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DIREKTUR SEKOLAH PASCASARJANA UNIMED

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PROGRAM STUDI LINGUISTIK TERAPAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS NEGERI MEDAN

Jl. Willem Iskander, Pr.V- Kotak pos No. 1589 Medan 20221

Telp (61) 6636730 Fax (061) 6636730

PREFACE

Dear Colleagues

This edition of the English Applied Linguistics Journal present articles entitled: (1) THE USE OF READING MATERIALS ACCESSED FROM THE INTERNET UNDER COOPERATIVE LEARNING STRATEGY TO IMPROVE THE QUALITY OF TEACHING AND LEARNING DRAMA, (2) GRAMMATICAL METAPHOR IN INTERNET NEWS (3), SEMANTIC ANOMALY IN NEWS PROGRAM SEPUTAR INDONESIA, (4) TEACHING WRITING-GENRE BASED APPROACH, and (5) THEMATIC STRUCTURES IN COMPUTER HELP MENU TEXTS, (6) USING COMPUTER ON STUDENTS' VOCABULARY MASTERY.

These articles are intended to be read by those who are interested in enhancing and uplifting the quality of the human resources in the teaching of English in Indonesia and elsewhere.

It is realized that in this globalize era, one should be always on the move especially in broadening ones horizon and awareness to the responsibility in a much more professional approach.

Finally, we invite more articles to be published in the new publication so as to implement what should be best for our students as qualified generation of the future.

Medan, November 2009

The Editor,

Prof. Tina Mariany Arifin, M.A., Ph.D.

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**THE USE OF READING MATERIALS ACCESSED FROM
THE INTERNET
UNDER COOPERATIVE LEARNING STRATEGY
TO IMPROVE THE QUALITY OF TEACHING AND
LEARNING DRAMA**

by: Dr. Sri Minda Murni, M.S.

(English Language and Literature Department – State University of
Medan)

I. INTRODUCTION

1.1 Background

Drama is one of the literary subjects assigned to students of the educational and non-educational study program -English Language and Literature Department - State University of Medan. The main goal of the subject is to help students gain the competence of understanding the plot through the dialogues, comprehending the author's thought and belief, and practicing the language expression of the play.

Some considerations and adaptations have been made during the writers' experience teaching this subject in the last 5 years, i.e: the choice of plays and the teaching strategy. The choice of plays should consider the level of the students' competence in reading plays written in English and students' competence in accessing, understanding, and making use of articles/critics on the works. The choice of teaching/learning strategy is also important. The best strategy is the one which helps the students become independent learners while at the same time capable in establishing collaboration among them.

The first challenge deals with the works to study. Various plays of certain level of quality can be found limitedly in the library in addition to those designed particularly for certain level of students English proficiency. However, teaching today is challenging for tomorrow which means what we teach today should consider the students' future needs. In the future, the students are expected to be able to participate in higher educational levels. It implies that the works should be those listed in the literary canon and highly appreciated in the global academic world. One of the fastest and the latest source of information and easy to access nowadays is the internet. Experiences show that the more famous the plays are, the easier it will be to find the critical essays on them in the internet.

The second challenge deals with the design for classroom activities. As the best design is one of which that helps students to work cooperatively and become independent learners, cooperative learning approach becomes one of the most relevant strategy. Since the focus of the research is reading critical essays about the plays, jigsaw technique will be chosen to use.

II. THEORETICAL FRAMEWORK

2. 1 internet as Learning Resource

Lupinacci (2001) states that looking for information from the internet is not difficult, but finding useful information from it needs practice. One of the easiest ways in finding information from the internet is using search engines. According to Lupinacci, search engine is an internet server or a group of server contains data base from the network address or links. There are some search engines that can be

found in the internet, such as: *Alta Vista, Exite, Web Crowler, Infoseek, Lycos, etc.*

According to Lupinacci, there are two easiest and fastest ways in finding information from the internet: 1) using search engine categories; and 2) using search command or advance search syntax to narrow the choices.

