

# The Effect of Learning Approach and Linguistic Competence Capability Reading The English Narative Text of Student SMA Negeri 6 Padangsidimpuan.

Sukriyah Batubara

s\_ria50@yahoo.com

Abdul Muin Sibuea

Educational Technology, Postgraduate Program  
state University of Medan

Keysar Panjaitan

Educational Technology, Postgraduate Program  
state University of Medan  
Medan, Indonesia

**Abstract-** This study aims to find out The Effect of Learning Approach and linguistic competence capability reading the english narative text of student SMA Negeri 6 Padangsidimpuan. This study used a quasi-experimental research designs. The consisted of 69 students that were divided into two groups (experimental group 35 student and control group 34 student). The instrument used was English test which consist 50 multiple choices and instrument used was linguistic competence which consist 40 multiple choices. Data use analyze by using ANOVA two ways. The analysis reveal that (1) capability reading narrative text student taught using communicative Learning Approach is higher than those taught by using capability reading of structural Learning Approach (2) capability reading narrative text student who have linguistic competence high higher than those taught by using capability reading reading narrative text student who have linguistic competence low. (3) There is a significance between the learning approach and linguistic competence in capability reading text narrative.

**Keywords :** Learning Approach, linguistic competence and narrative text

## I. INTRODUCTION

Language is a communication tool for conveying information. In language, humans can think regularly and systematically and can communicate and express attitudes, feelings, and thoughts to others, because in one's language it is required to be able to develop the ability to read, write, speak, and listen. Through the language of interaction, everyone manifests themselves to socialize and sharing information will be more easily achieved.

National High School Examination in Indonesia in 2017, as revealed by the Minister of Education and Culture if there is damage in the English language subject an average of 5.93 from the previous year, the low English learning outcomes can also be seen from the observations that conducted by researchers at Padangsidimpuan 6 Public High School seen from recent student learning outcomes 3, the main problem is mainly about how to make sentences, how to use the right words in accordance with changes in time. Students may be able to remember all the rules of English grammar when they are asked to mention their grammar rules are able to answer it well.

According to Djuanda (2006: 33) communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. The communicative approach directs the teaching of language to the purpose of teaching which emphasizes the function of language as a communication tool. The communicative approach of students is taught to obtain information needed in everyday life.

Mohammad (2012) stated that the communicative approach aims to develop the communicative competencies of educators who gain knowledge about the communicative function of language. Many teachers think the communicative approach emphasizes speaking and listening to improve their communicative abilities by focusing on meaning. Jabeen (2014) states that the communicative approach is learning skills in English which show communicative ability to be a language goal in other words to teach English using a communicative approach to be important.

Structural approach is an intrinsic approach, namely discussing the work on elements that build literary work from within. The approach examines literary works as autonomous works and regardless of social background, history, author biography and everything that is outside of literary works. Structural approach to improvement and grammatical and lexical forms, material in accordance with the linguistic difficulties of children. Structural approach is also an approach that views and understands literature in terms of structure itself. This approach understands literary works in close reading (reading literary works in private without seeing the author, reality, and readers). Regarding structure, Wellek and Warren (2003) limit that the structure of understanding is incorporated into content and form, as long as they are intended to achieve aesthetic goals. So the structure of literary work (fiction) consists of form and content.

From the structural approach, it can be seen that learning patterns are carried out by educators who embrace structural understanding. In the first stage, the educator first introduces the students to the elements of the literary work that they will appreciate. This can be done by lecturing, group discussions, question and answer and others. After the discussion and question and answer process takes place, the teacher enters the

second stage. In this second stage the teacher provides a literary work that students will appreciate, in accordance with the intrinsic elements introduced in stage one. Finally (in the third stage) the teacher together students conclude the results of the analysis to obtain a general description of the meaning of the analyzed literary work.

The term competency was introduced by Noam Chomsky in 1975 through the concept of structuralist language theory. The definition of competence is often interpreted not unlike the definition of language de saussure. both de Saussure and Chomsky assume that the social context is not something to consider. But Chomsky rejects De saussure's view that language is a system of elements of language and emphasizes the concept of competence as a generative system. This view is in line with Chomsky's assumption that linguistic theory needs to specialize in discussing mental realities that underlie real action.

The term competency became popular when Chomsky published his book, Aspects of the Theory of Syntax. Linguistic competence is essentially the equivalent of each of competence and performance.

## II. METHOD

This research was conducted at SMA Negeri 6 Padangsidempuan. The time of the study was planned to take place in the odd semester of the 2017/2018 school year. being the population in this study were all students of class X Padangsidempuan 6 North Sumatra Senior High School totaling 201 people from 6 (six) parallel classes. The research sample was taken from class X students as many as 69 people, namely class X-1 and X-3.

The method used in this study is experiment. The research design used is the factorialanava 2 x 2 design

Table I. Research Design

personality Type Linguistik competence	Learning Approach(A)	
	Comunikatif (A1)	StruCtural (A2)
high (B1)	A1 B1	A2 B1
low(B2)	A1 B2	A2 B2

- A : learning approaches
- B : linguistic Competence
- A<sub>1</sub> : learning approaches komunikatif
- A<sub>2</sub> : learning approaches structural
- B<sub>1</sub> : Linguistic competence high
- B<sub>2</sub> : Linguistic competence low

The data collection technique in this study was to use tesil learning and test the results of linguistic competence. This test is used to obtain data on English learning outcomes and test the results of linguistic Competence to determine low height. Forms of English learning outcomes Tests used are multiple choice tests. Tests on the results of English learning were carried out as Many as 50 questions and tests of linguistic competence were multiple choice tests with a total of 40 questions. Instrument tests were conducted to get valid and

reliableresearch instrument. The aim is to see whether the instrument is able to measure what must be measured (validity) and reliability of the instrument (reliable). Also see the level of difficulty and differentiation of each of the questions tested.

