability was categorized as high if their scores were higher than 5, 34. It was categorized as moderate if their scores were in the range of 2, 16 to 5, 34 and it was categorized as low if their scores were lower than 2.16. She calculated the percentage of students who were included in each of those three groups. The result was that 9 students (13.83) had high ability, 40 students (61.54%) had moderate ability, and 16 students (24.62%) had low ability.

It can be concluded that the students' ability to identify the source of news item test was moderate. It was indicated by percentage of students whose ability was included in moderate category 61.54% (40 students).

The result of the research shows that the ability of the second year students of SMA Pertiwi 1 Padang to identify generic structure of news item test was moderate. It can be discussed more detail in each aspect of generic structure of news item text.

In term of newsworthy event, the students have mistakes in identifying the event. It is indicated from the test item number 15 in the text 5 and 18 in the text 6. Then, in identifying the background event of the news item text, students

was confused to choose the best answer of the test item number 21 in the text 6. While in identifying the source of the news item test, the students found difficulties to answer the test item number 8 in the text 2 and 16 in the text 5.

It can be concluded that among of 21 items, dominant students did mistake in 5 items as stated above.

IV CONCLUSION

After having discussion in the previous chapter, the researcher concluded that the ability of the second year students of SMA Pertiwi 1 Padang to identify generic structure of news item text was moderate. The data described that there were 57 students (87.69%) had moderate ability to identify the generic structure of news item text, 2 students (3.07 %) had low ability to identify the generic structure of news item text and 6 students (9.23%) had high ability to identify the generic structure of news item text. Specifically the results of the research are as follows:

1. The ability of the second year students of SMA Pertiwi 1 Padang to identify the newsworthy event of news item text was moderate. It was proved by the fact that 58.46 % of the students had moderate ability

2. The ability of the second year students of SMA Pertiwi 1 Padang to identify the background event of news item text was moderate. It was proved by the fact that 69.23% of the students had moderate ability.

3. The ability of the second year students of SMA Pertiwi 1 Padang to identify the source of news item text was moderate. It was proved by the fact that 61.54 % of the students had moderate ability.

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The teachers are expected to review the materials and give more exercises about the generic structure of news item text since the result of research shows that the students' ability to identify the generic structure was moderate.

2. The students are suggested to learn more about the generic structure of news item text and they are expect to do more exercises about it.

Since the students' ability to identify the generic structure of news item was moderate, the writer suggests other researchers to research the students' difficulties to identify the generic structure of news item text.

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THE EFFECT OF QUESTIONING STRATEGY AND STUDENTS' MOTIVATION TOWARD READING COMPREHENSION OF NARRATIVE TEXT AT THE ELEVENTH GRADE SOCIAL SCIENCE OF SMA NEGERI 1 TALAMAU PASAMAN BARAT

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Abstract

In teaching reading comprehension, teaching strategy and motivation influence students' reading comprehension. Strategy which was used in this experimental research was Questioning strategy. Questioning strategy can be used as a variation of teaching strategy in teaching reading comprehension. The purpose of this research was to find out the effect of questioning strategy and students' motivation toward reading comprehension of narrative text. This research was an experimental research with factorial design 2x2. It was conducted at SMA Negeri 1 Talamau Pasaman Barat. The population of this research was eleventh grade social science students with total population of 40 students. The sample was taken by using total sampling; so all of population was taken as sample. XI IPS 2 was experimental class and XI IPS 1 as control class. The instruments of this research were reading comprehension test and questionnaire. The data was analyzed by two ways ANOVA (ANOVA 2x2). The results of this research are (1) Reading comprehension of students who are taught by questioning strategy is better than reading comprehension of students who are taught by conventional strategy. Fo = 196.582 > Ft = 2.69, it means that Ha is accepted. (2) There is no interaction between strategy and students' motivation toward reading comprehension. Fo = 0.012 < Ft = 2.69, it means that Ha is rejected. When no interaction is present it means that these two strategies did not influence each other so we do not need to continue for hypothesis 3 and hypothesis 4. In short; questioning strategy can be used as a teaching strategy in teaching reading comprehension at SMA Negeri 1 Talamau Pasaman Barat. Other researchers are suggested to do futher research about questioning strategy dealing with of the skills.

Keywords: Questioning Strategy, Students' Motivation, Reading Comprehension of Narrative Text

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I INTRODUCTION

Reading is one of the English skills that should be studied by all students in learning language. Reading can help the students to get much information through comprehending the text, because the important part of reading process is reading comprehension. One of the strategies that can help the students comprehend the reading text is by using questioning.

Questioning means that the students should answer some questions.

Nuttal (1996:181) states that "getting students to answer a question is one way for the teacher to get some access to what is going on in their minds". In addition, the questions are used to increase the students' cognitive ability. The cognitive questions are divided into two parts

namely low level and high level questions (Soetomo, 1993).

Based on the curriculum K13, the standard competence of reading skill for the second grade students of senior high school is for the students to be able to comprehend the meaning of short functional text and essay in a form of narrative, descriptive, recount, report, news item, exposition, explanation and discussion in daily life context as well as to access science. It means that they are not only expected to write a text in certain genre but they are also required to be able to understand some sort of texts.

According to the curriculum 2006, in the standard competency of senior high school, there are many genres that must be comprehended by the students. They are descriptive, exposition (analytical and hortatory), narrative, recount, review, spoof, report, news item, explanation, and discussion. From all the genres, exposition and narrative are considered as the most important ones to be taught to high school students of Indonesia since they are frequently found in every semester on National Curriculum. In this case, the researcher chooses narrative text because it is also offered in the curriculum for second semester at grade XI.

After having preliminary research at Grade X students of SMA Negeri 1 Talamau Pasaman Barat on July 19th 2018, the researcher found that the English achievement was low. It was found 3.6 % students of Grade XI IPS 1 got 60-69 point, and 2.16 % got 70- 79 point, 2.16 % students of Grade XI IPS 2 got 60- 69 point and 1.44 % got 70- 79 point. However, there was no students got 80- 89 point. It was proved by the student's achievement when they were in the eleventh grade with the passing grade is equal with KKM (Minimum Achievement Criteria). The perfect score is 100 while the minimum of KKM is 75. According to English teacher the problem was in reading comprehension of the text.

Based on the preliminary research above, there were some problems found by the researcher, which were considered as the causes of the students' low reading comprehension. The problems were in the teaching reading comprehension itself. First, most of the students got difficulties in comprehending the text. They had lack of vocabulary. The students had limited prior knowledge with the text discussed in the class. The students did not know the meaning of the text, and the teacher did not give scanning skill before reading the text. The teacher only focused on the question of text and the students did not comprehend the content of the text.

Moreover, students had low of motivation in reading. The students did not understand the text and the students did not give any feedback during teaching and reading process. When the teacher asked them to answer the question related to the text that they have read; only a few of them participated and most of them were lazy. In addition, the teacher only discussed the material based on the text without giving any various activities to make the students more motivated in reading.

Then, it was also found that during teaching reading in the classroom the teacher still used conventional strategy. It means that the students focused on reading text only. The teacher just simply gave some questions to the students based on the text itself without giving various questions to make the students more interested in the reading activity itself.

The problems above were caused by some factors and it influenced the students' low ability in comprehending English text. It can be caused of the teaching strategy that was used by the teacher in teaching reading comprehension. From the preliminary data, it was found that there were some factors that influence students' low ability in comprehending reading comprehension. The first factor was material. The students were not interested to the material because it was not related to the students' real lives and daily experiences. The students did not have any background knowledge about the material presented. Those factors made the students have difficulties in grasping the idea of the text. In short, the students felt reluctant, bored, uninterested and unmotivated during reading activity.

The second factor was that the teacher was unable to motivate the students in teaching reading. The teacher only used the text itself without media that can help increasing the students' motivation in reading. The third factor was related to the strategy used by the teacher in the classroom. The strategy was not varied (monotonous). The strategy that was used by the teacher is reading aloud. The teacher guided the students to the text as well as helped them to

translate the reading passage since the time was limited. The teacher also guided the students to text since the period of the time was limited. The teacher guided the students to find out the meaning and to understand the difficult words. Sometimes, even though the students had translated all the words, they still could not get the idea or concept of the text. As the result, this monotone activity made the students feel less interested doing the reading activity.

Based on the description above, the researcher assumed that questioning strategy can be considered as a strategy in teaching reading comprehension to make the students more active in the classroom. Brown (2001:169) states that "it is one of the best ways to develop teacher' role as an initiator and sustainer in the classroom discussion". In any teaching activities, questions played as an important role. By using questioning strategy, the teachers would be able to make their classroom discussion more effective and lively. In addition, especially in narrative text, according to Adler (2001) the researcher can use questioning strategy because one of the steps of questioning strategy is story structure instruction that ask the students to learn to identify the categories of content (generic structure) in the text. So this strategy matches with the text that the researcher used. Furthermore, the researcher was interested in doing a research by using questioning strategy to find out whether there were some effects of questioning strategy and students' motivation toward reading comprehension of narrative text at Eleventh Grade Social Science at SMA Negeri 1 Talamau Pasaman Barat.

1. Questioning Strategy

According to Adler (2004: 2) there are seven steps of questioning strategy. First, monitoring comprehension. According to C.R. Adler (2001) students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategy to "fix" problem in their understanding as the problem arise. Second, metacognition can be defined as "thinking about thinking". It means students think about and have control over their reading. Before reading, they might clarify their purpose for reading and previewing the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and

"fixing" any comprehension problems they have. After reading, they check their understanding of what they have read (C.R. Adler, 2001). Third, graphic and semantic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. According to Adler (2001) graphic organizer can help students focus on text structure "differences between fiction and nonfiction" as they read, provide students with tools they can use to examine and show relationships in a text, help students write well- organized summaries of a text. Fourth, the question- answer relationship strategy (QAR) encourages students to learn how to answer questions better.

Fifth, generating questions make students become aware of whether they can answer the questions and if they understand what they are reading. Sixth, in story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Instruction in story structure improves students' comprehension. Seventh, summarizing requires students to determine what is important in what they are reading and to put it into their own words. In other words, this strategy can develop students interesting with the text.

2. Motivation

Motivation is a subject that provokes teachers because they realize from either their professional training or instinctively that this is an issue that has different meaning to success and failure in the classroom. Weiner (1990) notes that psychologists recently have focused on clarifying classroom goals (both teachers and students) in an attempt to improve students achievement.

Naiman et al (in Ur, 2000:275) state that the most successfully students necessarily are not those to whom a language comes easily. They are those who display certain typical characteristics as follow:

    a) Positive task orientation.
    b) Ego-involvement.
    c) Need for achievement.
    d) High aspirations.
    e) Goal orientation.

f) Perseverance.
g) Tolerance of ambiguity.

In conclusion, learning motivation refers to the students internal state that arouses sustains, directs, and integrates behavior to get successfulness in learning and the effort to get it. These indicators are positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity.

3. Reading Comprehension of narrative Text

According to Cain et.al (2004:32) "the component skills in reading comprehension are inference making, comprehension monitoring and understanding text structure". Inferences are necessary to make sense of a text and that required either the integration of information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is also known as cognitive monitoring (McWhorter, 1992:40). It means that the readers keep track or being aware of what is happening mentally as they read. In cognitive monitoring, the readers maintain an awareness of their level of understanding by picking up clues or signals that indicate whether they understand what they are reading. Knowledge about the organization of texts is skill that helping readers to invoke relevant background information and schemas to facilitate their construction of a meaning- based representation.

The researcher combines the explanations from the reading indicators of narrative Cain et.al (2004:32) as indicators of reading comprehension of narrative text which is based on syllabus of senior high school, such as: making inferences, comprehension monitoring, understanding text structure.

II RESEARCH METHODS

This research was quasi- experimental research. Gay (2000: 37) states that "the quasi-experimental research is non- randomized". The researcher used two classes. They were experimental class by using questioning strategy and control class by using conventional strategy. Both classes had the same material, length of time and the same teacher. This research only used post- test toward the two groups (experimental and control group). The researcher was used treatment factorial design by block (2x2) design which shows the effect of the variables. This research consists of three variables. Independent variable were questioning strategy and conventional strategy and dependent variable were reading comprehension, while students' motivation as moderator variable.

This research was done at SMA Negeri 1 Talamau Pasaman Barat. The population of this research was the eleventh grade social science students of SMA Negeri 1 Talamau Pasaman Barat. There were 40 students who were divided into two classes; they are XI IPS 1 and XI IPS 2.

The researcher used total population as sample of the research. The sample of this research was selected by total sampling. By using this technique the existing class was taken.

According to Sugiyono (2011:124) "total sampling is tehnique of sampling when the total of population was used sample of the research".

In this research, questionnaire and reading comprehension test were used as the instruments to collect the data.

1. Questionnaire

In this research, the researcher had discussed the questionnaire with the expert judgment from the psychological field (Prof. Dr. Mudjiran, Ms.Kons). the researcher used Naiman et al in Ur, 2000: 275 as indicators of motivation.

2. Reading Comprehension

The researcher used a multiple choice test as the instrument. The test was aimed to measure the students' reading comprehension. It was designed based on the indicator of reading comprehension. The test was tried out before it was used. It was done to know whether the instrument which was going to be used meet the criterion of a good test or not. Moreover, the instrument of the test also had been validated by an expert before it was used in the research. In technique of data analysis the researcher used lilliefors test to normally the data, used uji barlet to homogeneity testing and two ways ANOVA by Ferguson, 1976 to test the hypothesis.

III RESULTS AND DISCUSSION

1. Reading Comprehension

In this research, the data of the students' reading comprehension was taken from post- test. The summary of reading comprehension of narrative text score can be seen as follow:

Table. The Summary of Reading Comprehension Narrative text

Group	Reading comprehension	Total	Mean	Variance
Experimental	High	532	88.67	9.07
	Low	409	68	11.4
Control	High	504	84	25.6
	Low	379	63	9

The control and experimental groups were given different treatment. The experimental class was taught by questioning strategy, and control class was taught by conventional teaching. The students taught by questioning strategy were 20 students. In this research, the researcher gave 100 for maximum score of each student. The total of students' score in experimental group was 1576, with the mean score 78.80 and the variance 115.5.