For Drama subject, the search engine recommended to access are *yahoo* and *google*. From this site, students are assigned to access *Grade Saver* and then *Classicnotes* (<http://www.gradeSaver.Com/Classicnotes>) to get to the the lists of writers and their works. Students then are asked to access essays on the three writers assigned to them in subject Drama II, they are: *The Death of a Salesman* by Arthur Miller (1915-....); *Streetcar Named Desire* by Tennessee Williams (1911 – 1983); and *Long day's Journeys into Night* by Eugene O'Neil (1888 – 1953). The essays include: *About the Author, About the Work, Short Summary; Summary and Analysis (per chapter)*.

As Turville (1999) states the facts show that many lecturers do not acquire the computer skills. This is one of the possible problem we need to solve in accessing the materials from the internet. As Trother says, (1997): *The internet is a treasure-trove of information for educators and students. However, this treasure-trove can serve to waste a great deal of time for the user if not searched wisely.*

2.2 Cooperative Learning Technique

Johnson (1997) states that cooperative learning is a learning procedure which aims at improving students' achievement by creating a more active learning process which is relevant to students' individual needs. Cooperative learning strategy is conducted in a stable group whose members are expected to be permanent during certain period of time (ex. Half semester or a whole semester).

Johnson introduces three types of studying activity in cooperative learning technique which can be used in 90 minutes meeting as follows:

Step	Activity	Time
1	Opening base group meeting	10
2	Teaching with informal cooperative learning	25
3	Work on assignment informal cooperative learning	40
4	Teaching with informal cooperative learning	10
5	Closing base group meeting	5

1). Opening Cooperative Base Groups

In this level, students

- Greet each other while making sure that each member of the group is healthy and ready for the activity that day.
- Check if each member does the assignment well and offer some helps if necessary.
- Review what they have learned by asking them to summarize what they know, think, and learn or to distribute some enrichment materials.

- Get to know each other better.

2). Direct Teaching with Informal Cooperative Learning

In this stage, the lecturer focuses on the learning materials to study while creating the conducive atmosphere in the classroom. The procedure are as the following:

2.1) Introducing the topic: The lecturer a) ask the students to make a group of 2 or 3 students, b) Ask introductory questions for about 4 minutes; c) describe the positive value of agreement reached by relying on each other. The purpose of the discussion is to make use of what the students already learned and to create new expectation on the next materials.

2.2) Pair discussion: The lecturer divides the class into segments which takes about 10 to 15 minutes per segment, the time limit for adult to concentrate. By the end of every segment, the lecturer asks the students to do pair work cooperatively to answer the question. The questions are those which force them to process the teaching materials cognitively. The procedure is as the following:

- Each student formulates the answer.
- Each student shares the answer to his/her pair.
- Each student listens carefully to his/her pair.
- The pair formulates new better answer by combining and synthesizing the 2 existing answers.

The questions must be specific so the students can answer them within 3 or 4 minutes. The questions must be able to force the students: a)

summarize the material they have just studied, b) give response; c) relate the material to the previous one so the new material is integrated in a conceptual structure. The lecturer must be sure that every student can answer the questions although only 2 or 3 students are assigned to do so. Then, the lecturer continues explaining the materials followed by pair discussion.

2.3 Closure Focused Discussion: Lecturer gives a task to discuss what they have learnt in 4 or 5 minutes. The discussion must be able to motivate the students to integrate what they have just learnt with the existing conceptual structure, to guide the students to the next material, to identify the questions the students have on the materials that have just been presented. This is the closure to the class activity.

3) Formal cooperative Learning

The center of learning activity in the classroom is the students work together in formal cooperative study group. Formal cooperative learning occurs when students work together, for one session or for a couple of meeting, to reach the goal and fulfill the task together. In a formal cooperative study group, a lecturer:

- Makes the decisions related to pre-study aspects such as the academic goal and social skill to achieve, the number of group members, the method in providing tasks, the students' role, the learning materials, and class management.
- Explains learning tasks clearly, teaching concepts and strategies, emphasizes the interdependence among members and individual accountability in doing the tasks together,

informing the criteria of success, and explains the expected social skill.

- Monitors the learning process and providing necessary guidance in fulfilling the tasks, so the group can work effectively.
- Grades and evaluates the student's learning and individual performance carefully and helps them make the group functioning maximally and efficiently.

4. Summary Informal Cooperative Learning

By the end of every session, the lecturer asks the students to work together; to resume what they have learned that day, and to decide what they are going to discuss next in an informal cooperative learning. At this point, the lecturer asks one or two questions, students formulate the answers and then discuss the answers with his/her pair, and finally formulate better answers as the results of the cooperative work.

