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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

Mengutip ringkasan dan pernyataan atau mencetak ulang gambar atau table dari jurnal ini harus mendapat ijin langsung dari penulis. Produksi ulang dalam bentuk kumpulan cetakan ulang atau untuk kepentingan periklanan atau promosi atau publikasi ulang dalam bentuk apa pun harus seizin salah satu penulis dan mendapat lisensi dari penerbit. Jurnal ini diedarkan sebagai tukaran untuk perguruan tinggi, Lembaga penelitian dan perpustakaan di dalam negeri.

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CONTENTS

A CORPUS BASED ANALYSIS OF BE GOING TO AND BE ABOUT TO BY USING BRIGHAM YOUNG UNIVERSITY- BRITISH NATIONAL CORPUS (BYU-BNC) ... 1

Mirza, Yanuarius Yanu Dharmawan

AN ANALYSIS OF STUDENTS' EXTERNAL FACTOR IN INFLUENCING VOCABULARY OF WRITING AT SMA MUHAMMADIYAH BANDAR LAMPUNG 6

Muhammad Agung Laksono, Yanuarius Yanu Dharmawan

GENDER DIVERGENCE IN ENGLISH LEARNING MOTIVATION AT THE TENTH GRADE STUDENTS OF KARTIKATAMA SENIOR HIGH SCHOOL METRO..... 12

Rizky Amalia, Deri Sis Nanda

THE IMPLEMENTATION OF DISCUSSION MEETING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SECOND GRADE OF SMAN 1 BANGKUNAT-BELIMBING IN 2016/2017 18

Ida Lisma, Harpain

THE ROLE OF GROUP DISCUSSION IN IMPROVING STUDENTS' VOCABULARY AT SMA PERSADA BANDAR LAMPUNG 25

Dian Cahyaning Pertiwi, Helta Anggia

THE USE OF DIGITAL STORYTELLING NARRATIVE TEXT TO IMPROVE STUDENTS SPEAKING ABILITY AT GRADE TEN SMAN 2 BANDAR LAMPUNG 31

Mila Febriyanti, Susanto

THE USE OF ROLE PLAYS IN IMPROVING STUDENTS' VOCABULARY MASTERY AT GRADE ELEVEN OF PERSADA SENIOR HIGH SCHOOL 38

Sando Formadon, Dameria Magdalena Sidabalok

GENDER DIVERGENCE IN ENGLISH LEARNING MOTIVATION AT THE TENTH GRADE STUDENTS OF KARTIKATAMA SENIOR HIGH SCHOOL METRO

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Abstract

English subject aims to enable students to have good communication skill in this globalization era. Indonesian people learn this international language since they are in elementary school to senior high school. Although they have studied for 12 years, they cannot master English. One of the factors makes them fail in achieving the competence in learning English is “motivation”. There are two types of motivation; those are instrumental and integrative motivation. Furthermore, there is the different motivation between male and female students in learning English. This research investigated the gender divergence on English learning motivation of the tenth grade students of Kartikatama Senior High School whether they are motivated instrumentally or integratively and which one is highly motivated between male and female students. The descriptive quantitative data were applied in this research. The questionnaires distributed to 70 students at grade 10. The questionnaire instrument was adopted from a modified version of Gardner’s AMTB (Attitude/ Motivation Test Battery) in 1985. It consisted 14 items which used 5 point Likert Scale ranging from ‘strongly agree’ to ‘strongly disagree’. The result of the questionnaire was calculated by using Microsoft Excel version 2007. The measurement result continued by categorizing the score of each items by using Arikunto’s formula “HIGH” and “LOW to know the motivation of the students in each items. The results of the research are; male students of the tenth grade students of Kartikatama Senior High School have higher motivation than female students and both male and female students were instrumentally motivated toward learning English.

Keywords: English learning motivation, Instrumental, Integrative, Gender

1. INTRODUCTION

It was regulated in National Standard of Education No. 19/2005 article 9 paragraph 2, tertiary level of education (KTSP) should include English as the core subject addressed for students majoring in English and non-English. English as an international language might help students to better prepare in facing the global challenge. Since then, mastering English confers additional qualification for Indonesian learners to compete in the globalization era. Mastering language means being able to use it in written or spoken form to communicate with other language users. Speaking is occasionally considered as the determinant factor whether or not a language learner has mastered the language (Harmer, 2007, 343). Speaking as an activity of oral production aims to provide opportunity for the students to express their ideas freely in

the target language. At the end of the program, it is expected that students are able to acquire basic knowledge in English. Although students are provided with English class as compulsory subject, students might face learning anxiety. Feeling of anxiety, apprehension and nervousness are commonly expressed by foreign language learners in learning to speak a foreign language. These feelings are considered to put a potentially negative and detrimental effect on communication in the target language (Tseng, 2012, p.75). Students with high level of language anxiety may even have mental blocks (Tobias, 1979). They also display avoidance behavior such as skipping classes and postponing their homework (Argaman & Abu-Rabia, 2002).