In control class, the highest score of reading comprehension was 92, and the lowest score was 60. The total score of students' reading comprehension in control group was 1459, with the mean score 72.95 and the variance 81.6.

In this research, the researcher divided the reading comprehension score of experimental and control class into two groups. The first group consisted of students who had high motivation, and the second group consisted of students who had low motivation

2. Motivation

The researcher divided the students' motivation into two categories. There was high and low motivation. Sudijono (2011) states that the numbers of the participants were taken 27% from each score of motivation. It needed 27% of the sample. So, students with high class participation were students who have score based on 27% amount of students who had high score of the observation. Meanwhile, students with low class participation were 27% amount of students who had low score. In this research, there were

six students in each group, high and low motivation.

Table. Summary of Students' Motivation in Experimental and Control Class

Group	Motivation	Mean	Max	Min	Std. dev	Variance	Sum
Experimental	High	125	132	121	4.05	16.4	750
	Low	92.7	102	89	4.97	24.7	556
Control	High	151	159	146	4.96	24.57	905
	Low	111.2	117	97	7.44	55.4	667

From the table above, it can be seen that the students' score of experimental class who had high motivation had the interval 121-132, and the variance was 16.4. The students who had low motivation had the interval 89-102 and the variance 24.67.

In the control class, the data of students' motivation was grouped into two; high and low motivation. The students' score of control class who had high motivation had the interval 146-159, and the variance of the score was 24.57. The students who had low motivation in control class had the interval 97-117 and the variance of motivation score was 55.4.

Hypothesis Testing

In this research, the researcher used ANOVA 2x2 formula *unweighted means* in analyzing the interaction between both of the strategy and motivation to students' reading comprehension. The purpose of this research was (1) to find out questioning strategy was better than conventional strategy to students' reading comprehension. (2) to find out whether there is interaction between teaching strategy (questioning strategy and conventional strategy) and motivation toward students' reading comprehension of narrative text.

Table. The Result of ANOVA

Sum of Variance	JK	Db	Variance	Fo	Ft
Inter-row (a)	2703	1	2703.00	196.582	2.69
Inter-	140.1	1	140.17	10.19	2.6

column (b)	7			4	9
Interaction (AxB)	0.17	1	0.17	0.012	2.69
Within cell	275	20	13.75		
Total	2978	23			

Based on conclusion ANOVA 2x2 above we could see:

1. Alternative hypothesis (Ha) explained that questioning strategy was better than conventional strategy to students' reading comprehension of narrative text. Fo > Ft. Fo = 196.582 > Ft 2.69. It means that Ha was accepted and Ho was rejected.

2. Alternative hypothesis (Ha) explained that there is no interaction between teaching strategy (questioning strategy and conventional strategy) and students' motivation toward reading comprehension of narrative text. Fo < Ft (Ha rejected). Because Fo = 0.012 < Ft 2.69.

The third row in table of ANOVA above showed that score of Fo was 0.012 and the score of F_{table} was 2.69. It can be concluded that Fo < Ft. It means Ho accepted, it could be said that there was no interaction between both of strategy and motivation to students' reading comprehension.

From the data above showed that there is no interaction between teaching strategy (questioning strategy and conventional strategy) and students' motivation toward students' reading comprehension of narrative text at grade XI of SMA Negeri 1 Talamau Pasaman Barat, it was happened by some factors. They were the

schedule of the research was limited and the technique sampling that researcher used was not efficient,so the hypothesis could not be continued to hypothesis 3 and 4.

Discussion

a. Questioning strategy was better than conventional strategy to students' reading comprehension

From the result of first hypothesis, it could be seen that the mean score of experimental class which was taught by questioning strategy was higher than control class which was taught by conventional strategy. It can be concluded that questioning strategy gave significant effect toward students' reading comprehension. This finding was in line with the findings of research which was conducted by Dian Pramesti (2014). She found that the students' physic thinking that were taught by strategy learning by questioning was better than conventional teaching.

b. There was no interaction between both strategy and students' motivation toward students' reading comprehension.

The second hypothesis of this research showed that the F count for interaction was lower than the F table value. It means that Ho was accepted, there was no interaction between both strategy and students' motivation toward students' reading comprehension. So, it can be said that this strategy can be used in teaching reading comprehension without considering the prerequisite of students' motivation in learning. In this case, it showed that motivation was not one of the variables that influence students' reading comprehension.

IV CONCLUSION

Based on the research finding that was done for eleventh students of SMA Negeri 1 Talamau Pasaman Barat above, it can be concluded that:

1. Students who were taught by questioning strategy had better reading comprehension than students who were taught by conventional strategy. It can be

seen from the mean score in hypothesis. If Fo > Ft, Fo = 196.582 > Ft = 2.69, it means that Ha was accepted.

2. There was no interaction between strategy used and students' motivation toward students' reading comprehension. It happened because Fo < Ft, Fo = 0.012 < Ft 2.69. It means that Ha was rejected.

Suggestion

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

1. Questioning strategy can be applied in teaching learning process, especially if it purposes to improve students' achievement and motivation.

2. Teachers should know the step of questioning strategy well before teaching reading.

It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides, they are also suggested to conduct the same research for other skills and other kind of text.

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CODE SWITCHING IN SIGAPOKNA LANGUAGE UTTERED BY MINANGKABAU PEOPLE IN SIGAPOKNA, MENTAWAI

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Abstract

This research contains the title "Code Switching in Sigapokna language changed by Minangkabau people in Sigapokna" viewed from a structuralism perspective, this research discusses language contact occurring in bilingual or multilingual communities, because in this society it uses more than one language. The occurrence of language code switching in Sigapokna is due to the mixing of two languages between the Sigapokna language and the Minangkabau language, native speakers of the Minangkabau people who settled in Sigapokna. Limited to some basic ideas related to observation into three questions as follows: (1) What is the form of code switching in the Sigapokna language, (2) What is the Sigapokna matrix in Minangkabau speakers, (3) What are the causes of code switching in the Sigapokna language. used is from Nababan about sociolinguistics used to answer the purpose of this research. For data analysis methods, the research used is a qualitative and quantitative approach. This approach emphasizes the meaning and understanding of the mind, reasoning, definitions of certain situations (in some contexts), more to examine matters relating to daily life such as the culture of an area. The purpose of research is usually related to practical matters.

Data analysis is also a process of simplifying data into forms that are easier to read and interpret to look for broader meanings and implications from the results of research over language codes in Sigapokna. Data collection techniques in this research, to get the data and information needed, researchers used literature research techniques. In literature studies, researchers use techniques that are played with interviews and record data, materials, or references related to the problem and purpose of the research. Using library research techniques in finding data relevant to the subject of analysis. From the data collected amounted to 563. Data in the Minangkabau language form was mixed with 280 and the language while in the Sigapokna language form was 283. From the collection, the matrix language was 280/283×100% of the Minangkabau language. Sigapokna language is mixed with Minangkabau 283 so, it can be concluded that the mixed Sigapokna language is 283/280 × 100%. The occurrence of language contacts or code switching depends on the location or where someone lives. If someone is in an area with different languages and cultures, there will automatically be a code transfer between the speaker, the speech partner and the speech partner in order to avoid a misunderstanding. From the conclusion of the code switching data above, native Minangkabau speakers are more dominant using the Sigapokna language.

Keywords: Code Switching, Matrixs, Language

I INTRODUCTION

Language is a communication tool that is owned by humans to convey ideas, feelings, and information in socializing with other communities. Community life will not be separated from language because language is a means of communicating in everyday life. Community life is dynamic as well as language, which always follows people's lives so language changes. Rahardi (2015: 20), has shown that if there are two or more languages used interchangeably by the same speaker language contacts occur. It is said that because there are events of mutual contact between languages with one another in communicating events. Language contact is an event that influences each other between one language and another, whether it occurs directly or indirectly.

Contact events between languages can lead to language changes Rahardi (2015: 21). Language contact occurs in bilingual or multilingual societies, because in this society more than one language is used. In the view of sociolinguistics, linguistic situations in bilingual or multilingual societies are interesting to research, because there are several languages in verbal interaction. In an open society, it means that its members can receive arrivals from other communities, both from one or more than one community, there will be language contact. When stands out from language contact is the occurrence or presence of bilingualism and multilingualism with a variety of cases, namely interference, integration, code switching, and code mixing.

Code switching is a transition event from one code to another. So if a speaker first uses code A (Minangkabau language) and switches to using code B (Sigapokna language), then the switching event in using that language is called Suwito code switching in Rahardi (2015: 23). Chaer (2004) defines code switching as a transitional symptom of language use because of changing circumstances. Rahardi (2015: 25) describes code switching, which is the use of alternating languages or perhaps more, language variations in the same language or perhaps language styles in a bilingual speech society. Symptoms of the transition of language use in a communication act are determined by speakers and speech partners.

The communication action of a bilingual in transferring the use of language is done with the awareness of the users of the language. Thus, code switching itself is a symptom of the transition of language usage that occurs because of changing circumstances. Code switching occurs between languages, can also occur between various languages. In social events, code switching is influenced by linguistic and nonlinguistic factors, because code switching is related to the social situation of the community. Factors that influence the occurrence of code switching are speakers or speakers, listeners or opponents of speech, changes in situations with the presence of people or third parties, changes from formal situations to informal situations or vice versa, and changes in topic of conversation.

Code switching is closely related to the problem of transferring language use by a group of speakers which can occur due to language contact. In bilingual and multiligual societies there is mutual contact between one language and another. This kind of condition can lead to the existence of a dependency relationship between one language and another language in the speech community. That is, there has never been a speaker in a bilingual society who only uses one language in a pure way, not influenced by other languages that actually already exist in the speaker. This can cause symptoms of code switching. Sigapokna Village, West Siberut Subdistrict, Mentawai Islands Regency is one of the villages where the majority of the population uses Sigapokna language as a language for everyday communication. But since the stabbing of the Minangkabau people in the village of Sigapokna the Sigapokna community has turned into a multilingual community.

This allows the local community to be able to speak in this research, the community in question was a group of people who came and lived in the village of Sigapokna with family members, both indigenous people and immigrant communities who had settled in the area. Entrants enter a business, and usually use the homes of surrounding communities as temporary shelters or rent out shophouses to develop their businesses. This causes the community to socialize with newcomers they use regional or Minangkabau languages. As a result, in

socializing between communities they switch to using language. The ability of multilingual people to influence their habits in communicating daily with family members. Families who are multilingual in communication not only use one language but can use more than one language and are used interchangeably according to context and speech discussion.

A multilingual community that is a community that has several languages. Such a society occurs because some ethnic groups also form a society, so that in terms of ethnicity it can be said as a plural society Sumarsono (2014). Then this thought became the basis for making language code switching in families in the Sigapokna community as a sociolinguistic

research that examines a language in its relation to the user community. This phenomenon is interesting to research because the results of this research can provide an objective description of the form of language coding in the family domain in Sigapokna with the influx of Minangkabau language Sigapokna language can be affected as well as the for example, *mee mailobak (Sigapokna language), pai manciang (Minangkabau language), mee mamanciang (code switching),* going fishing (English), *maibuat loingak (Sigapokna language) angkek kayu (Minangkabau language), angkek loingak (code switching),* liftingwood (English).

II RESEARCH METHOD

The method used is qualitative and quantitative research which aims to create a systematic, factual, and accurate code switching in sigapokna language uttered by Minangkabau people district west siberut Mentawai island. Field research is collecting data by conducting research directly on the object of research through:

1) Observation

The technique observation is carried out to see directly the object to be examined. This is related to the determination of the observation point of the area to be studied. With this technique, the researchers directly observed the area to be investigated regarding language code switching in the Sigapokna area.

2) Interview

According to Arikunto S. (2002) "Interview is a dialogue conducted by the interviewer to get information from informants in the sense of reports about his personality or other things that he knows." And then according to (Keraf Gorys. 1982) an interview is a way to collect data by asking questions directly to the informant or authority (expert or authority in a problem). The informant functions as a search for data sources interviewed by researchers to look for information about language code switching in Sigapokna, then the informants who are originally sought by Minangkabau people who enter and reside or settle in Sigapokna village and then informants are preferred men.

3) Note

The technique note is used to record and determine the form of language transfer from the informant. Questions addressed to informants in the interview are adjusted to the order of questions. Every answer obtained from the informant was recorded in connection with the code switching in Sigapokna language.

4) Record

Records are recording information from informants guided by a list of questions that have been prepared. The list of questions used is the basic Swadesh vocabulary list created by Mahsun (2011). This aims to avoid informant answers that are not influenced by the standard language of the area concerned. The recording method used by the informant is very important because recording we can find out the language code switching and then recording technique the language used by the informant is very clear and precise.

Many are found in language learning, for example in the field of language code switching, embarrassed informants are considered to be less prestige isolates and then tend to provide information about more prestigious forms, but actually not separately. In this research, researchers conducted interviews with informants and carried out by recording each item given by the informant regarding the code switching of the Sigapokna language.

Researchers were also assisted by indigenous peoples known as informants under research.

The researchers and informants could get to know each other, this indigenous community would use the Sigapokna language in introducing the purpose of the researchers' arrival to the informants not to provide a list of questions based on direct data requests, but the researchers conducted interviews with informants interacting in using two languages namely Sigapokna language and language Minangkabau so that the results of language code switching are precise and clear.

In the interview process, the researchers also conducted enthusiastically so that the informants were enthusiastic and in this case the sentence can be used, which is easy to understand. These sentences are expected to have a close relationship between the researcher and the respondent, so that the resulting output can be in the form of natural data. Object or location of data source the research was conducted in the village of Sigapokna in west siberut Mentawai island district.

Method of Analyzing the Data

In analyzing, the research analysis used is a qualitative approach. This approach emphasizes the meaning and understanding of the mind, reasoning, definitions of certain situations (in some contexts), more to examine things related to daily life such as the culture of a region. The purpose of research is usually related to practical matters.

Data analysis is the process of organizing and sorting data into patterns, categories and basic units of the results of observations that have been written in the form of field notes, interviews, official personal documents, photos, drawings and so on. Data analysis is also a process of simplifying data into forms that are easier to read and interpret in order to look for broader meanings and implications of research results. All data obtained from the field through interviews and observations will be systematically compiled and then analyzed qualitatively, the implementation of which has been carried out since the data collection was carried out and worked intensively, that is after leaving the field. Data obtained in the field are recorded in the field notes. Then collected and studied as a whole and then analyzed and

researchers must begin to analyze it during the research process.