5. Closing Cooperative Base Group

Every section is closed with the students sit back with their group. The examples of closing assignment are:

- Make sure that every member of the group understand the given task. Find the best way to do cooperative work in fulfilling the task.
- Summarize at least four things that they have learned and understood in that session.
- Summarize how each member of the group will apply what they have learned.

- Celebrate the hard work they have been through and the learning they have learnt.

Johnson (1996) states that there are four levels of cooperative ability, they are:

- **Forming:** The skill needed to build a cooperative study group, like “stay with the group and do not wander,” “speak necessarily,” “one after another,” “mention your name.”
- **Functioning:** The skill needed in managing the group to fulfill the tasks and keep the relationship effective, such as expressing opinion and conclusion, giving direction to group work, motivating everyone to participate.
- **Formulating:** The skill needed to build deeper understanding about the material that has been studied, stimulating the use of high level of reasoning, and maximizing the mastery and the sustainability of the material in the memory. For the example, to explain someone’s reasoning step by step and to connect what they learn to what they have learnt.
- **Fermenting:** The skill needed in stimulating reconceptualisation of the material they have learnt, the cognitive conflict, the searching for information, the effort to communicate the reason for the conclusion she draws from. The example is to criticize the opinion (not the person) and not change your opinion unless you are persuaded logically (agreeing doesn’t promote the study.)

Johnson (2001) writes that cooperative learning is different from ordinary group work. Cooperative learning has five important

elements, such as; positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and processing.

III. RESEARCH METHOD

The method used in the research is classroom action research (CAR). Classroom action research is defined as a reflective study conducted by teachers as researchers whose goal is to increase the rational establishment of what they are doing in the teaching process, and to improve the condition of learning. (PGSM, 1999)

The role of the lecturer in classroom action research is very important. Even, it plays the most important part. Some basic principles of classroom action research are: 1) The lecturers will better solve the problem they identify themselves; 2) The lecturers will better improve their performances if they are given the chance to evaluate and improve them; 3) The lecturers will have chances to do collaboratively works with the headmaster to improve the quality of teaching in the school; 4) The lecturers will have chances to do collaborative work with other lecturers to improve their professionalism (Watts, 2001).

Furthermore, Suyanto (2002) emphasizes that a lecturer can study the factual problems in his class without having to leave the class. In addition, CAR makes it possible to combine the teaching and researching, so it bridges the gap between theoretical and practical aspect of teaching. By conducting CAR, the lecturer can improve the practical aspect of his/her teaching more effectively using relevant theories specific to his/her particular situation. Last but not least, the

lecturer can conduct collaborative works with the headmaster and with other lecturers to solve learning problems.

CAR involves five phases in the implementation process (Donner, 2001). First, identifying the problem. Relevant questions to put forward are: a) why do you want to do it? Is the research problem really important and practical?; Is it worthwhile in terms of time and effort spent? b) Is the formulation of the problem stated clearly and in an interrogative sentence? Does it have a wide impact? Is the scope limited to daily and manageable studying?

The second phase is action. A number of questions relevant to put forward are: a) Are you developing and implementing new strategy and approach? If yes, what is it? b) Are you focusing on the existing teaching and learning process? If yes, which one? How long will it take to do the research?

The third phase is data collecting. It concerns with: a) what kind of data you are going to collect in order to answer the research problem? How do you convince the double perspective characteristics of the data? What are the resource and information you get to be used in setting up the problem limitation, in collecting the data, or in giving interpretation to the research findings?

