



**THE FIRST
INTERNATIONAL CONFERENCE ON
LINGUISTICS AND LANGUAGE TEACHING**

I-coLLate

**12 - 13 May 2015
YOGYAKARTA STATE UNIVERSITY
INDONESIA**

**“LINGUISTICS AND LANGUAGE TEACHING
FOR CULTURAL UNDERSTANDING”**

Proceeding

PROCEEDINGS

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Yogyakarta, 12-13 May 2015

**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
UNDERSTANDING”**

Prof. Dr. Suhardi, M.Pd.
Drs. Rohali, M.Hum.

**PRESS**
2015

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ISBN: 978-602-7981-56-0

I. Paper

II. Judul

III. Prof. Dr. Suhardi, M.Pd., dkk

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Judul Buku :

**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
UNDERSTANDING”**

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Pudji Triwibowo

Penerbit:

UNY Press

Kompleks Fak. Teknik UNY, Kampus Karangmalang

Yogyakarta 55281 Phone : (0274) 589346

E-mail : unypress.yogyakarta@gmail.com

MESSAGE FROM THE CONFERENCE CHAIR

Assalamu 'alaikum warrahmatullah wabarakatuh

May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of language as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukamto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

Wassalamu 'alaikum warrahmatullah wabarakatuh.

May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015

Conference Chair

Drs. Rohali, M.Hum.

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DESCRIPTIVE TEXT INSTRUCTION USING CASE STUDY AND ANALYTICAL TEAM

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Abstract

Reading is useful for other purposes to exposure in English (provide students understand it more or less) is a good thing for the students language. Reading comprehension in descriptive text is important because it can increase the students ability of understanding and interpreting the information. The objectives of this research are (1) To know whether there is significant difference between using Case Study and Analytical Team toward students' reading comprehension in descriptive text. (2) To find out which one is more effective between using Case Study and Analytical Team toward students' reading comprehension in descriptive text instruction.

The kind of design is True Experimental Control Group Pre-test and Post test. The population in this research is 50 students. The sample in this research is the student in the second semester in Muhammadiyah University of Metro which consists of 25 students are as experimental class and 25 as control class.

The writer use cluster stratified random sampling to takes sample. From the accounting of students score on post test, is was gained that at the significant level of 0,01, the t_{ratio} is higher than t_{table} , that is 2,77 for t_{ratio} and 2,70 for t_{table} . It means that Case Study effective to develop students' reading comprehension

Key words : *case study, analytical team technique, reading comprehension*

1. Introduction

English is very important in this global communication. There are many aspects in English which is interrelated, such as listening, speaking, reading and writing. The important one is reading. Reading is useful for other purposes to exposure in English (provide students understand it more or less) is a good thing for the students language. At least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.(Nuttal, 2006: 68).

In the course of reading there is some material that must be mastered by the students such as the text in the form of descriptive, recount, report, procedure, news item, hortatory exposition, analytical exposition, explanation, discussion, and review (Genre-based Approach). One form of descriptive text.

The lecturer finds the easy way for the students to understand the text well so they know the aim of the text. The lecturer plays a key role for students' success in learning to read (taken from the report of the expert panel on early reading). Some problems appear when the students try to comprehend the text but it is the usual thing for them when they got some problem in reading the text. Most of them only read the text without thinking what is the content of the text or what is the information that they can get from the text lecturer's way in teaching is very influential in the students' comprehension especially in reading because when the lecturer asked the student to comprehend the text without technique the students will feel bored.

According to problem background above, the researcher identify the problem as follow:1). Most of the students still lack pronunciation and vocabulary. 2)The

reading comprehension in descriptive text of the students is still low.3) The students reading ability is still low.

From the data, the researcher find that from 50 students the second semester, there are 5 students who get score 80-100. It means that they have had good knowledge in reading comprehension in descriptive text. There are 6 students who get score about 75-79 and 11 students who get score about 65-74. It means that they have had good enough knowledge of reading comprehension in descriptive text. The last, there are 10 students who get score about 55-64 and 18 students who get score about 10-54. So, from the data just 11 students who get score more than 75.

2. Reading Comprehension

Reading is connected to the other language arts of writing, speaking and listening. Comprehension means understanding the meaning or the point of a topic, a more specific explanation, and relating to know or new information. Comprehension depends as much or even more on the information stored in their reader's brain than on the information stored in the text. Simanjuntak (2002:5) says that reading the reader meaning communication. It means that through reading, the readers are able to catch the writer's idea and directly he has perception in this mind about. So, based on this explanation it may be said that reading is a process of interaction between the writer and through his language code and the readers through his thought.