The analysis in this research is to describe the transfer of code switching in Sigapokna language. Data analysis in qualitative research is an activity that is carried out continuously throughout the research, carried out starting from data collection to the writing of the report. Data analysis was carried out since descending to the research site, each data collected was transferred into a field notebook. Furthermore, it will be grouped and analyzed and interpreted. Activities undertaken by a researcher in analyzing data are carried out continuously throughout the research. Data analysis was carried out from the beginning of the research until the end of the research, analyzed starting from examining all available data from various sources, namely in-depth interviews, observations and secondary data.

Research using this qualitative method will use qualitative analysis. Analysis by making a description that is expected to be able to provide a concrete explanation of the problem under research. Researchers will concentrate during the research, so that they can produce data that can really be accounted for. By recording interview results and direct observation by focusing on the appointment of meaning (in the form of interpretation of field data).

Data analysis is done in stages and continuously, after the results of interviews and observations are collected (in the form of field notes) it will be immediately written down and consulted with the supervisor of the research results obtained. Re-discuss things that need to be done to get a more concrete explanation. This will be done continuously until the data to be achieved is fulfilled. The data generated will be arranged systematically, so as to provide an overview of the conclusions of the research. This research uses a qualitative approach to find data about language code switching in Sigapokna, West Siberut, Mentawai Island District.

Techniques of Collecting the Data

In this research, to obtain the data and information needed, researchers used literature research techniques. In library research researchers use the techniques of played by interview and note the data, materials or references that are related to the problem and research objectives. Data analysis in qualitative

and quantitative research means as a systematic test of the data to determine its parts, the relationship between the parts, and the relationship of the parts with the whole, by categorizing data and looking for relationships between categories. From some understanding of data analysis, researchers group data into certain groups and look for relationships between groups of data. This literature research method or literature is done by obtaining written data or information sourced from books and various articles which, according to researchers, can support this research. This research uses literature research techniques to find data about language code switching in Sigapokna, West Siberut, Mentawai district.

Techniques of Analyzing the Data

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking down into units, synthesizing, organizing into patterns, choosing what is important and which will be studied, and make conclusions so that they are easily understood by themselves and others Sugiyono (2011: 333).

The data analysis technique used in this research is the interactive model of Miles, etc (1992), namely the interactive model. This method classifies data analysis in three steps, namely:

1. Data reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary and organizes data so that final conclusions can be drawn. Reduction does not need to be interpreted as data quantification. The data obtained from the field is quite a lot, so it needs to be recorded carefully and in detail. As stated earlier, the longer the researcher is in the field, the more data will be obtained, more complex and complicated. For this reason, it is necessary to immediately analyze data through data reduction. Reducing data means summarizing, choosing the main points, focusing on the things that are important, and looking for themes and patterns. This the reduced data will provide a clearer picture, and make it easier for researchers to do further data collection, and look for it if necessary. Data reduction can be helped with

equipment, such as computers, notebooks, and other telephones. In reducing data, each researcher will be guided by the objectives to be achieved. The main objective of qualitative research is on the findings.

Therefore, if researchers in conducting research find anything that is considered unfamiliar, unknown, does not yet have a pattern, that is precisely what the researcher must pay attention to in conducting data reduction. Data reduction is a sensitive thought process that requires intelligence, discretion, and a high level of insight. For researchers who are new, in conducting data reduction can discuss with friends or other people who are considered sufficient to master the problem under research. Through this discussion, researchers' insights will develop, so as to reduce data that has significant value finding and theoretical development. This research uses data reduction techniques to search for data about language code switching in Sigapokna.

2. Presentation of data

Presentation of data is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions. Forms of qualitative data presentation in the form of narrative text (in the form of field notes), matrices, graphs, networks and charts. In quantitative research, the presentation of data can be done using tables, graphs, pictograms, and so on. Through the presentation of these data, the data is organized and arranged in a relationship pattern, so that it will be more easily understood. Unlike the case in qualitative research, where the presentation of data is done in the form of brief descriptions, charts, relationships between categories, and the like. According to Miles and Huberman, the most often used to present data in qualitative research is the narrative text. With the presentation of the data, it will be easy to understand what is happening, and plan further work based on what has been understood. Furthermore, Miles and Huberman suggested that data display, in addition to narrative text, could also be in the form of graphs, matrices, networks, and charts. This study uses data presentation techniques to find data about language code switching in Sigapokna.

3. Conclusion or verification withdrawal

Conclusions is the results of analysis that can be used to take action. The third step in data

analysis in qualitative research according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Thus the conclusions in qualitative research may be able to answer the problem formulation that was formulated from the beginning, but maybe not.

Conclusions in qualitative research are new findings that have never before existed. The findings can be in the form of a description or description of an object that was previously still dim or even dark, so that after examination it becomes clear. This conclusion can be in the form of causal or interactive relationships, as well as hypotheses or theories. This study uses the technique of drawing conclusions or verification to find data about language code switching in Sigapokna.

III RESULTS AND DISCUSSION

In this chapter the author will explain and discuss the results of research, in accordance with the problems that have been determined. These problems are related to: (1) The form of code switching in the Sigapokna language, (2) The Sigapokna matrix in Minangkabau speakers, (3) The cause of code switching in the Sigapokna language. Based on data obtained from recordings and observations, it was found in the field the form of code switching in the use of two spoken languages used by the Sigapokna people and the Minangkabau people in Sigapokna, Siberut, west of the Mentawai islands district. Sigapokna village is one of the villages in the West Siberut region, which is located 42 km west of the district center.

The word Sigapokna comes from the word *Tateiku* which means inland or upstream of the river, Sigapokna is the name of a small river which according to the old man's story, *Tateiku* is divided into two, namely the name *Samaoo,* the village stands in the position of the river Beresigep. The village of Sigapokna can be traveled within 4 hours from the sub-district, and if from the capital city of the Regency it is a 10 hour 30 minute journey. While the travel time from the provincial capital is 14-15 hours by boat. To find out the area of Sigapokna Village, this area is geographically bordered: the north is bordered by sikabaluan village, the south is bordered by Malancan Village, the west is bordered by Simalegi Village.

Sigapokna village has 7 hamlets, each of which is led by the hamlet head, the hamlets are Labuhan Bajau Selatan Hamlet, East Labuhan

Bajau Hamlet, Toktuk Hamlet, Muara Sigep Hamlet, Pilionan Hamlet, Sikuran Hamlet, and Tiniti Hamlet.Judging from the social conditions of the residents of Sigapokna Village, the majority of the livelihoods of the residents of Sigapokna Village are farmers and their later employment as fishermen, there are also some Sigapokna villagers and some civil servants and traders. The language used in Sigapokna Village is the Sigapokna (Mentawai) language, which has its own dialect from other Menawai languages. After the entry of immigrants both as government officials, traders and teachers, the language of Sigapokna Village Experiencing the influence of their language was more likely to use mixed languages namely between the languages of Sigapokna and Minangkabau language.

The Form of Code Switching in Sigapokna

Code switching is a symptom of a shift in language use because of changing circumstances, according to Chaer (2004: 107). The form of code switching found in data analysis only consists of code switching in the form of sentences. Code experts can also occur because of differences in language backgrounds that are owned by speakers and speech partners. In addition to differences in different language backgrounds, code experts can also occur due to heterogeneous societal environments. Abdullah, etc (2012) describes sentences as units of language that can be relatively independent, have a final intonation pattern, and are actually or the

potential consists of clauses. The form of Sigapokna language code transfer occurs because of the merging of two languages between Sigapokna and Minangkabau. Code switching occurs when they interact or communicate between the speech opponents and the speech partners, according to the results of the field research sourced from the original Minangkabau informant who lives in Sigapokna, is the occurrence of code switching depending on the opposing speaker, if the original opponents are Sigapokna they will use the language Sigapokna but if the interlocutor is different that's where the two languages are mixed or what is called code switching. Example of the Sigapokna language code transfer form as follows:

> A: *"Mee ekeu mamanciang pagi buto?"*
> B: *"Ii, manga moi ekeu?"*
> A: *"Moi aku soalnyo ebuk abakku."*
> B: *"Kawan paleuk, kuimok an tepek eku pagi buto."*

> A: "Do you go fishing early in the morning?"
> B: "Yes, why do you want to come?"
> A: "I came because there was no boat."
> B: "Alright, I wait in the early morning."

From the conversation above between A and B, they spoke in two languages between the Sigapokna language and the Minangkabau language, the topic of their conversation was to go fishing early in the morning, from the conversation the two people happened over the code. Code switching in the form of sentences found in recordings from informants concerning the use of two languages in communication, namely between Sigapokna and Minangkabau. The form of code switching in two languages in Sigapokna such as, *Kee barubek* (Go for treatment), *Akek camin* (Ask for a mirror), *Saki ibatta kamuaro* (Buy fish in the mouth), *Thulut lado* (Grind the chilies), *Bak gadua aku* (Don't disturb me).

The code switching in Sigapokna language the speaker by t Minangkabau people who settled in the Sigapokna village. In the form of two languages do not use prefix and suffix because every word or sentence spoken has the same meaning and use of two languages that are standard. although in each language it has suffix

word suffixes and gives rise to different meanings in one word or sentence, but in research or language translation of the Sigapokna language the speaker does not use prefix and suffix even though there are some words or sentences that have the word suffix and suffix but in two the language between Sigapokna and Minangkabau in the form of code switching has the same meaning even though the pronunciation is different.

The Matrix Sigapokna language in Minangkabau Speakers

The matrix is the arrangement of the number of words in the table that has a comparison and percent. According to the results of the field research sourced from the original Minangkabau informants collected or tapped by researchers, from the number of two mixing languages the speakers were more dominant using the Sigapokna language. Language contact or language influence has not been very widespread because the Minangkabau people who entered the village Sigapokna not long ago. From the collected data amounted to 563. The data in the form of Minangkabau language mixed with 280 and Sigapokna language is 283. From the collection, the matrix language is $280/283 \times 100\% = 90\%$ of Minangkabau language. Sigapokna language mixed with Minangkabau language 283 so, it can be concluded that the mixed Sigapokna language is $283/280 \times 100\% = 95\%$. From the conclusion of the above data the native Minangkabau speakers are more dominant using the Sigapokna language.

From the number of words or code switching in the above table, it is very clear that the speaker is more dominant using the Sigapokna language, but even so every speaker will not forget or leave his local language even though the speaker has mastered several foreign languages. The occurrence of language contact or code switching depends on the location or region that we live in. If the speaker is in another area and the language is also different automatically there will be a code switching with the aim that the speaker, interlocutor and speech partner will not be misunderstood. In the study of code switching and matrix of the Sigapokna language spoken by the Minagkabau people, there are still few in the two languages that are affected or mixed because Minangkabau people who enter

and settle into the Sigapokna area have not been around long enough. Each occurrence of contact or influence of the two languages depends on the environmental situation and the length of time a person lives in the area.

The Causes of Code Switching in Sigapokna

Sigapokna is a village located in West Siberut, Mentawai Island Regency, West Siberut District. Sigapokna has its own language that is different from the languages around its area, the occurrence of language boxes or code switching in Sigapokna since the entry of the timber company many Minangkabau people came and settled there with the aim of trading other than Minangkabau people there were also Javanese, Sulawesi people who came to work in timber companies, but what happened was the language contact or code switching was only the Minangkabau language because the Minangkabau people besides working in the Minangkabau timber company also traded there. According to the results of research in the field of code switching when the transaction between the seller and the buyer, when the transaction occurred Sigapokna people and Minangkabau people use two languages with the aim that they understand each other and there is no misunderstanding.

Minangkabau people who live and settle in the Sigapokna village have begun to understand using the Sigapokna language even though the language is still mixed. Then the Minangkabau people also used to adjust the environment occupied by the Minangkabau people to mingle with the people of sigapokna, telling their life experiences and motivations, and the Minangkabau people are also known as the *Maota*, hence the influence of language or code switching in Sigapokna is very fast. In addition to the influence of language in Sigapokna there was also the influence of religion, initially in the village of Sigapokna embracing two Christian Catholics and Protestant Christians with the entry of the Minangkabau the creation of Islam in the village of Sigapokna. However, even though many influences came into Sigapokna, the researchers only focused on researching about Sigapokna language code switching because it was very interesting and unique to study.

Code switching is a switching event from one code to another. For example, speakers using the Minangkabau language switch to Sigapokna. Code switching is one aspect of language dependency in a multilingual society. In a multilingual society it is very difficult for an absolute speaker to only use one language. In switching code each language still tends to support each function and each function in accordance with the context. Appel, R. etc. (1976) provides limits on code switching as a symptom of language use switching due to changing circumstances. Suwito (1983) divides code switching into two:

1. Internal Code Transfers

It says internal code switching because it takes place between the languages themselves. Like from the Minangkabau language to the Sigapokna language. For example:

A :" jo apo ueiji kam kapokai?"
B : "rencana mai jo boot."
A: "otoi jo sia pai?"
B:" kaileuk jo amak samo abak."

A: "what did you go to pokai with?"
B: "Plan by boat."
A: "Who is it going with?"
B: "With mother and father"

From the conversation above, it appears that A is code switching from Minangkabau to Sigapokna. because A (his speech partner) does not understand Sigapokna.

2. Switch External Codes

Code switching that occurs between the language itself (one of the languages or variations in the verbal repertoire of the speech community) and the Minagkabau language. For example:

A: "Anda kajeik akuiak orang Minangkabau tapa susuki ia."
B: "kawan palek.!"
A: "Selamaik siang, apo kaba?"
C: "Siang juo, kaba baik."

A:" I have seen Minangkabau people, let's go   ask him."
B: "alright!"
A: "good afternoon, how are you"
C: "good afternoon too, im good."

From the conversation above it can be seen that in the beginning A used the Sigapokna

language and then switched to using the Minangkabau language, because the one who spoke with him was the Minangkabau. Soetomo, Istiati (1985) divides code switching into two types:

1. Change of Permanent Code

In switching this code, a speaker regularly changes the speech code of the speaker (speech partner). For example: a former game mate later becomes the head of his department. This causes the transfer or change of language codes that are used permanently because of changes in the status of the existing social status and relations.