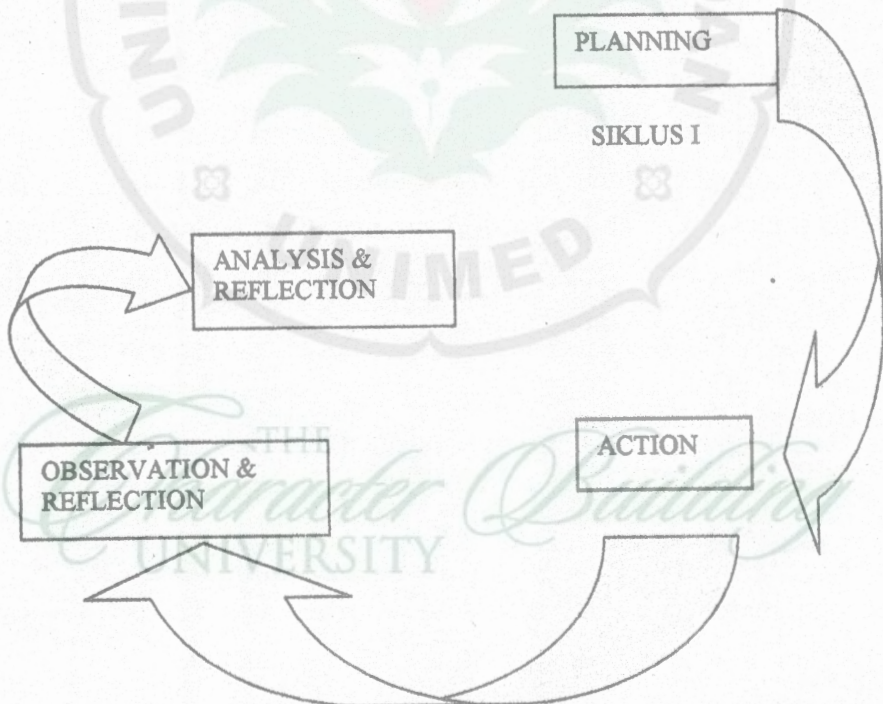
The fourth phase is analyzing data. The questions to put forward are: a) what do you learn from the data available? What pattern, insight, and new knowledge that you find? b) What is the practical meaning of the pattern, insight, and new knowledge to the teaching learning process? To the students?

The fifth phase is planning the next action. Questions to answer are: a) what different things you will do in class as the result of the research? b) What are things you would like to recommend to other people? c) How will you write the research findings so they are useful for other people?

The diagram for the classroom action research is as follows:

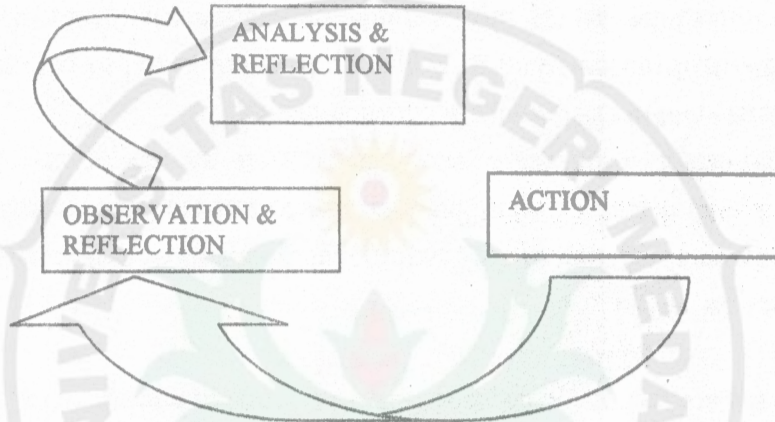
Preparation

- Identifying the problem
- Analyzing the problem
- The formulation of the problem.
- The formulation of the hypothesis



PLANNING

SIKLUS II



Planning

In identifying the problem, the lecturer observes students' difficulties in mastering the reading materials accessed from the internet. To deal with students low ability to read the materials, cooperative learning strategy i.e. jigsaw technique is choose to apply. In this technique, students are divided into groups of 4-6.

Action and Observation

a. Home Team

In this stage, the lecturer asks the students to sit in a group and number each members from 1 to 6. They are then asked to divide the reading materials equally according to the number. The task for each student is to read one part (1/6) of the reading material.

The lecturer must be sure that student no 1 in every groups is assigned to read similar pages. The same occurs to the rest of the students.

conducted by assigning the students to form a group of 5 to 6 with whom a student will work permanently in one semester. They are also asked to create the group identity.