In this study the experiment was conducted on class X students of Padangsidempuan 6 State Senior High School. The data analysis technique used is descriptive and inferential statistical techniques. Descriptive analysis techniques are used to describe data, among others; average, median, mode, variance, and standard deviation value. Inferential statistical techniques are used to test the research hypothesis, which can be concluded The technique used is Variance Analysis (factorial 2x2) with a significant level of 0.05. Before two-way Anava, the analysis of the first test requirements was carried out which included normality test and homogeneity test. Normality testusing the liliefors test, while the homogeneity test used the Fisher test and the Bartlett test. When the two-way Anava test is significant, then further tests are carried out using the scheffe test. If the number of samples from each cell in the research design is not the same, but if the number of participants found for each cell is the same then the test will be continued using tuckey test. All tests are carried out at the 0.05 level.

a. The first hypothesis

Ho:  $\mu A1 < \mu A2$

Ha:  $\mu A1 > \mu A2$

b. Second Hypothesis

Ho :  $\mu B_1 = \mu B_2$

Ha :  $\mu B_1 > \mu B_2$

c. Third Hypothesis

Ho:  $A > B = 0$

Ha:  $A > B \neq 0$

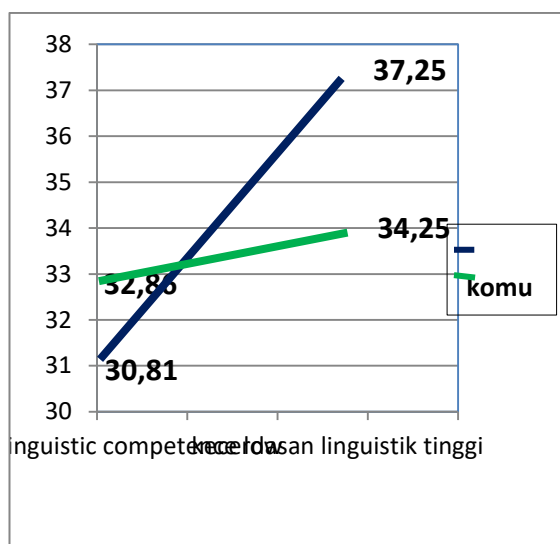
## III. RESULTS

The first, second and third hypotesis tsting was performed two-way Anava .

Table II Summary of Anava two way

	Dk	JK	RJK	F <sub>h</sub>	F <sub>t</sub>
(A)	1	178,68	178,68	5,12	3,98
(B)	1	250,23	250,23	7,17	3,98
(AB)	1	181,83	181,83	5,21	3,98
galat	65	2268,51	34,90		
Total	68	4517,01	645,64		

the interaction of Learning approach andpersonality type to students Leaning achievement can be described below :



Based on the results of the analysis of variance shows that between the two average English learning outcomes of students with two learning approaches there are significant differences at the significance level of 0.05 where  $F_{count} = 5.12$  while  $F_{table} = 3.98$  so that  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be concluded that the ability of English learning outcomes of students who are taught with communicative learning approaches is higher than the English learning outcomes of students who are taught with structural learning approaches

The findings of this study also support the previous research conducted by Luh (2014)) that in his research shows there are significant differences in students' speaking skills learned through communicative approaches with students who are taught through conventional learning in fifth grade students of Gugus VI Elementary School in Gianyar District 2013 Academic Year / 2014. This means that the communicative approach influences the speaking skills of Indonesian language students in grade V SD Gugus VI in Gianyar District in the 2013/2014 Academic Year. This is in line with the results of Rugara's (2012) study investigating English teaching at Zimbabwe High School that the structural approach and associated methods and techniques are mainly used in ESL teaching, with a communicative approach (CLT), students better understand the teaching of English with a communicative approach.

while the results of the analysis of variance shows that between the two average English learning outcomes of students who have high and low Linguistic Intelligence there are significant differences at the significance level of 0.05 where  $F_{count} = 7.17$  while  $F_{table} = 3.98$  so that  $H_0$  is rejected and  $H_a$  is accepted . Thus it can be concluded that the English learning outcomes of students who have high Linguistic Intelligence are higher than the English learning outcomes of

students who have low Linguistic Intelligence. In accordance with the results of Wiwitan's (2017) study, it was suggested that there was a significant relationship between linguistic competence and reading ability. The relationship in the form of a positive relationship, namely the greater the linguistic competence that students have, the greater the ability to read. Final learning outcomes are better than the results of writing learning with initial abilities. Therefore it can be said that VAK learning can maximize modalities in learning and be able to accommodate linguistic competencies of students in significantly. From the results of the calculation of the third hypothesis, the results of the analysis of variance show that between the two average English learning outcomes of students who have high and low Linguistic Competence there is a significant difference at the significance level of 0.05 where  $F_{count} = 7.17$  while  $F_{table} = 3.98$ . Thus  $H_0$  is rejected and  $H_a$  is accepted which states that there is an interaction between the use of communicative learning approaches and Linguistic Competencies in influencing the learning outcomes of English students are proven to be true and can be visualized graphically.

#### IV. CONCLUSION

First, the learning outcomes of students' ability to read narrative texts that are taught by communicative approaches are higher than the students' ability to read narrative texts taught in the Second Structural Learning approach, there are differences between students' ability to read narrative texts that have high linguistic competence rather than the ability to read narrative texts of students who have low competence. Third, there is an interaction between learning approaches and linguistic competence in influencing narrative text reading ability.

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