2. Transferring Temporary Codes

It is a code switching done by a speaker when speaking by using a speech code that is commonly used for various reasons. For example, a speaker who is speaking to someone using the Minangkabau language, suddenly for some reason replaces that language with the local language, but the change only lasts for one sentence and then returns to the original language. For example:

> A:*"Bisuak awak indak masuak kuliah.''*
> B:*"Manga?"*
> A:*"Meu anda let manteuk baga ku."*
> B:*"Makasuik nyo?"*
> A:*"Indak tau makasuik nyo?"*

> A: "Tomorrow I will not go to college."
> B: "Why?"
> A: "No, because I'm lazy."
> B: "What do you mean?"
> A: "Don't know what that means?"

From the conversation above it can be seen that A who originally used the Minangkabau language suddenly switched to Sigapokna, he deliberately spoke in Sigapokna, to make him curious B (his speech partner) who did not understand Sigapokna. Many things become the cause of code switching. In accordance with the main sociolinguistic issues that have been raised Fishman (1976), namely "who speaks, in what language, to whom, when, and with what purpose". Whereas in various linguistic literature the causes of code switching

in general are the speaker or speaker, listener or interlocutor, changes in the situation with the presence of a third person, changes from formal to informal or vice versa, changes in the topic of conversation. then in general the causes of code switching include:

1. Speakers

A speaker sometimes deliberately switches the code against the speech partner because of a goal or pursues an interest or the speaker just wants to change the situation or just wants to arouse a sense of humor.

2. Speech Partners

Speech partners whose linguistic background is the same as speakers usually switch codes in the form of variant transfers and when the speech partners with different linguistic backgrounds tend to switch codes in the form of language transfers.

3. The presence of the Third Speaker

To neutralize the situation and respect the presence of a third speech partner, speakers and speech partners usually switch codes, especially when their linguistic backgrounds are different.

4. Talking Points

The subject or topic is the dominant factor in determining the occurrence of code switching. The subject matter which is formal in nature is usually expressed with a variety of standards, with a neutral and serious style and the subject of an informal nature is delivered with non-standard language, a little emotional style, and completely arbitrary.

A speaker or speaker often conducts code switching in various ways such as, there are two native Sigapokna people discussing plans tomorrow morning they go fishing shortly afterwards the native Minangkabau people come to want to have a dialogue with the two original Sigapokna because the Minangkabau people are not very clever Sigapokna forced both people to go fishing the switch code using two languages with the aim that they understand each other and there is no misunderstanding.

IV CONCLUSION

In this research the authors conducted an analysis of code switching in the sigapokna language spoken by the Minangkabau people in Sigapokna, but this study focused on the Sigapokna village. Here, the authors conclude that:

1. Code switching occurs because many migrants enter and live in Sigapokana, resulting in code switching between languages.

2. Code switching occurs because of mutual language contact between two languages between the Sigapokna language and the Minangkabau language.

3. Code switching is a symptom of language use transition due to changing heterogeneous situations and environments of the people.

4. Code experts can also occur because of differences in language backgrounds that are owned by speakers and speech partners.

5. Code switching occurs with the aim that speakers and speech partners understand and understand each other in the discussion of a topic in order to avoid confusion and misunderstanding between the Sigapokna people and the Minangkabau people. Speakers switch codes to indicate that other speakers are part of the speech event that is happening.

The use of language as a communication tool by each different individual is intended so that each of them understands the stated intention. Through language, everyone is able to express ideas, thoughts, share information, and share knowledge. Research related to code switching in conversation was conducted to see the types and reasons that caused the Minangkabau language to switch to Sigapokna. Thus, it is expected that code switching that appears Code switching can understand each other. Therefore, in the process of communication and conversation of a topic only Sigapokna language is more dominant found in Sigapokna. There are no speakers who feel afraid to speak in Sigapokna. Because of the many limitations, this research is still far from perfect.

There are still many things that can be explored related to code switching, especially code switching in Sigapokna in interaction and communication. Further research is still very open to explore the various problems that might be found in communication that trigger a lot of code switching by speakers. It is hoped that further research will be carried out related to code switching in conversation. Whether the situation created can lead to the emergence of code switching or a topic that is considered difficult can trigger the emergence of code switching, both of which seem to still be further investigated by other researchers. Thus, the wealth of linguistics is increasingly understood and can then be applied in the daily communication of every member of society.

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Fakultas Sastra Universitas Ekasakti	## JURNAL JIPS **(Jurnal Ilmiah Pendidikan Scholastic)**

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THE EFFECT OF AMERICAN CIVIL WAR TO SCARLET'S LOVE MANIFESTATIONS AS SEEN IN MARGARET MITCHELL'S GONE WITH THE WIND

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Abstract

This research is a study about Scarlet's marriage from the novel Gone with the Wind and the history American Civil War. Scarlet's love has changed from romantic love to materialistic love before and after the war. The purpose of this study is (1) to analyzed the effect of American Civil War on Scarlet's first marriage to Charles Hamilton (2) to analyzed the effect of American Civil War on Scarlet's second marriage to Frank Kennedy (3) and to explain the effect of American Civil War on Scarlet's third marriage to Rhett Butler.

The approach used is a psychological approach that the discusses the overall analysis in literature, both in extrinsic and intrinsic. The theory used in this research are the theory psychological and historical of literature according to Alan Daiches and Russel which states reflection of the characters' psychological behavior in life and remembering the moment/historic moment a long with the literary work written. This study employs the qualitative method. The object of the study is focuses on the central figure of a Southern woman named, Scarlett O'Hara play written by Margaret Munnerlyn Mitchell. The data sources are divided into two, namely primary data source and secondary data source. The primary data source is the play script itself and the secondary data sources are script text and some references related to the research. The technique of the data collection is note-taking. The technique of the data analysis are telling and showing method.

The first, previous to the war, when everything is peaceful and prosperous, Scarlet marries because of her feeling to Charles Hamilton. Ashley's marriage to Melanie Hamilton and rejection of Scarlet drive nearly all of Scarlet's important subsequent decisions. Scarlett marries Charles Hamilton to hurt Ashley. After the war when everything is destroyed and poor condition, Scarlet marries because of her need on money to pay the tax and develop her business.

Keywords: Marriage, War, Materialistic

I INTRODUCTION

Gone With The Wind is one of the greatest love story that describes the real situation about the era before and after American Civil War alongside with the impact to American society. In this analysis, the effect of American Civil War has change the love manifestation of the main character scarlet from romantic love to materialistic love. Before the war happen, scarlet chooses to love and marry someone because of her feeling, such as her attraction to Ashley

Wilkes and her heartbroken revenge to Charles Hamilton, these are the romantic love. Then, after the war, Scarlet choose to love and marry because of her need ,such as her need of house tax financial to Frank Kennedy and her need, such as her need of house tax financial to Frank Kennedy and her need of capital on developing business to Rhet Butler, these are the materialistic love. Margaret Mitchell has a unique perspective on the portrayal of a strong willed, independent woman, Scarlett O'Hara, who shares many characteristics with Mitchell herself. Mitchell Frequently defied convention, divorcing her first husband and pursuing a career

in journalism despite the disapproval of society. *Gone With The Wind* was published in 1936, ten years after Mitchell began writing it. Asmash succes upon publication, *Gone With The Wind* become one of the best selling novels of all time. In 1930, a film version of the novel was planned, and David O. Selznick's nationwide search for an actress to play Scarlett O'Hara captivated the nation's attention. The resulting film starred Vivien Leigh and Clark Gables as Scarlett O'Hara and Rhett Butler, and it Quickly became one of the most popular motion pictures of all time.

II RESEARCH METHOD

The writer focus in history into the love manifestation of the main character Scarlet. The procedure are discovering the time when the novel was made, what happened to the author in that time, or is there any special moment in that time, at glance whether it is connected or not between the content of the literary work and the certain historical moments after finding out the basic information of it concerning the "when", and finding the clues left by author, which are strongly related to the moment of the past which become the inspiration of the literary work was being made.

The writer explains the reason of Scarlet's love manifestation on her marriage to the three men that has been changed because of American Civil War based on the love manifestation theory. This is the procedure of interpreting the literary work based on the moment underlying the creation of it by comprehending and analyzing the content related its historical moment.

The writer collective the data only in the form of description and explanation, it is called the qualitative data collection. This technique was attempted to trace the source of information in the form of document which were relevant to the object of the research. Creswell (1998:41) say that : *"One undertakes qualitative research in a natural setting where the researcher was an instrument of data collection who gathers words or pictures, analyzed them inductively, focuses on the meaning of participants, and describes a process that was expressive and persuasive in language."*

Qualitative research involves studying a small number of individuals or sites, it was conducted in a natural setting, it was focused on participant perspectives, it had the researcher as the primary instrument for data collection, it uses multiple methods of data collection in the form of word or pictures, it involves extended firsthand engagement, it focuses on the centrality of meaning for participants deals with dynamic systems, it deals with wholeness and complexity and assumes that change was constant, it was subjective, and it uses an emergent design.

In interpreting the data, the writer analyzes the psychology of literary work. Since literary cannot be separated from creation issues covered by wide range of psychiatric problems, then to analyze it, it should be through psychological support. Lacking knowledge of psychology will make it difficult for researchers in using and applying this approach

Psychological approach emphasizes the overall analysis in literature, both in extrinsic and intrinsic. However, the analysis can be done by looking at the intrinsic side, that is, characterization. Analyzing through characterization can be seen from the method of telling and showing are the two methods used by the author to demonstrate the natures of the existing characters in their works. The author does not have to use one of these methods.

Telling method is widely used by ancient authors not modern fiction's author, while contemporary authors (modern era) are more likely to combine these two methods in their works. Both of these methods are not only useful

for the author, but also for the reader to explore the characteristics of the each figure in a literary work.

Method of telling relies on the characteristic exposure of the figures and commentary from the author. Through this method, the participation or the interference of the author in presenting characterization of the figures is much needed, so that the reader will understand the disposition of figures based on exposure from the author.

Telling method includes characterization by using names of the characters, by character's appearance, and by author's utterances Minderop, 2010:8). Paying attention on this method, which always used by the author, will make the reader understand about the natures that exist in figures of a literary work.

Method of showing (indirect method) shows us when the author puts himself outside the story by providing the opportunity for figures to show their characterization through dialogue and action. Most modern authors prefer to use this method rather than method of telling. Their decision does not mean that the method of showing is than method of telling, but it is better than method of telling, but it is because the author considers method of showing is more appealing to readers. Method of showing includes dialogue and behavior of the figures, characterization through dialogue (what is said by the figure, including tone and emphasis of their sentences), figure identity, location and situation of the conversation, the mental qualities of figures, and dialect and vocabulary of figures (Minderop, 2010:22). Not different from method of telling, paying attention on the parts of showing method is another way to make the reader understand on characterization of figures contained in a literary work.

Besides analyzing the characterization and disposition, analyzing could also be done by seeing the theme of the literary work, considering the characterization and theme are two typical problems where psychological approach is very appropriate to be applied.

In the characterization analysis, researcher of psychology literature should find reason about the behavior of figure and explain the motivation that supports him/her to perform an act. If there are unusual behaviors which different from human behavior in general, the researchers must find a reason by collecting data that support such action. In other word, researchers are required to carefully and continually follow the behavior of the figures from one event to another event.

Conflict and its relation to the disposition is also the foundation that must be considered in the research of psychological literature. In analyzing the conflict, it is important to know whether the conflict occurs within the figures (between the figures and themselves), with other figures, or with their environment.

Analyzing a literary work using a psychological approach is not only limited in the research of literary work itself, but also can be done by researching the authors. In this case, it is necessary to track the biography of the authors, start from their childhood until they grown up. This is important to be done because there is a possibility of an authors' pevious experience will affect their way of thinking and a theme which they adopted in their literary work. Understanding the mental condition of an author will help the reader in comprehending the behavior and disposition of figures. Thus, it will be also easier to reveal other aspects that are related to the behavior and character of the figures.

Finally, analyzing literature using psychological approach can be seen in the influence of the literary works from the reader's side. The effect that should be given attention is the effect of influence that causes a deep impression in the hearts of the readers and can provide a new perspective when they finished reading the story. remind us not to always give priority to matter, because there is no perfect husband, who can give material, attention, and also love. then look for a simple partner but want to understand everything we want from him, no matter the amount of money they have, the most important thing is the mutual filling, mutual couples who initially lack as much as make it like an ideal partner.

III RESULTS AND DISCUSSION

In Gone with the Wind, the American Civil War has change the love manifestation of Scarlet from romantic love to materialistic love. Before the war happen, Scarlet chooses to love and marry someone because of her feeling, such as her heartbroken revenge to Charles Hamilton, these are the romantic love. Then, after the war, Scarlet chooses to love and marry because of her need, such as her need of house tax financial to Frank Kennedy and her need of capital on developing business to Rhett Butler, these are the materialistic love.

Then, the reason for choosing the effect of American civil war to Scarlet's love manifestation as the title of analysis.

1.   She remembered that the frequently told bald truths about himself when he spoke mockingly, mocking himself as well as others, and she hastily looked up at him, in this quotation, Rhett's feelings are hurt because Scarlet came to him for money rather than because she cares about him.

All wars are in reality money squabbles. But so few people ever realize it. Their ears are too full of bugles and drum and fine words from stay at home orators. Rhett's words seem like cynical realism, but there are some truths to them. War is all about money and destruction of economic system.

IV CONCLUSION

Gone with the Wind describes the real situation about the era before and after American Civil War alongside with the impact to American society. In this analysis, the effect of American Civil War has change the love manifestation of the main character Scarlet from romantic love to materialistic love. Before the war happen, Scarlet chooses to love and marry someone because of her feeling, such as her attraction to Ashley Wilkes and her heartbroken revenge to Charles Hamilton, these are the romantic love. Then, after the war, Scarlet choose to love and marry because of her need, such as her need of house tax financial to Frank Kennedy and her need of capital on developing business to Rhet Butler, these are the materialistic love.