From the study, it is found out that 17 students (28%) state that the orientation provides the picture of the materials to study per meeting, the group work, the preparation and the task to fulfill, and other responsibilities for one semester; 16 students (27%) state that the orientation gives them important information about the plays (the main character, the conflict, the characterization, the plot, the moral teaching, etc); 13 students (22%) state that the orientation stimulates their interest and curiosity to study the plays; and 5 students (8%) state that the orientation makes them understand the reason why the three plays are chosen (because they are great works and talks about our daily life). Only 5 students (8%) gives negative reaction to the orientation after realizing the burden and responsibilities they should take during the semester; and 4 students (7%) do not give any response due to their absence. To conclude, 51 students (85%) give positive response to the orientation and only 8% give negative reaction.

For this reason, every meeting the lecturer gives some evaluation on the activities particularly the positive things that happen during the meeting and some suggestions to do better for the next meeting. It is also found out that confirming the students' participation as the most important part of the learning process is very powerful to push them forward to reach the competences.

In creating the group's identity, 45 students (75%) state that the activity increases the interaction quality and solidarity among the

task. Another positive effect is, 33 students (55%) state that they also use some additional time to read their friends' pages to understand more of the text.

It proves that jigsaw technique can promote individual accountability and increase positive interdependence among the students. This also means that jigsaw technique can overcome the problem caused by students' irresponsibility in reading the learning materials assigned to them.

Jigsaw technique also develops positive interdependence among the students. Since it is applied, students are forced and pushed to be responsible to finish and understand the reading for the sake of the group. Based on the data, there are 51 students (85%) think that the technique promotes respect among the members. In addition, 42 students (70%) think that this technique promotes their capability to work in group; and 41 students (68%) think that this technique promotes self-confidence.

b) Sharing.

Sharing is the technique assigned to the group after the reading assignment. In this stage, the students are asked to share the information they get from the 'pieces' (pages) their responsible for. The need to connect the information a student has to other information held by other members gives positive impact to this activity. Based on the data, 53 students (89%) say that they listen carefully to the other members' explanations on the text. There are only 22 students (37%) think they need to take notes while listening to comprehend the whole text better.

Other important things to mention is there are 54 students (90%) who do not agree to say that sharing technique will work and give benefit only to smart students. However, other data shows that only 39 students (65%) get the complete information on the whole reading material after listening to the group members' explanation. When it is cross-checked, it is found out that only 34 students (57%) have the chance to explain their own part (pages). In other words there are 26 students (43%) do not do the sharing, because: a) there is no enough time to do the activity so they do not get their turn (25%); b) they do not read the materials at home (12%); and c) there are some dominant members in the group who explain the whole part (6%). It implies that the sharing technique does not work well enough as it is expected, particularly because 26 students (43%) do not get their turn due to the limited time scheduled for the activity.

3) Presentation.

Presentation is done to give chance to other group members to know and understand the plays they are not assigned to read. The group responsible for *Death of a Salesman*, for example, can know and understand *The Streetcar Named Desire* and *Long Day's Journey into Night* from the presentation of the group responsible to read them.

In this stage, the group is assigned to present: a) the map of the characters, b) the plots and the subplots, and c) the most representative dialogues for each plot and subplot. The LCD and/or OHP are available for the presentation need.

The data shows that 53 students (89%) say that the presentation helps them understand the plays that are not assigned to their group. In

addition, the presentation motivates 30 students (50%) to ask further information about the play in the classroom discussion and 14 students (23%) outside the class. It is supported by the data that shows the presentation activity activity pushes the students to pay attention, speak, and write (83%).

Presentation also develops the collaboration skill among the students. The reason is: a) this activity open their eyes of other members' potentiality (85%); b) increase respect among classmates (83%); c) increase the ability to work together with their classmates (70%); increase self confidence (70%), and increase the interest to do co-curricular activity (22%).

As the conclusion, the use of teaching material from the internet through presentation increase the quality of teaching learning process in Drama subject.

4.1.3 Observation and Reflection

Based on the data, the orientation and the creation of group identity draws positive response from the students. However, few students are shocked due to the burden of learning which they consider as too much for them. To reduce the negative impact of the orientation, it is important to shift the focus: from the task to fulfill to the competencies the students can gain from the task fulfillment.

Jigsaw technique used in reading the materials also draws positive response from the students. This technique is recommended to use in this subject especially when the reading materials are quite a lot (more than 40 pages).