2. LITERATURE REVIEW

Teaching is the imparting of knowledge by a teacher or other knowledgeable person (Wikipedia, 2017). Based on the explanation above we know that teaching is a process of giving an information or knowledge to our students. In the general area of teaching methodology, we will find people talk about approaches, methods, procedures, and techniques. Educational research techniques (2015) explain that “Approaches are a theory about language learning or even a philosophy of how people learn in general”.

The approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. Method is an application of an approach in the context of language teaching (Educational research techniques, 2015), for instance, direct method. This method uses repetition in explaining the material, so it will help the students in memorizing the word because they hear it continuously.

Educational research techniques (2015) tell that technique is a single activity that comes from a procedure. One of the examples of teaching technique is Flipped Classroom. In this technique teacher will give the students topic about the next material. Students should prepare the material for the next meeting, and they will explain to their friends about the material that they have prepared before. It will encourage students to prepare for the lesson before class (Santos, 2013). There are various kinds of techniques that can use by teacher in teaching. Especially teaching students with special needs.

There are many reasons that make people get communication disorders. For example, Zebron (2015) tells that language-based learning disabilities come from differences in brain structure at birth. In most cases, this communication disorder is genetically based. Other communication disorders are a result of oral-motor difficulties such as difficulties resulting from a stroke which may involve motor, traumatic brain injuries, speech or language problems, and stuttering, which is now believed to be a neurological deficit.

Zebron (2015) says that it has been recognized that learners with communication disorders have serious insufficiencies in their ability to communicate with people. Usually a communication disorder happens in their ability to use language, speech and hearing. Language difficulties are divided into spoken language, writing and reading difficulties. Speech disorders focus on the articulation and phonology, fluency, and voice. Hearing difficulties express themselves in speech problems as in articulation / voice and language problems. Examples of hearing impairments include deafness and hearing loss, which can result from a conductive loss, a sensor neural loss, a mixed loss, or a central hearing loss (Zebron, 2015).

Zebron (2015) explains that students with communication disorder have many different symptoms. It's like difficulty in following teacher directions, they also have problems in pronouncing words, it's hard for the students to express themselves, they have problems in paying attention to a conversation, problems in understanding what the teacher was said, and challenges of being understood because of unclear pronunciation, but Susanto and Nanda (2018) stated that students with special needs actually can have unique ways of learning foreign language and these abilities should be acknowledged to obtain the

perspectives of students who receive disability specific education. Students with speech and hearing impairments also need comprehensive evaluation in order to develop specific, appropriate academic goals to each student. It should be seen from the child's cognitive potential such as, thinking skills, communication skills, learning style, and academic abilities when making critical decisions (Center for Deaf and Hard of Hearing Education, 2014). It supported by statements from Michelon P. (2006) Thinking skills here means recognition and interpretation of sensory stimuli. Communication skills is how the students talking and understanding the language. Learning style is Ability to sustain concentration on a particular object, action, or thought, and ability to manage competing demands in our environment, and academic abilities means how the students defining the problem in the right way to then generate solutions and pick the right one and the ability to make decisions based on problem-solving.

3. METHODOLOGY

The study of this research was case study. Case study research is a qualitative approach in which the researcher explores a case in detailed involving multiple sources for instance, observations and interview (Creswell, 2007, p.73). I used this approach because it is suitable to my research problems. I described the students' learning process along with the techniques used by the teacher, and how the techniques influence students' learning achievement. According to Creswell (2007, p.73) I used two ways in conducting this research. First, I observed the class and the teacher teaching techniques, and then interviewed the teachers. Observation notes and teachers respond to the interview questions became the primary data. Finally, all of the data will be analysed and described based on the problems of the research. I did the

research at tenth and eleventh grade of speech impaired class in SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung. In the research, there were 7 students in grade ten and 6 students in grade eleven of speech impaired class of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung. There were 3 boys and 4 girls in grade ten and 6 boys in grade eleven who were students of speech impaired class of SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung.