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AN ANALYSIS OF TEN SYMBOL OF GRANDMA DEATH AS REFLECTED IN THE EDWARD ALBEE SANDBOX

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Abstract

*This research is entitled An Analysis of Ten Symbol of Grandma's Death As Reflected In The Edward Albee **Sandbox**. Where in the short story the 85-year-old grandmother who had been left by her husband and after the death of her husband the grandmother fought alone to support her child `namely mommys. But the child that grandmother hoped didn't care about him. Mommy treats grandma very inhumanely. He put my grandmother under the kitchen and only had a thin blanket and used potluck utensils. Then mommy took grandma to a place and put her in a sandbox where I interpreted this as the last time for grandmother's care and that was very tragic, like waiting for grandmother to die so they could live in peace. They did not care about mommy until mommypun died. This research aims to : (1) To explain the reader understand the extrinsic elements of The Sandbox drama. (2) To explain the reader understand and be able to describe what symbols are used from the drama The Sandbox. (3) To analyze the absurd symbols of The Sandbox drama.*

This study uses the theory of Roland Barthes who put forward a sign or symbol and a little supporting theory from Saussasure. The method used in this research is descriptive analysis method and qualitative method, which is describing the collected data and then compiled it by analyzing a semiotic drama script which can be seen from its extrinsic elements that have absurd symbols. Based on the results of this analysis it can be said that in this analysis the writer found ten absurd symbols contained in the sandbox drama. From the results of this analysis there is also a picture of the theme raised for this drama is about the emptiness, emptiness, and loneliness of a person in which we as humans need love and affection from other humans.

Keywords: Absurd, Symbol , Symbol Absurd of Grandma Death

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I INTRODUCTION

Absurd is the flow of modern literature which views life as irrational, uncertain, full of contradictions and chaotic. This school of thought assumes that the norms used by humans do not have a strong basis.

Drama has a supporting element that is : intrinsic elements and extrinsic elements. The instrinsic element is theme, plot, background, figure, point of view, stage, and symbols.Extrinsic element is the outer element that influences the literary works. In this writing, the extrinsic element discussed is absurdism.

Here are some understanding of drama according to experts :

1. Luxemburg, drama is a literary work which in the writing of its text cointains dialogues and its contents unfolds a plot. Like fiction, the drama centers on one or more of the main characters who successfully enjoy their roles or endure the failures they will encounter later as a challenge and confront other actors.

2. Budianta, drama is a genre of literary works whose physical appearance shows verbally the existence of dialogue or conversation among existing figures.

3. Team Matrix Media Literata, drama is a narrative form that describes the life and nature of human beings through interactions (acting) that are staged.

The absurd drama was first shown in the 20th century. Absurd is a modern literary literature that views life as irrational, uncertain, full of contradictions and chaos. Some writers such as Samuel Becket, Eugene Ionesco, Arthur Adamov, and Edward Albee are literary writers who often use absurd flow in their literary works. One of the most famous actors of the flow of absurd is Albert Camus. Edward Albee presents an absurd drama with a different perception of the treatment of the deceased. The tragic and sad impression is still there but served in a different way. Other features in the drama written by Albee include the use of music and lighting.

Albee is contrary to the absurd meaning through the many symbols he shows in his absurdity drama. Symbols function to convey the meaning contained in a set of artist ideas. The types of symbols in drama are basically only three, namely visual, verbal, and auditive symbols.Background problems provide reasons for problems in this analysis. Therefore, the author begins by describing facts, problems, and solutions for this writing. The fact in this analysis is an absurd symbol found in grandma's death.

The drama begins in bright daylight, located on a beach, where a man is doing a body workout. Near the man, there is a sand sand box that is in the center of the stage, on the left side of the stage there is a chair and place stands pemusic, then on the right side of the stage there are two empty seats. Then Mommy and Daddy entered the stage, talked for a moment, then Mommy greeted the young man. Then they bring Grandma and put it on the sandbox. Mommy waves his hand to the boy. They took Grandma to the beach to do their last treatment in delivering Grandma to the Almighty. They spent the whole day at the beach in anticipation of Grandma's death. They have been taking care of it since Grandma lived with them in the city, after decades of life in the village and her husband's husband's farm since she was 30 years old. But since her daughter married a rich man, Mommy became more disobedient.

She treats her parents as rubbish at her home, putting Grandma under the kitchen, sleeping with a thin army blanket, and always eating with the same equipment alone. Mommy did not put Grandma in the Nursing Home as the family in America did. In addition to the four of them, there is an actor who has a duty as accompaniment of death, the Musician. He never talks to anyone, just nods when told to play his music. Mommy and Daddy had a conversation. Daddy just followed Mommy's will. When entering the stage Mommy allowed the Musicians to enter the stage, play and dismiss the music. Grandma shouted like a fussy child, playing spades and buckets over a sandbox. Mommy told Grandma to stay calm 'face death' that will soon pick her up. Then grandma pours out his heart, telling how painful her life journey is. Married at a very young age of 17 years, then her husband died when she was 30 years old, leaving a girl and a farm. All he manages and manages himself. Then Grandma lives with her child and his son-in-law in the city. The conversation between Grandma and the young man began when the Grandma realized there was a handsome young man next to him. She started asking questions about the young man and joking with him.

Next, Grandma starts telling her about her life experiences while living with her daughter in town. Then the day turned into night, Mommy thought it was the moment Grandma would die. With his excessive style he cried, as if sad for Grandma. But Grandma says that she is not ready to go yet. momy commented that after Grandma's death they would end the sadness, then continue their lives and face their future. The Grandma was silent on Mommy's comment. Because He knew what Mommy meant, that their lives would be calm without the 'distractions' of Grandma that had been their responsibility all these years. Day went into the afternoon. Then Mommy and Daddy left the stage.

While on the beach Grandma often do strange things like playing a shovel and a bucket and then demonstrate the movement like burying himself with sand. While chatting with the Youth. Shortly afterwards the young man kissed Grandma's forehead, then confessed that he was doing "treatment" for Grandma's death, he confessed that he was an angel of death.

Although Grandma was surprised he was ready, and praised the Youth's treatment very well and lovingly. Soon after, Grandma died. Grandma feels affection at the end of her life, when the Youth can make her a human being who is considered her existence and grievance,and takes her life by kissing her forehead.

II RESEARCH METHOD

The writer divides the method of research into the method of collecting data, method of the data analyzing procedure, technique of data collecting, and technique of the data analyzing procedure. This method provides the steps of writer in collecting and analyzing the data.The writer choose the type of research is descriptive qualitative. Qualitative research is research that is used to examine the condition of natural objects, where researchers are key instruments (Sugiyono, 2011). This study uses qualitative data where this research is often used and carried out by a group of researchers in the field of social sciences, including education. According to moleong (2005) said the characteristics of qualitative research use qualitative methods, namely observation, interviews or document reviewers.

Qualitative research is carried out to build knowledge through understanding and discovery. Qualitative approach is a research process and understanding based on methods that investigate a social phenomenon in human problems, in this study the researcher makes a complex picture, examines words, detailed reports and views of respondents and conducts studies in natural situations. This research was carried out in natural and inventive conditions. In this study, researchers were key instruments. therefore researchers must have a broad theory and insight.

Method of Collecting the Data

The data collecting procedures is focused in the process of the writer collect the data. In the collecting data the writer uses a qualitative approach. A qualitative approach can be in the form of opinions, responses, information, concepts and information in the form of descriptions in expressing problems.

Whereas qualitative research is only a process of filtering data or information that is not too deep about a problem. To collect data, the author looks for data sources. Data sources are '' drama scripts'' that will be used as research objects.

Method of Analyzing the Data

In analyzing the data, the information from data collection is processed and presented in form of thesis. In the application, the writer uses semiotic approach. Semiotic approach is one approach that is quite important and widely used. This approach invites us to understand the work of caste through signs.

Structuralism is a method that has been referred to by many semiotics. This is based on De Saussure's structural linguistic model. Structuralists try to describe the sign system as language. They work to find the deep structure of the form of a structure (surface structure) a phenomenon. Contemporary social semiotics have moved beyond structural attention, namely analyzing the internal relations of parts with a self contained system, and trying to develop the use of signs in specific social situations. The services of two semiotics that cannot be forgotten are Ferdinand De Saussure and Charles Sanders Peirce, because the subsequent development of semiotics was greatly influenced by these two experts. Saussure developed his semiotics based on European linguistics, while Pierce based philosophy. If you pay attention there are differences in views from both. Saussure tends to question the "inner structure" of the signs by showing the marking process in the diadik system, namely signifier and signified. A signifieris associated with a signified in the form of a concept and the concept is something that is in someone's mind, so it does not need to be associated with reality.In contrast to what

Peirce conceptualized in the marking process. Peirce is famous for its triadics, namely representamen, objects, and interpretants. Representaments function as markers and objects as markers, but functional relations occur only when they are interrelated by interpreters. Peirce acknowledges the existence of objective reality which plays a role in the formation of signs.

Barthes developed the Saussure view at the stages of the marking process. Marking is (Barthes, 2012: 43), the act of binding a signifier with a signified, an action whose result is a sign. Furthermore, Barthes (2012: 27-50), states, in the Saussurean termenilogy, signifier and signified are components of signs. To test an 'sign on its own ', which is to deal only with the relationship between a signer and a sign, is an arbitrary abstraction. Signs are no longer according to their compositions, but by taking into account the things that are the background of their existence. This is a matter of value. Value is closely related to the concept of language.

Technique of Collecting the Data

Technique of Collecting the data are the most important step strategic in research. In this research the researcher is using note cards. The researcher noted dialogue that corresponded to the problem.

Technique of Analyzing the Data

The data analysis procedure relates to the way the writer conducts data analysis. After collecting the data, the researcher classify data according to the symbols that are going to analyzed. Each category of the data will be analyzed by interpreting each data.

The research selected the short story carefully, the are many good short story the researcher chooses short story by Charlotte Perkins Gilman's "*The Yellow Wallpaper*", William Faulkner's "*A Rose For Emily*", Kate Chopin "*The Story Of An Hour*".

1. Read the short story to convince about the story.

The researcher was read the short story by Charlotte Perkins Gilman's "*The Yellow Wallpaper*", William Faulkner's "*A Rose For Emily*", Kate Chopin "*The Story Of An Hour*".

2. Writing the title of the research is the depressed female characters from their intimidated surrounding as seen in Charlotte Perkins Gilman's "*The Yellow Wallpaper*", William Faulkner's "*A Rose For Emily*", Kate Chopin "*The Story Of An Hour*"

The data is taken from the script of three short story by Charlotte Perkin Gilman's "*The Yellow Wallpaper*", William Faulkner's "*A Rose For Emily*", Kate Chopin "*The Story Of An Hour*" with psychological-feminist theory.

Technique of Analyzing the Data

After data collection, the specific steps that writer must take in this research are as follows:

1. Identifying the depressed female characters. The research identified the depressed female character in the short story from analysis by Charlotte Perkin Gilman's "*The Yellow Wallpaper*" , William Faulkner's "*A Rose For Emily*" , Kate Chopin "*The Story Of An Hour*".

2. Classifying data from the dialog of the scrip analysis by Charlotte Perkins Gilman's "*The Yellow Wallpaper*" , William Faulkner's "*A Rose For Emily*" , Kate Chopin "*The Story Of An Hour*" which containing psychological-feminist analysis.

3. Describing the distribution of the use of psychological-feminist analysis in the short story entitled Charlotte Perkins Gilman's "*The Yellow Wallpaper*" , William Faulkner's "*A Rose For Emily*" , Kate Chopin "*The Story Of An Hour*".

4. Analyzing and interpreting female character with psychological-feminist by Sigmund Freud and Maggie Humm.

Drawing the conclusion from the data analysis and giving suggestion.

III RESULTS AND DISCUSSION

In this chapter IV will discuss the result of research and discussion about the *Sandbox* drama. This drama was written by Edward Albee. This drama has an extrinsic elements in which there are absurd symbols in it. The writer will analyze this drama from three things namely : extrinsic elements, symbols used, and absurd symbols.

Extrinsic Elements the Sandbox

In this section we discuss the extrinsic elements of the drama The Sandbox which include elements of absurdism. Absurdism in The Sandbox Seen's drama from the beginning of this drama. The Sandbox is an absurd drama, it doesn't make sense in its delivery and the things that happen in it. The main theme of this drama is the void of life. Its reliability starts with a stage concept that shows the void of stories in the drama. Starting from the elements found on the stage that show the emptiness of each actor, the storyline is dynamic, sad but delivered as leluncon, as well as a lighting system that gives a dramatic impression. Set the stage on the beach and show it on a clear day. The time marker here is also an element of dramatization the sandbox drama.

On the stage there are two empty chairs on the left side of the stage. This chair will be used for Mommy and Daddy, this chair symbolizes the emptiness of their lives as a married couple. Then in the middle of the stage there is a sandbox which in the drama is absurd the likeness of a coffin for the Grandma (grandmother). Then there is a chair along with the music stand that is used by the Musician later. A young man dressed as a coast guard carrying out the Chalistenic movement. This young man is the Angel of Death. The absurd theme that dominates this drama can be seen from the storyline. Through this drama, Albee said that "tradition" is absurd which will contain impossibility, delinquency, sadness, madness, pain but delivered beautifully and provide comfort in accordance with the tragic. Void life (delinquency) is the main theme in this drama, because the emptiness of the meaning of the role of parents in the eyes of children is also included in the theme. From the whole theme of the drama The Sandbox about meeting mom and dad for the death of their grandmother they wanted. This treatment is almost the same when grandmothers still live and live in their homes. Like putting it under the stove (kitchen) and providing special equipment for grandma. Other players such as Youth and Musicians also included people who also did "care" specifically for grandma, but through help that was different from Mommy and Daddy.

The concept of family life in America is a family that exists only consists of parents and children without other family members such as those found in families in Indonesia. More personal to a family, family will be better. Responsibility for conditions and household needs is fully fulfilled. Then the concept of care for parents in America, where parents have to live in nursing homes or in their own homes rather than living in the homes of their children. As in concept, it shows Grandma's emptiness. The absurdity of Grandma's life and her worthless existence were also found in this drama. Although at the end of his life he got the love given by the young man even though he was the angel of death, who kissed his forehead. This shows the tenderness of death that was delivered at the beginning. "Care" specifically for grandma, but through a different treatment from Mommy and Daddy.