Sharing does not work well as it is expected because 26 students (43%) do not get their turn due to the bad scheduling. As the consequence, the students do not get the whole information of the plays. As the reflection, designing the activity for the next cycle, it is important to account for providing sufficient time for each member of the group to get their turn in sharing.

Although 30 students (50%) say that they are motivated to give their response in the presentation, there are only 5 students (8,1%) involve in question and answer session. In addition, only 6 members out of 15 (40%) answer the questions from other groups. The rest are just silent. To conclude, the presentation needs to be designed in such a way so more students will involve in question and answer session.

4.1.4 Analysis and Reflection

From the tests, it is found out that the average score of the test result is 7,03. Score data from individual presentation and mid-semester exam are not analyzed since the two tests are not conducted yet in the time the research report is written.

From the observation, it is found out that most students do not get maximum result from the cooperative learning technique, although they respond positively to the technique. Many students tend to follow the old way in conducting group work in which the characteristics of cooperative learning, i.e.: 1) Positive interdependence; 2) Individual accountability; 3) Face-to-face promotive interaction; 4) Appropriate use of collaborative skills; and 5) Group processing, do not exist. To be more specific, 1 characteristics of cooperative learning which is

positive interdependence does not occur maximally. Theoretically, the group members are dependent on each other to reach the goal. If one or more members fails to fulfill the task (to read the pages he is responsible for), it will affect the whole members comprehension on the text.

From the observation and questioner, it is found out that positive interdependence exists but does not spread well among members. For example, when they find the fact that the time for sharing is too short, the students do not have the initiation to continue the sharing activity outside the class in spite of the fact that fulfilling the activity is important for them to get the whole picture on the reading material.

As the consequence, only few students, who have the initiation to read the whole parts him/ herself for his/ her own interest, master the reading material well. And these students, who then also become the most reliable person in the group, prepare everything for as well as do the presentation. As the consequence, up to cycle I, some of the group members still leave behind in their knowledge on the reading texts assigned to the group. In another words, individual accountability is low. This is characterized by the fact that not every member of the groups fulfill their tasks and master the learning materials. Some members belief that they are not responsible for planning the presentation but 2 or 3 selected members.

Face-to-face promotive interaction, which promotes interactive communication and discussion among members of the group, do not maximally occurs. The chance for all members to give feedback, to challenge each other, to conclude, and the most important thing, to

teach and motivate each other, do not perform well. The students still focus on reaching the target of the product not the process. However, it is believed that if the process is good, the product will be good too, meanwhile a good product may not be resulted from a good process.

In another words, the collaborative skills are not maximally gained through cooperative learning in the first half of the semester. The students do not motivate each other in developing and practicing leadership, in making decision, and managing the conflict. What happen is only few students are responsible and take active participation in the class. This is supported by the data which shows that only 6 students (including the three presenters) take active participation in question and answer session.

Group processing does not occur in the process. The members of the group do not decide the goal of the group work together, do not evaluate what they have been doing, and do not discuss what they would like to do for a better result in the next meeting.

Based on the criteria set up previously, the indicator of success is the students get the average score 75. The result of the test shows that the students get 70,03 average sore which is lower than the indicator. So this study needs to pursue to the second cycle as drafted in part 3.

V. CONCLUSIONS AND SUGGESTIONS

As has been stated previously, the research is aimed at increasing the quality of teaching learning process in the Drama subject by using internet-based materials through cooperative learning strategy. From the study, it is concluded that:

- a) The implementation of jigsaw technique draws positive response from the students. It promotes responsibility, positive interdependence, appreciation, and self-confidence.
- b) The implementation of sharing activity increases students' language skills. The need to relate the information they have, to other information hold by the other members, gives positive effect to the students. They listen carefully to the explanation, make important notes, and give response, all in English. However, the data shows that only 34 students (57%) have the chance to explain the part of his/her responsibility due to limited time scheduled for this activity.
- c) The implementation of the presentation technique helps students understand the plays which are not assigned to them and encourage them to participate in question and answer session. It also increases appreciation, self- confidence, and interest in attending co-curricular activity. However, the data also shows that only limited number of students involve in the question-answer session

As the suggestion, it is suggested to add more time to the sharing activity so every member have the chance to share the pages their responsible for and other members get the whole picture of the play. It is also suggested to review the implementation of the presentation technique in order to have more students involve in preparing as well as participating in this activity.