Firstly, I did identification for the research problems. There were the general problems appeared when this research would be conducted. To find the problems, I reviewed on some literature that is suitable with the topic to get more information about the problems. Next, I identify the research questions that become the baseline in doing the research after getting information from some literature that has connections with the research topic. After reviewing all the theories, I began to collect the data based on the method used in this research. There were identifying the participants and the place for doing this research, getting the permission from the school in doing this research, deciding the instruments for collecting the data, finally choosing the way in analyzing the data after all of them were gathered by me.

The data were collected by using two instruments. First, an observation which was done in order to picture the students' learning process. In this observation I took a role of Nonparticipant Observer. For the observation part, the first step of analyzing the data was transcribing the data. Creswell (2012, p. 239) said that transcription is the process of converting audiotape/video recordings into text data. The further process of analyzing text in qualitative research was code the data. According to Creswell (2012, p. 243) Coding was the process of dividing and

labeling text to form descriptions and broad themes in the data. For instance, after dividing the information become some codes concerning about setting, process and activities, I wrote down the description for each code. It was very helpful in making conclusion from the data analysis. Then, I summarized in detail the findings from the data analysis in form of writing narrative discussion. Similar procedures have done in analyzing the data from the interview. After analyzing the data from the interview and the observation, the conclusion have been formulated in order to present the general result of the research.

4. DISCUSSION

The techniques used by the teacher in teaching English for speech impaired Based on the observation in the first meeting, the students were lack of interest in learning English. It could be seen when the teacher asked about the meaning of the words and they said “Lupa”. It means they did not remember the previous lesson. After saying they forgot, the teacher will ask them to open the book and asked them to come in front of answering the questions. Even they were lack of interested in learning English, but the students were confidence to come in front to answer the questions even if it is wrong. The problem was about their intelligence. Zebron (2015) said that students with speech and hearing impairments are also lacking knowledge. It was proved by seeing their learning process in the class. The students were hard to remember the words in English. They need more time to understand something. That is why it is hard for the students to remember a lot of material.

From the second observation, the students were more enthusiastic about learning technique that the teacher used today. The picture can help them in memorizing the words quickly. There were improvements in students' confidence when they learned

English in the class. I saw that the students were not afraid to do wrong when they were doing the assignment and they could do the assignment with their own ability. They also did not say “Lupa” when the teacher asked them about the lesson. They tried hard to remember the word from the previous lesson. They also tried hard to pronounce the word well. They tried it many times until they can pronounce the words well.

Based on the result of the observation, the students' English skills were low. It could be seen when the teacher asked about the previous material. They did not remember the previous lesson. It is like what Zebron (2015) said that students with speech and hearing impairments are also lacking of knowledge and students with communication disorder also have difficulty in learning new vocabulary. They need more time to understand something. That is why it is hard for the students to remember a lot of material. The teacher faced this problem by using repetition technique. By repeating the words for many times, it will help the students to remember the words. The teacher not only used repetition techniques but also gave a real example in explaining the words for instance, showing a picture or giving real tools. The other problem that appeared when taught students with speech and hearing impairment was the pronunciation.

Zebron (2015) explained the students with speech impairment are hard in learning the alphabet and identifying sounds that resemble letters. That is why by asking the students to touch their under part of the chin and using paper to teach pronunciation are the techniques that the teacher use in teaching English. By touching the teacher and their under part of the chin the students can feel the mouth movement and the vibration that come from different sounds. They can compare the movement between their mouth

movement and their teacher mouth movement. If the students' mouth movement is the same with the teacher, it means they produce the right pronunciation. The aim of using paper is to explain the words that produced air when we want to say it. For instance, for the word "flash", the teacher said if the paper was moved when they said the word so it was true but, if the paper was not moved it means they are wrong.

5. CONCLUSION

The finding of this study revealed that male students at the tenth grade of Kartikatama Senior High School had higher motivation in learning English. There was evident from the final results of questionnaire measurements which found that there was statistically significant difference in the motivational level according to gender. After comparing the mean scores between males and females, it was reported that male students have higher motivation than female students. It was also found that both male and female students tend to have higher score of instrumental motivation than integrative one. They had stronger instrumental reasons for learning English related to university study, future job, and travel abroad. It was apparent that the students are aware of the importance of English language. They desire to learn their English proficiency to be successful in all life fields. Therefore, English teachers are supposed to have consideration of their students' perception about learning English. Teachers should give the appropriate teaching material which is suitable to the students' motivational orientations. Teaching English should not be for completing the syllabi only, rather teaching English should be planned carefully to provide more meaningful learning experiences and maximize the chance of language involvement. These Points and steps might be leading the students to have higher motivation which

is extremely significant to succeed in language learning.

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