Pang, Muaka and Bernhardt (2003:14) state comprehension is the process of deriving meaning from connected text. Comprehension is also the process to understand about the content of the text.

From the explanation above, the researcher conclude that reading comprehension is the ability of students to understand and interpret information in some text correctly or get meaning from written text, a major goal of reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

There are some strategies of reading comprehension. Based on Brown (2000: 306), most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes.

2.1 Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is one of the most powerful writing styles. A descriptive text is a text which portrays the image of certain thing from which a writer wants to transfer it to the readers.

Anderson (2005:26) says that descriptive text is a text which describes particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. A description differs from an information report because it describes a specific subject rather than a general group.

Based on the explanation above, descriptive text is text which describes about everything, for example person, animal and place. Descriptive text show the description of the object, not only contain parts or physical characteristic but also value or quality and usage or function. Descriptive text has the purpose is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers.

2.1.1 Social Function of Descriptive text

Descriptive text function is to describe and reveal a particular person, place, or thing and give detail portrays the image of certain thing from which a writer wants to transfer it to the readers. (Anderson, 2005: 30)

Based on explanation above, the social function of descriptive text is to describe about everything and give detail portrays

the image of certain thing from which a writer wants to transfer it to the readers.

2.1.2 Generic Structure of Descriptive Text

Descriptive text has generic structure as below:

- a) Identification; identifying the phenomenon to be described.
- b). Description; describing the phenomenon in parts, qualities, or/and characteristics

2.1.3 Language Features of Descriptive Text

Descriptive text has language features as below:

- a) Using attributive and identifying process.
- b) Using adjective and classifiers in nominal group.
- c) Using simple present tense.

2.2 Case Study

Patricia (2005:275) says that case study is a group of student view a written study of a real-life situation in which there are problems associated with the field. "These cases" usually contains a brief explanation of how the situation wake up and addressing the dilemma face by the key characters in the scenario. Although the case study is originally derived from the fields of business, law, and medicine, but now also widely use case studies in a variety of other disciplines.

The big challenge for the lecturer is how to convey the principles and abstract theories in ways that are relevant with the students. Case study is inherently interesting to students because they could feel "like real life"; thus these techniques help bridge the gap between theory and practice and between the academic world and the world of work. A case study involves the students in critical reflection. Then, because it usually involves a wide range of alternative problem solving, case studies can help students build the skills of analysis, synthesis, and making decision.

2.2.1 Procedure of Case Study

According to Patricia (2005:276), the procedure of Case Study consists of several steps:

- 1) Divide the student into some groups and distribute identical cases or different cases for each group
- 2) Allow time for students to ask questions about the process which they will use to clarify the issues presented in the case
- 3) The students work in groups (regardless of the length of time ranging from one to several weeks of classroom sessions, based on the task complexity) to learn more in the case from the perspective of the protagonist, and that they are familiar with issues of selection decisions
- 4) The student sort of factual data, applying analytical tools, articulating problems, reflect on their relevant experience, draw conclusions, and recommended actions to resolve the dilemma or resolve issues contained in the case. There are some questions to guide students to approach the case:
 - a. What's the problem?
 - b. What might be causing the problem?
 - c. What evidence can be gathered to support a hypothesis?
 - d. What conclusions can be drawn? What recommendations can be given?
- 5) Sometimes the students prepare oral or written statement describing its assessment of the case, the decision options they see, as well as their recommendations for decision
- 6) The students discuss the cases with the whole class while the teacher gives the opportunity questioning in connection with their experience. If it is really the case, the student would want to know what happened, so be prepared to share an opinion with them after they make a report and give them extra time for a few minutes to discuss what had happened.

2.3 Analytical Team

Patricia (2005: 291) says that in Analytical Teams, team members assume

the roles and specific tasks to be executed when they read the assigned reading to them, listening to lectures, or watch the video critically. Such roles and summaries, connecting (linking task with prior knowledge or the outside world), fans and critics were more focused on the process rather than the analytic group (which takes roles as facilitators, minder, and recorder).

This technique is very useful in helping students understand the wide array of activities created a critical analysis. This technique will be very effective, especially when the teacher gives the roles norms contained in the relevant discipline. By dividing the process into several parts and divides these sections on each individual, the students can be focus on learning and implementing one aspect at a time so they can prepare themselves for the completion of tasks more complex problems where they have to assume a variety of roles.