SYMBOLS

Symbols are signals or signs are used to represent something else such as the quality of abstraction of ideas and objects. In Wellek and Warren's book "Literature Theory", such as "image" or "imagination" which gave birth to the flow of imagination, "symbol" also gave birth to a literary genre, namely symbolism. Symbols appear in very diverse contexts and are used for various purposes. The same element in diverse uses as in literature is the symbolic nature of representing something else. But in the word symbol there is actually a Greek verb element which means to mix, compare, and make an analogy between the sign and the object being referred to. According to literary theory, symbols should be used in the following sense: as objects that refer to other objects, but also require attention to themselves as an embodiment (1990, 239-240).

As quoted in the book Wellek and Warren, according to Coleridge the symbol is: Characterized by the appearance of traits which characterize species in individuals, or general traits in particular, by the appearance of things which are eternal in temporary matters (1990: 240).

Kennedy stated in his book about symbols:
Symbol in literature is a thing that suggest more than its literal meaning. Symbol generally did not "stand for" only one meaning, nor for anything

absolutely definite; they point and hint. A symbolic act is a gesture with larger significance than usual (Kennedy, 1991: 145-147).

In accordance with some of the definitions of the symbol above, the author can conclude that the symbol is an image of something, can be interpreted literally or double meaning. In general, symbols do not 'stand alone' on only one meaning, but for other meanings that really have a definite meaning they refer and direct to the true meaning. The role of a symbol is a movement with a broader understanding than usual.

Paul Ricouer in his article entitled "Symbolism", "all symbols speak of the situation of human existence in its existence in the world. His job then is to reap from the symbol and elaborate the existentialist concept. Good symbolism can be interpreted with thoughts that are not only rational, but also meditative or contemplation, if the reflection is lost then it is no longer a symbol giving meaning to us if we think and interpret it.

In absurd dramas symbolizing something is its characteristic. Whether realized or not by the reader/audience. The purpose of the symbolization is certainly to describe the condition of the story and the characters in it. Forms of the use of symbols are not only in the stage, the costume of the player, the naming of characters, and the setting of the story, but also in the dialogues. The existence of certain purposes in absurd drama, therefore the symbolism in absurd drama is always used in this drama. Not only conveying messages in the form of stories and supporting components, the use of symbolism is also a form of insinuation of the subject to be addressed in the drama. In absurd drama symbols are things that support the absurd theme that has been carried since the beginning of writing. Unusual symbols are the main things that can be interpreted by each reader or audience

In drama the sandbox there are types of symbols like :

Visual symbols are symbols that are visible in the viewer's view. Visual symbols contain all shapes and colors including the player's body. Everything that appears on the stage will send a message of meaning to the audience. For example, a player who plays a certain character is a symbol of the director's character. Starting from gestures, costumes, and supporting tools on the stage. Lighting will also increase visual symbols, such as light, dim, red, orange, yellow, blue and so on. The behavior of all players, the shape and color of objects will give the audience a symbolic impression. Example : stage layout simbols, the sandbox,buckets and shovels,etc.

Auditive symbols are symbols that sound or symbols caused by sound. Every sound always has meaning and every note always has meaning in drama. Because all sounds, tones, lyrics and songs are deliberately made to strengthen communication. the voice of the character's compilation is angry, or the sound of a step like someone marching on a symbol to impress something. A serene song in a romantic scene is also a symbol that will support the requested scene. Example : Symbols of the function of the Musician as Accompaniment of Death. In this study the author uses visual symbol and auditive symbol. Because of the sandbox drama symbols are displayed through objects, music, light. This symbol is categorized as significant and signified. These two components can't be separated. Significant is the image of a impression that appears in our minds. Whereas signifie` is an understanding or impression of the meaning that is in our mind. So the symbols contained in the drama have meanings that arise from our minds and how we explain the impressions of that meaning.

Absurd symbol

Absurd is the flow of modern literature which views life as irrational, uncertain, full of contradictions and chaotic and Symbols are signals or signs are used to represent something else such as the quality of abstraction of ideas and objects. Absurdism is a philosophy born of existentialism, regarding the philosophical concept of "Absurd", a dispute between human tendencies to perceive several notions related to the universe and humans who look at the discovery of the meaning of life.

According to Kanzunnudin in his book entitled Dictionary of Terms

Drama, absurdity is something that is unreasonable, absurdity, and something odd. While according to him absurdism is the flow that states that the world is neutral, reality and events are not realized. There is no objective truth. Every human being finds his or her own life values. As far as he accepts that the value he found is actually absurd. (2003: 27)

He explained further about absurd drama; human actions that view something immoral cause moral or immoral actions have the same position then it can be said that the norms used so far are absurd. The contents of this drama are chaos both in terms of flow journals, dialogues that are often not related to other characters (overlapping dialogue) and are full of punctuation, characters, and time full of chaos. The absurd has existed since the end of World War I, along with the emergence of Dadaism and Surrealism. After World War II and along with advances in science and technology, absurdism was fully realized. Especially in the field of centrality as set forth in drama and fiction. The interesting thing about the portrayal of rebellion about absurdity is about rebellion, freedom, awareness, and feelings of innocence. This is because humans realize that the world and life are irrational.

Whereas on the other hand he wants universal freedom. It is this awareness that leads to an understanding of absurdity, so that humans do not believe anything else other than reality here and now. He is human today. Humans like this know that their lives are not a matter of how to explain and solve, but experience and describe. In Siswo Harsono's book About Avant-Garde, absurd theater is a term applied to certain European and American play wrights in the 1950s and early 1960s borrowed from the existentialist philosophy of Albert Camus, in his essay entitled The Mythe of de Sisyphus , first defined the human situation which is essentially "absurd". Language in absurd plays is often misplaced, full of technical jargon, cliches, and repetitions. (2000: 97-98).

Quoted from Siswo Harsono's book entitled About Avant-Garde:

> *According to Ousby, Theater absurd literally means "out of harmony", absurd is Albert Camus's appointment to the situation of modern humans, strangers in an inhuman world. Whereas Martin Esslin defines the Absurd Theater as a theater that presents an absurd presence of human existence in a dramatic style that deviates from the normal that reflects the circumstances. Certain techniques used by absurd writers, however, have established themselves in contemporary theater, and in this formal sense, rather than in philosophical terms, the idea of an "absurd theater" has maintained the circulation of critical values.Techniques in the form of broken form related to farce, but there is no prior harmony context to provide a guarantee back to an audience. Indeed there is extraordinary concrete, separate from the environment that formally limits it. (2000: 98-99)*

Absurdism has many elements that can influence and provide themes in a literary work. In writing this thesis, the author only gives a few elements, namely:
Absurdity is the most widely and frequently developed theme in absurd drama. The characteristic of absurdity is that the world no longer has a sense of the people around it, where decisions made on a ratio basis are decided with the impossible and all the actions are meaningless and fail. Validity can also be explained from the various situations and events contained in the drama associated with the movement (Beacham, 2007: 2).
Crime and Violence. Aside from the nonsense and humor that slapstick in Absurdism there are hidden elements of violence, often appearing in divisions between characters, but sometimes appearing in actions that display violence. For example in the drama Harold Pinter In The Room, blind people brutally beat (Beacham, 2007: 2).
Nothing in life. People who live in nothingness will feel what is called emptiness. He considers that his life is meaningless, futile or meaningless. Living in a Sociological perspective is an isolated

life. Then it can be said that alienation in life is a proof of nothingness in life. Nothing in the real world also means emptiness in everything, including life without purpose and meaning.

Vain (failure) and ignorance (passive). The failure of all human endeavors in their characterization is abundantly found in works concerned with absurdism. Like one of Samuel Beckett's works, Waiting for Godot, gives the impression that human efforts are meaningless and endless until the end of the story. Beckett's character was very ineffective and caused failure that they could not do but committed to suicide successfully compared to their efforts. Their passivity, built on endless waiting, illustrates this very well in the cover of both the first and second rounds, where each position stems from the point of its existence on stage despite having the decision to leave the stage (Beacham, 2007: 3).

In absurd drama, the symbols of something is its characteristic whether it is realized or not by the reader or the audience. The purpose of the symbols is to describe the condition of the story and the characters in it. Symbols are used not only stage, Player costumes, character names and story settings but also in dialogue. There are certain goals in an absurd drama. Therefore, symbolism in absurd drama is always used in this drama. Not only conveying messages in the form of stories. . The use of symbolism is also a form of satire for the intended subject. In this drama the absurd symbol is something that supports the absurd theme that has been done since the beginning of writing.

Some absurd symbols in the *sandbox* drama *:*

Stage layout symbols

The meaning of the stage in this drama is the emptiness of the lives of the player, especially grandma. On the stage there is a complete sand box with a bucket and the shovel is in the middle of the stage, then two chairs on the right of the sandbox, then a chair and music stand for the musician. The setting is on the beach. There are territorial constraints that take the most important role in drama, namely the beach.

The beach is a limitation of life from grandma. In this drama, death is considered a child's play and there is no scary value. This is to disguise the meaning of absurdism which is always terrible and sad. The other emptiness of the symbol is shown from two chairs which show the emptiness of the marriage life of the mother and father. This is evident from Father's repeated dialogues with Mommy, but not noticed by grandmothers, as well as their daily lives. This drama is also a reflection of life married Mommy and Daddy. Where the position of women (Mommy) is higher than that of men (Daddy) who is none other than the head of the family. And the Daddy who also shows a lazy attitude to debate arguments with his wife. There is a point of saturation of life in his life. the lack of passion in his household life also affected Daddy's psychology itself.

> *THE SCENE. A bare stage, with only the following: Near the footlights, far stage-right, two simple chairs set side by side, facing the audience; near the footlights, far stage-left, a chair facing stage-right with a music stand before it; farther back, and stage-center, slighly elevated and raked, a large child's sandbox with a toy pail and shovel; the background is the sky, which alters from brightest day to deepest night.*

Another thing that reflected their emptiness was the absence of a name for Mommy and Daddy. the two figures only called each without mentioning their names. From the obscurity of Daddy and Mommy's name, it means that the two characters do not have compassion as a couple who have been married. their lives are only in the form of emptiness, there are no holidays, romance, or children as a complement to their lives.

Note. When in the course of play, MOMMY and DADDY cal each other by these names, there should be no suggestion of regionalism.
These names are of empty affection and point up the pre-senility and vacuity of their character.

The sandbox.

The sandbox here is interpreted as a coffin, where Grandma was put on top of it and made a motion to bury herself and died in that place. Maybe the audience of this drama does not understand why the stage setting is on the beach and there is a sandbox indeed, it is generally on the beach. This is precisely the location of the validity and of the drama The Sandbox, the reader/audience will be fooled at first, but over time the reader/audience will understand the meaning of the sandbox itself which is the title of this absurd drama.

GRANDMA is discovered, still in the sandbox, lying on her side, propped up on an elbow, half covered, busily shoveling sand over herself.

Buckets

Where the equipment is used in funeral ceremonies to bury. In this case the function of the object can be interpreted literally as its function, because Grandma buried herself using the tool. The grandmother indirectly interpreted the use of the tools to the reader or audience, whether they realized or not.

GRANDMA (muttering. I don't know how I'm supposed to do anything with this goddam toy buckets.

Shovels

This equipment has the same meaning as a buckets. This equipment is also used by grandmother in drama. Which is used to bury yourself because grandma feel hopeless and disappointed with her daughter who doesn't care about her. The equipment used by this grandmother is also like explaining that grandma wants to get away from this world quickly, because she feels lonely and despair makes her not have the spirit to live.

GRANDMA (muttering. I don't know how I'm supposed to do anything with this goddam toy shovels.

Sand means burial itself

Maybe the reader/audience does not care about the function of the sand itself, because it is 'fooled' by the stage setting which is on the beach. The deceased person can be buried in various ways such as buried, the grandmother continues to pour her body of sand as a form of burial of her death which is always awaited during the end of her life.

GRANDMA: Ah-haaaaaa! Graaaaa! (Looks for reaction; gets none. Now . . . directly to the audience) Honestly! What a way to treat an old woman ! Drag her out of the house . . . stick her in a car . . . bring her out here from the city . . . dump her in a pile of sand . . . and leave her here to set. I'm eighty-six years old! I was married when I was seventeen.

Symbol of Lighting Game

Edward Albee always uses lighting in his drama as a form of dramatization effect. Here is, lighting used as a sign of darkness over the death of grandmother who will come soon, but it is only a dramatic marker not a marker of the death of grandmother later. Because the grandmother did not die in a tense and tragic atmosphere. But in the afternoon with a kiss on his forehead. However, behind all that lighting here is also still used as a time marker such as changing days and players' emotional markers. Dramatization things like this that embellish the inner beauty drama.

GRANDMA. Don't put the lights up yet . . . I'm not ready; I'm not quite ready. (Silence) All right, dear . . . I'm about done. (The lights come up again, to brightest day.

Grandma's Symbol Burying Herself with Sand

My grandmother wanted to give her life by burying herself with sand even though mom and dad wanted more. She wants to finish her sadness alone, the emptiness of money that does not mean in the eyes of her own daughter. After being explored further, expanding family members with young people and spectators, together indirectly, they did not create togetherness with God. They will spend a long time, where he is at the age of 31 years, and create the lives of children. own woman. Plus massage, children who say, love them themselves, who have struggled to raise them. The treatment that comes in vain form for the whole struggle first. He assumed that God did not help him and instead called a pictorial life, even though he had never 'complained' anything for what he had lived during the photo.

GRANDMA. *Ah-haaaaaa! Graaaa! (looks for reaction; gets none; Now . . . directly to the audience) Honestly! What a way to treat an old woman! Drag her out of the house . . . stick her in a pile of sand . . . and leave her here to set. I'm eighty-six years old! I was married when I was Seventeen. To a farmer. He died when I was thirty. (To the Musician) Will you stop that, pleae? (The Musician stops playing.) I'm a feeble woman . . . how do you expect anybody to hear me over that peep! Peep!*

Peep! (To herself) There's no respect around here. (To the Young Man) There's no respect around here.

The symbol of Grandma's reality is buried before she dies

The burial of Grandma as a symbol of her being buried alive interpreted her burial as a human being who was not yet time to die but was 'forced' to die in a certain way. Supported also his desire to immediately end his life, because he was fed up with his life especially after he moved to the city and was wasted by her son.

GRANDMA is discovered, still in the sandbox, lying on her side, propped up on an elbow, half covered, busily shoveling sand over herself.

Symbols of the function of the Musician as Accompaniment of Death

The musician is one of the actors who built the atmosphere and actually this is one of the distinctive features of the drama Albee who always uses music as his drama. He is an actor in this drama who never speaks, only nods when told to play or stop playing his guitar. From the beginning to the end of the musician's story always accompanies sad songs for every event and dialogue between players. he is also the accompaniment of death. In this case it can be said he knew Grandma's impending death later. Even though he is part of Grandma's death his role in this drama is still nil, nil from the point of view of an actor. Because this is included in the absurd drama section, where on the beach there is a musician assigned to 'accompany death' Grandma. But this peculiarity can be seen through ordinary burial methods by Christians, Batak people, Borneo people, and so on who sing certain death songs at each person's funeral. Be it relatives or other people. But of course the music that was delivered specifically for the funeral process itself usually contained prayers offered specifically for those who died. Whereas in this drama, the musician is just playing a song with his acoustic guitar. His role is just playing the instrument with a melancholic song that can

create a dramatic atmosphere, not giving a song that is a special song for death as it is usually sung at Christian funerals and people who have such funeral culture.

> *GRANDMA (To the MUSICIAN) Honey, do you play all this part? (The MUSICIAN nods.) Well, keep it nice and soft; that's good boy. (The MUSICIAN nods again; play softly.) That's nice.*

The symbol of The Young Man as the Angel of the Death of Grandma

Never felt love again since her husband died, even though she lived with her child in the city, especially she had never been loved and treated properly by her own child. it gives her affection to grandma. He drew grandma's life

with tenderness, kissing his forehead. At least grandma got a little love from the young man even though after that he died. The following fragment of dialogue can explain more about the explanation above.

> *YOUNG MAN (prepares; delivers the line lika e real amateur). I am the Angel of Death. I am . . . uh . . . I am come for you.*
>
> *GRANDMA. What. . .wha . .(then, with resignation). . . ohhhh. . . ohhhh, I see. (The YOUNG MAN bends over, kisses GRANDMA gently on the forehead.) GRANDMA (her eyes closed, her hands folded on her breast again, the shovel between her hands, a sweet smile on her face). Well. . . that was very nice, dear . .*

IV CONCLUSION

After conducting research in the sandbox drama the authors conclude that:

1. Absurdism is a philosophical term for a genre of modern drama that overhauled systematic traditional drama. An absurd drama is a drama which is full of impossibility, strangeness, sadness, sadness, dark life, emptiness of the actor who plays his role, as well as the voidness of meaning for his stage.
2. The Sandbox is an absurd drama written by Edward Albee. The author has analyzed and described the research objectives in this study. Like drama in general, this drama has supporting elements such as extrinsic elements
3. The flow in absurd dramas is generally irregular. In this absurd drama, the plot can be analyzed according to the rules at the beginning, middle and end. Although still using absurd drama standards where it does not groove.

The stage setting, which consists of only a few supporting elements, symbolizes each character who uses it, such as two empty chairs that illustrate the life of a couple Mommy and Daddy's household life, and a sandbox symbolizing a coffin. The setting is also on the

beach, which is absurd because holding a funeral on the beach is not uncommon. The characters in absurd dramas are very limited. In The Sandbox there are five figures, the protagonist is Grandma, the flat figure who does not experience development is Mommy, Daddy, and The Musician, the dynamic character is The Young Man, because he experiences character development. Sub text/stage directives in this drama are clearly listed in the script, to make it easier for the reader or player to know what blocking will be done by the player.

The symbols in this drama correlate with absurdism. Each symbol has its own meaning that represents every movement, behavior, and character of the person playing it. In this drama, an absurd drama that shows the beauty and tenderness of death and is conveyed with humor. Besides carrying out the themes that are characteristic of the absurd drama above, The Sandbox also contains some symboli. Referring to the setting of the stage, the plot, the dialogue that is often unsustainable between actors and the gestures played by them, shows the contrast to the absurd drama that previously always carried the theme of darkness. This drama has been successfully applied by Edward Albee as an absurd version of his drama.

Drama that contradicts emptiness, nothingness in life, improper treatment of parents where in this drama the excitement that is hidden in sadness ends with a happy story from a different perspective for each actor. Several things related to absurd drama appear in this drama, as the writer has described the supporting elements of absurd drama. This drama leads us to think carefully about the environment around us, especially those related to the story in the drama The Sandbox. The use of symbols related to absurdism reinforces the typical order of absurd drama that is difficult to understand. In conclusion, these are the things that support the success of Albee's absurd meaning in a short drama called The Sandbox. As the author has explained in the chapter discussion about the supporting elements in absurd drama.

Research on the literature of the drama genre has not been studied much ike prose and poetry. The existence of drama is better known by the public as a literary work to be demonstrated, not for analysis.Whereas as a literary genre, drama texts other than to be displayed can also be material for analysis. There drama is still wide open. This is also what the author experienced when taking research material in the form of drama. Drama entitled sandbox, which is carefully discussed by the author, is a matter of absurd drama which also includes symbolism in it which also has deep meaning.

Drama written by Edward Albee also has a very be drama must be known to everyone.As material for drama research, it can be examine using several approaches to analyze what is contained in the drama. In addition, research on drama can also be used as a means to improve in sight in the field of literature. Research on drama needs to be improved, so that the drama can be in line with the iterary genre of prose and poetry as literary works that can be enjoyed. Not only as a form of performance on the stage, but also can be analyzed for the readers.

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THE STUDY OF GAY SLANG IN BUNGUS TELUK KABUNG PADANG

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Abstract

This research is sociolinguistics study of slang used by the gay in Padang which focuses on the use of slang especially in Bungus Teluk Kabung. This research using Wardhaugh and Holmes theory about varieties of language. The objectives of this research are (1) To identify the slang word employed by gay in Padang (2) To analyze the social context of the use of slang words in Padang (3) To reveal the reason why they use slang words. This research used descriptive qualitative and quantitative approach that is the research produces analytical procedures that do not use statistical analysis procedure. The source of data in this study is the gay conversation in Padang especially in Bungus, while the data in the form of words or diction derived from gays" utterances. The data in this study was collected by using the voice recording technique then they were classified and analyzed. The trustworthiness was attained by using credibility through two kinds of triangulation: by observes and theories.

The results of the research show three points. First, there are three types of gay slang employed by gay in Bungus that are offensive type, vulgar type, and taboo type. Second, the social context of slang use by gay in Padang. Third, the reason why they use slang. Based-on record strategy has the highest frequency among other strategies since the dialogues are among gay Bungus members who have a close relationship and know each other very well. And the next, the function of the study of gay slang in Bungus it teaches how to use the slang language and have the conversation go well and run smoothly. As a conclusion, the study of gay slang are the way to analyze some types of slang language in gay Bungus, social context, and to know the reason why they use that slang.

Keywords: Slang, Types, Gay Community

I INTRODUCTION

Language is very important in our lives. People at least use one language to convey and express their ideas, desire and feelings through communication process with others. As Chaer and Leonie state that language one can talk with others, express his desires, feeling and ideas (1995:22).

Language is also a social phenomenon. It means of communication between individuals and brings them into relationship with enviroment. So, language and society are two things, which are inseparable. They have close realationship since each other support another.

Those variables create varieties of language such as language used by teachers, student, farmers, or gangster. Each of them has certain characteristic differentiating one from others, Gumperz in Gigliogi state that people tend to use their own terminology in-group communication and the majority language for interaction with considers.

Some varieties of language are also caused by age, sex and occupation, and function (Wardhaugh, 1997; 219-220). As Cook and Sutter state in Wardhaugh, age, sex, ethnic affiliation and profession or occupations also affect the way people to talk. Dealing with age, there are language varieties used by the youth as phase of transition from childhood to adulthood, may lead to the term "identity" to be taken into consideration (Jannis, 2001).

They create their own language to show their identity. Beside that, they use it to make the outsider my not understand it. They tend to use informal style rather than formal one because it creates the situation sound friendly in communication.

A form of informal style that is usually used by the youth is slang. Hartman and Stork in Alwasilah state that slang is a variety of speech characterized by newly coined and rapidly changing vocabulary, used by the young or by social and proffesional groups for in group communication and thus tending to prevent understanding by the rest of the speech community.

Pei and Gaynor (1954) add that slang is a style of language in fairly common use, produced by popular adaptation and extension of the meaning of existing words by coining new words with disregard scholastic standard and linguistic principles of the formation words. As the gay community in Padang is something hidden behind the gay cheerful appearance, they have a typical style, own social attitude, culture and history protest or even politics and religion. Sometime if you heard what they are talking about, you seemed to be confused to catch it, caused it seemed that they are make, mixed or maybe interfered with another word.These are the example as consideration :

Akika lapangan bola nih.- Aku lapar banget nih - I am very hungry

Kenapose sih adegan yang luncang? - Kenapa sih, ada yang lucu? – why, it is funny?

Kanua mawar duane atau sastra? - Kamu mau dua atau satu? -Do you want two or one?

Hai, apose kabaret? – Hai, apa kabar?- Hey, how are you?

The example generalized that the member of gay posses their own language variety that is slang, the outsiders will have difficulty in catching and understanding the sense if this language, the secret code as *akika lapangan bola nih* may means nothing for other people, but the member of gay community understand the meaning of it, because this code used as means of communication secretly between the member.

Gay deals with some aspect like: society, music and urbanities phenomenon. They gather at sidewalks, department stores entrances, salon, beach, train station ta night, art communicaties and other place that they easily be seen. A little bit explanations for all the reader especially sociolinguistics observes that not all of gay live style is bad, sometimes is good, event for outsider of gay community.

The study of sociolinguistics, especially in the field of informal style is very exciting, it is because the tendency for speakers to use informal style to create situation sound friendly and closer. In everyday live communication among members of society prefer to use informal rather than formal one.

Based on the phenomenon above, the study is intended to reveal the slang of gay in Padang, which reflects the variety of codes spreading in the speech society they tend to be bilingualism, by using their own idiom for in-group communication. Where bilingualism is the ability of an individual or the members of a community to use two language effectively. Even though this language is dynamic and it can be changes, it should be well documented and it should be well documented.

Identification of the Problem
The writer analyzes words and also the meaning of the words. Words are shaped into a sentence that results in conversations between the gay and a secret where the language is understood only by their own community. The language produces a unique variation of

language among the gay in Padang. The phenomenon of this language makes writers amazed when he sees and hears directly what they say. Their language is also slightly followed by young people or teenagers who generally want to recognize its popularity. The writer thinks that gay language has a big influence on the surrounding community and therefore writer very interested to analyze the language of gay in Padang.

Limitations of the Problem

In this study, the writer makes limitation to keep the focus of the research. The scopes in this study are vocabulary items on slang word used of gay language community and then the meaning on slang used of gay language in Padang especially in Bungus Teluk Kabung. In features of dialects (ways of pronouncing words, choice of words, patterns of words) cluster together to form personal styles of speech; why people from different communities or cultures can misunderstand what is meant, said and done based on the different ways they use language. Based on the background of the study, the writer expect that the study will give a meaningful contribution to the sociolinguistic study and enlarge the view of the student of English Department, in particular, and for the sociolinguistic observes in general.

Formulation of the Problems

Based on the background of study, the problems are formulated as follow :

1. What slang words does the gay Padang used ?

2. In what social context do they use the slang ?

3. Why does gay Padang use the slang ?

Purposes of the Research

In some studies where the problem is very simple it appears that the goal seems to be a repetition of the formulation of problem, only the formulation of the problem is expressed by the question, while the goal is poured in the form of a statement that usually begins with a word want to know. Related to the question on the problem of the study, this research tries to find the answers of those questions, they are:

1. To identify the slang words used by gay in Padang.

2. To analyze the social context of the use of slang words in Padang.

3. To reveal the reason why they use slang words.

Significances of the Research

Significance of this research is the impact of the achievement of objectives and answer the problem formulation accurately. The benefits of research should be able to distinguish between theoretical significance and their practical significance. Since this thesis report is always made with the support of some theoretical studies and previous findings, it will have theoretical significance for both the author and the readers of the thesis. While the practical significance depends on the form of research conducted, especially for evaluation and experimental research. The significance of the study is divided into two significances:

1. Theoritical significance. The study aims to give information and knowledge for readers about sociolinguistic and the application of it.

2. Practical significance. The study aims to be a reference for other studies about a sociolinguistic analysis on the use of slang in gay community.

Definition of the Key Terms

Slang is new vocabularies that made by people in social community. It is specificwords, phrases, or utterances, which is commonly used by people in their community. Slang language refers to unconventional word, so it is not appropriate to be spoken in a formal situation, such us in the school, salon, university, on in the office. People speak differently in formal contexts and informal contexts, especially when speaking informally, people often use slang an informal but colorful words and expression.

Slang is the non-standard language variety is sesional, used by young and gay people or particular social group for internal communication that are not members of the group do not understand. According chaer, language has a system and subsystem that is understood by all speakers of the language (Mukhtar Abadi 2010:61).

Gay is a man who has same-sex sexual orientation or sexual attraction towards the same sex. In other words like men or men emotionally and sexually. Gay is not only about sexual contact between a man and another man but also about individuals who have psychological, emotional and

social tendencies toward other men. Youth as a phase of transition from chilhood to adulthood may lead to the term "identity" to be taken into consideration. In this way, modern society sometimes plays a very significant role to the following of identity for the youth (Dyson, 2001).

II RESEARCH METHOD

The method of this thesis are qualitative and quantitative research for the reasons that the observation and analysis are done directly on the subject of this study. Qualitative research is concerned with developing explanations of social phenomena. Sudaryanto (1993:62) states in his book that, descriptive means that the research is basically only based on facts or phenomena which empirically exist within the speakers and it has been written or produced in the form of language tools which is commonly referred as transparent display (translated by the author).

Quantitative research is a descriptive research method and uses more analysis. Quantitative research aims to find relationships that explain the causes in measured social facts, show variable relationships and analyze. This quantitative research is carried out by collecting data and analysis results to obtain information that must be concluded. The paradigm used in quantitative research is the paradigm derived from the positivism view. And also can be seen from the purpose of a study itself.

The method is applied in a sociolinguistic analysis on the use of slangs in gay language community, it is very suitable to the objectives of the study to describe the phenomenon found during the process of the study.

Method of Analyzing the Data
According to Neuman (1991:369), informants are member with whom a field research develops a relationship and who tells about, or informs on, the field. Good informants, he adds, must meet some criteria such as : Live and engages within the group routines, currently, involved, able to spend time with researcher, and come from non-analytic members. Moleong

(2002:90) comment it in his book and says that, an informant is a person who gives information on a situation and condition of the study that he must have the many experiences about the basic of a study (translated by the author).

The data that used in this study are utterances collected from 8 gays in Padang. The data are in the form of words which are slangs that are used by gay community in Padang in their conversation. The words that are obtained from the utterances of the informants are displayed and analyzed in chapter IV. The following is some information regarding the informants. The names displayed in the table may not be their real names to protect their identities and privacy rights. The informants (Gay) observed, are those who are in this conditions :
1. Live in Padang
2. Aged around 17 – 40 years old

Table 3.1: Information on informants of the study

No.	Name	Age	Gender	Address
1	James	33th	Male	Padang
2	Ryan	35th	Male	Padang
3	Zoni	27th	Male	Padang
4	Havan	27th	Male	Padang
5	Ferbi	26th	Male	Padang
6	Rizal	40th	Male	Padang
7	Vijo	24th	Male	Padang
8	Irwan	40th	Male	Padang

Technique of Collecting the Data
As it said before, the data are collected through interview and observation.When interviewing the event will be conducted under a recorded situation of when the informants answer the questions being asked in addition,

field note will be created. Interview notes with information such as date, place characteristics, and moment of the interview, which give contribution when re-reading and making of the notes. Muhammad (2011: 13) says, revealed that the technique of record is a technique of recording data on the data card by researchers who then grouped and classified (translated by the author).

The other method besides the interview one is observation, it is applied to anyone as far as he belongs to gay of community. Here, the observer pays attention, watches, and listens carefully to their language and their activities. In an observation, the researcher becomes an instrument that absorbs all sources of information (Neuman,1991:355)

Arikunto (1990:205) argues that, watching is look at the phenomenon, movement and process. Watching isnot easy because someone influenced by interest and other leans (translated by the author). The observer observe gay member reaction and also the freguency of the intrument happen, Beside that interview and obsevation as the main instrument in collecting data, written materials such as books on sociolinguistics and other related sources will be treated as secondary data.

Technique of Analyzing the Data

Moleong (2002:190) in his book comments that, the process of data analysis starts by evaluating all the data available from various of sources, such as interview, observation which has been written down in the field note, private documents, official documents, pictures, photograph and others (translated by the author).

The study of slang is analyzed through the following steps : The process of analyzing data is basically performed step by step in the correct order to obtain satisfying and precise results. The collected data are analyzed by conducting the following steps:

1. Collecting the data sources which are words in utterances uttered by the informants.
2. Identifying all slang words found in the utterances.
3. Classifying the data based on the types of slang used in the utterances. This phase is carried out by looking at the diction and the meaning.
4. Analyzing and interpreting the data and answer the questions addressed in the problems of the study. The data are easier to be interpreted and analyzed when the results have been explored.
5. Drawing conclusion and giving suggestions.

III RESULTS AND DISCUSSION

Analysis of Slang Words and Types of Slang Words Used by Gay in Padang

No	Vocabulary of Gay Language	Meaning in Indonesian	Meaning in English
1	Amplop	Ampun	Oh my God
2	Balik papan	Kembali	Return
3	Bodrex	Bodoh	Stupid
4	Cumi-cumi	Cium	Kiss
5	Ember	Emang	Indeed
6	Jelita	Jelek	Bad, ugly
7	Lapangan	Lapar	Hungry
8	Makasar	Makan	Eat
9	Mawar	Mau	Want
10	Polonia	Pulang	Go Home
11	Samarinda	Sama-sama	You"re welcome
12	Sutra	Sudah	Already
13	Tinta	Tidak	No
14	Titus	Tidak	No
15	Akika, eike	Aku	I, me
16	Begindang	Begitu	So
17	Cuco	Cakep	Handsome
18	Jahara	Jahat	Evil
19	Bences, bege, binancini	Banci	Transvestite
20	Brepong, binerinapina	Berapa	How much
21	Dendong, dendes	Dandan	Put on makeup
22	Hemong, hinomino,	Homo	Homosexual

	hombreng		
23	*Lekong, lekes, linakini*	*Laki-laki*	Man
24	*Lecong, leces, linocino*	*Masturbasi*	Masturbate
25	*Peres, pinurinapina*	*Pura-pura*	Pretend
26	*Sekong, sekes, sinakinit, saskia, sakti*	*Sakit*	Sick
27	*Tinerjinadini, terjedong,*	*Terjadi*	To have happened
28	*Diperkosmopolitan*	*Diperkosa*	Get raped
29	*Gretong, Gretna*	*Gratis*	Free
30	*Hamidah*	*Hamil*	Pregnant
31	*Himalayang*	*Hilang*	Lose
32	*Aira*	*Air*	Water
33	*Kemanosek, kemindang*	*Kemana*	Where is
34	*Sindang*	*Sini*	Here
35	*Rumpita*	*Rumit*	Complicated
36	*Motorola*	*Motor*	Motorcycle
37	*Mobla*	*Mobil*	Car
38	*Kencana*	*Kencing*	Pee
39	*Panasonic*	*Panas*	Hot
40	*Bengbeng*	*Sangat*	Really
41	*Dianul, diana, desek*	*Dia*	She/He
42	*Dindong*	*Dingin*	Cold
43	*Banjaran*	*Baju*	Clothes
44	*Apose, apipong,*	*Apa*	What
45	*Ajijah*	*Saja*	Just

46	*Adegan*	*Ada*	There is
47	*Adinda*	*Adik*	*Younger brother/sister*
48	*Bagasi, bagaskara*	*Bagus*	Good
49	*Bakrie*	*Bakar*	Burn
50	*Amir*	*Amat*	Very
51	*Balerina*	*Bales*	Reply
52	*Habiba*	*Habis*	Finish
53	*Iritasi*	*Iri*	Jealous
54	*Merauke*	*Merah*	Red
55	*Itachi*	*Hitam*	Black
56	*Dunia*	*Duduk*	Sitdown
57	*Pere*	*Cewek/wanita*	Woman
58	*Belalang*	*Beli*	Buy
59	*Kanua, ye, yeti*	*Kau/kamu*	You
60	*Duane*	*Dua*	Two
61	*Sastra*	*Satu*	One
62	*Kenapose*	*Kenapa*	Why
63	*Luncang*	*Lucu*	Funny
64	*Apose kabaret*	*Apa kabar*	How are you
65	*Malaria*	*Malam ini*	Tonight
66	*Bangunan*	*Bangun*	Wake up
67	*Indang*	*Ini/itu*	This/that
68	*Inang, ines*	*Inang Iya*	Yes
69	*Hujrina /hulubalang*	*Hujan*	Rain
70	*Ban sepeda*	*Banyak*	Much

71	*Capung, capcay*	*Capek*	Tired
72	*Endang, endul, endes*	*Enak*	Delicious
73	*Cintia*	*Cinta*	Love
74	*Barbara, baharudin*	*Baru*	New
75	*Dimandose, dimandul*	*Dimana*	Where is
76	*Cantika Putri, Candra kirana*	*Cantik*	Pretty
77	*Dewes, doremi*	*Doa*	Prays
78	*Eim*	*Hmm*	Yup
79	*Kenari*	*Kenal*	Know
80	*Tawaran*	*Tahu*	Know
81	*Kuburan*	*Kabur*	Hazy
82	*Lerong, Lerda*	*Lari*	Run
83	*Belenjong*	*Belanja*	Expenditure
84	*Duta*	*Duit*	Money
85	*Dulang*	*Dulu*	Formerly
86	*Harem*	*Busuk*	Putrid
87	*Gengges*	*Ganggu*	Distrub
88	*Buleleng*	*Bule*	Tourist
89	*Disandra*	*Disana*	There is
90	*Cacamarica*	*Cari*	Look for
91	*Beti*	*Buat*	For
92	*Bunaken Bukan* Not	*Bukan*	Not
93	*Bosnia*	*Bosan*	Bored
94	*Maharani*	*Mahal*	Expensive
95	*Kakao*	*Kakak*	Older sis/bro

96	*Jugria*	*Juga*	Also
97	*Bistik*	*Bisa*	Can
98	*Haryana*	*Harus*	Must
99	*Kona, Luna*	*Poyok/Pelacur*	Whore
100	*Biara, biore*	*Biar*	Be Let
101	*Kamria*	*Kamar*	Room
102	*Mabora*	*Mabuk*	Drunk
103	*Tangkis*	*Tangan*	Hand
104	*Hidangan*	*Hidung*	Nose

This chapter describes the analysis and findings of slang words and types of slang words used by gay community which is based in Padang. The analysis is carried out by listing the slang words used by them, translating each word into formal Indonesian and English languages and then categorizing the slang words into types of slang (offensive, vulgar, taboo).

Slang Words and the Meanings Used by Gay Community in Padang

Based on table above many vocabularies of the gay language which is have similar meaning but from the different vocabulary. It can be a difficulty for another community to be able to understand it. Supposed originated in Padang and then spread in all the cities of Indonesia. This type of retention form of syllable or parts syllables begining of word base, while rest is converted so as if the other words. Example :

1	Enak	En	Endang
2	Sudah	Su	Sutra
3	Tidak	Ti	Tinta

This is the type of the 1990s was very popular, growing rapidly and spread all over the archipelago, and the used as slang. Every gay community constantly creating by themselves the words of this type, and from visiting or communication through various mediums spread to other communities. This language is usually used when gay people in order to communicate what they are talking about is not known to others outside the community.

Gay people in Padang speak using slang when they are in the community. They speak slang instead of the Indonesian language, but when they are not their community of among the gay people, they speak in the Indonesian language so that other people can understand what they try to convey to them.

Types of Slang Words Used by Gay in Padang

There are three types of slang words that are used by gay community in Padang. Those three types include: offensive, vulgar and taboo. The following is the list of slang words categorized into the three types.

Each word is written with the meaning in Indonesian and English. Definition of each word is taken from Oxford Dictionary to give better understanding on the word.

a. Offensive Type of Slang Words Used by Gay in Padang
b. Vulgar Type of Slang Words Used by Gay in Padang
c. Taboo Type of Slang Words Used by Gay in Padang

The analysis in this research concentrates on the slang words used by gay community in Padang. The analysis in this research also finds the meanings of slang words and the types of slang words used by the community.

Based on the analysis of the research, it is found that there are less more 400 slang words used by gay community which is based in Padang. Slang words that are used by gay community in Padang are divided into three categories, which are: offensive, vulgar and taboo.

Slang words that are used by gay community in Padang are basically based on the Indonesian language and the formation of words of the Indonesian words are changed to sound different from the original. These changes can give confusion for even Indonesian people, but are finely understood by gay community in Padang which is the reason why this research is performed to explain such phenomenon.

The social context of slang usage

The slang words were created by Gay in Padang because they want to distinguish their society with other people, on this distinguish social context and socially branded they fight together on one society to praise what they believe. Observer classify the language usage in

three social context, when they interacting with other gay division, when they interacting beside other societies, when they interacting beside police officer, when they interacting with other member or maybe member from other gay division, they usually use almost the slang word, because they feel that they are brother and have the same purpose and same value, they are not afraid to say anything they want because they can understand each other.

The reason why they use slang

There are some reasons why they use slang, they created slang because they need to distinguish they existence with other societies and they are not allowed other people to insult or annoy their activities, they want exclusiveness to show their power and solidarity. Therefore slang word like igama, scene, stelan, etc created by

them. Solidarity when living on the street and underground sometimes make gay doing something secretly even against the law. Some forbidden act ivies like consuming liquors and drugs they do with hidden. That is way they create words like Genjes, Sebong or Cubadak to hide their activities from policeman or other officer.

To show their power the member who praise gay and gay be the way of live, words like trendy bangsat, polesong, temong and other abuses word used to hide what they really said, what the real meaning of what they said. Sometimes the word used to avoid chaos with other members or other society and maybe the worst thing if they have been catching by police officer because what they

IV CONCLUSION

1. The communication of gay community in Padang commonly uses slang words and sometimes they mix up slang words and formal Indonesian words. It is found in the study that there are 215 slang words used by gay community in Padang. Some words sound similar like the Indonesian meanings and there are some that sound completely different. There are slang words that sound different, yet have the same meaning.
2. There are three types of slang that are used by gay in Padang, namely: offensive, vulgar and taboo. These three types of slang have different definitions. Offensive is the type of slang that can offend other people, vulgar is the type of slang that can make someone angry or hurt and taboo is the type of slang that is customary inhibited. These three types of slang must be carefully spoken because they can offend, make someone angry and will lead to controversy as well as conflict in some ways.
3. The slang words was created by Gay Padang because they want to distinguish their society with other people, they believe that what they praises on Liberty, Equality, Unity are always right. In this distinguish social context and socially branded they fight together on one society to praise what they believe, society that can understand what they believe and can accept

values they have. They feel comfort and free on this society because they are free, they are same and they are together like a family on this society.
4. There are some reasons why they created and use slang, they created slang because they need to distinguish they existence (Exclusiveness) solidarity, when living on the street and underground sometimes make Gay doing something secretly even against the law. Some forbidden act like consuming liquors and drugs they do with hidden way. That's why they create words like Genjes, Sebong or Cubadak to hide their activities from policeman or other officer. Power, the member who praise Gay and Gay be the way of live, words like trendy bangsat, polesna, temong, and other abuses word used to hide what they really said, what the real meaning of what they said. Therefore Gay in Padang created slang words.

Suggestion

1. The writer hopes all people that appreciate and respond wisely to the slang language used by the gay community in Padang, because the language enriches the kind of variety of languages in Indonesia.

2. The writer hopes that many people know there are many kind of slang language in gay community is used and not just one slang.

3. This research can be used as a reference for researching slang language.

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