2.4.1 Procedure of Analytical Team

According to Patricia (2005: 292), the procedure of Analytical Team consists of several steps:

- 1) Divide the students into some groups consists of four or five people, give to each individual in the group a role and "job done".
- 2) Give the materials, publish video, or give the task to read the passage.
- 3) Give the time to the group so that its members can share their findings and work together to prepare for the delivery of their analysis in the form of a written or oral presentation.
- 4) Try to cover a strategy that emphasizes the role and task components. Stand up and sharing can be a suitable option for a short amount of activity. While the panel or poster session will be suited for tasks that are more complex.

3. Research Method

3.1 Research Design

The researcher has to start the research by making the planning. The planning is named as research design. Research design is a plan or program made

by a researcher, as the activity target that will be done (Arikunto, 2002:45). Here the researcher would like to explain more about the research design. The research is quantitative research with using experimental design. It uses two classes in the proses of taking the data. They are experimental class and control class. The experimental class gets treatments through Case Study and the control class gets treatment through Analytical Team. Each of classes receives pre-test, treatment and post-test in order to find the progress of students' reading comprehension. The Pre-Test will be distributed by the researcher before explaining the materials. The researcher wants to know how far the students' writing ability at procedure text, then the Post-Test will be distributed after explaining the materials.

3.2 Research Population and Sample

According to Sugiyono (2012: 117), population is composed of the generalization: object / subject that have quality and certain characteristics are set by the researcher to learn and then drawn conclusions. Based on the statement above, so the researcher can conclude that the subject of this research is all students of second semester at English Departement. - Then, the researcher takes all students of as samples. Therefore, there are 50 students as samples, 25 students as experiment class and 25 students as control class.

3.3 Validity and Reliability of the Instrument

The validity means a tool of measurement which used to get data validity (Sugiyono, 2011: 172). It is supported by Gay (2000: 128) that "validity is the degree to which a test measures what it is suppose to measure". From the two statements means that the test can be said valid if the test is quite representative materials that are given. There are several types of validity, those are: 1) Content validity; 2) Construct validity; 3) Concurrent validity; 4) Logical Validity; 5) Face validity; 6) Empirical validity; 7) Statistical validity.

Based on the statement above, the test should really be suitable for the object that interested to be measured. In this research, to measure the test has good validity, the researcher only see from content validity because the validity of the content reflects the extent to which the items in the tests reflect material presented.

In this research the researcher used content validity. According to Sugiyono (2011: 129). Content validity was determined by expert judgment. Usually the experts' area covered by the test is asked to assess its content validity. Content validity is the extension which a test measures are presentative sample of the subject matter content. The focus of content validity is one the adequacy of the sample and not simply on the appearance of the test. It means that the items of the test should represent the material being discussed according to Arikunto (2006:168).

In this research the researcher used Test-Retest Reliability. The test is administered twice at two different points in time. This kind of reliability is used to assess the consistency of a test across time. The instruments get validation from the expert reading lecture of university of Muhammadiyah Metro, namely as Mr. DediTurmudi, S.Pd, MA. TESOL. and Mr. Refai, S.Pd.,M.Pd.

3.4 Research Instrument

Arikunto (2010: 192) says that research instrument is the equipment or tool that used to get the final goal of the research. Instrument is also as the tool of research which is used in each method. The researcher conclude that Instruments conducts the research through a certain technique. In this research, the researcher will use pre-test and post test to measure the result of students' reading ability in descriptive text before and after the treatment. In this research, the researcher uses objective reading test for the Pre-test and Post-test. Those tests are in the form of multiple choices

3.5 Data Collecting Technique

To collect the data from each variable in this research, the researcher will give

pre test and post test to the students. The first pre test is reading comprehension in descriptive text, the test is to know the students' achievement on reading comprehension. The second test is post test, it does after students has given reading comprehension in descriptive text by using Case Study and Analytical Team. It is to know the students' reading comprehension more high score than before students' has given technique.

3.6 Data Analysis Technique

In analyzing the data, the researcher uses the descriptive quantitative research. The data is taken from the students' reading comprehension in descriptive text by using Case Study and Analytical Team. It means the researcher wants to analysis three variables. Student's score pre test and posttest will be taken by using normality test and homogeneity test.

4. Result and Discussion

The first instrument used in this research is pre-test. The kind of the test is multiple choice tests consist of 30 items. After getting the data from result of pre-test, the researcher finds that in experiment class the highest score is 42 and the lowest score is 66 with the average score is 54,55. While, the control class, the highest score of pre-test is 64 and the lowest score is 40 with the average score is 51.

The post test administered in order to find out the ability of students in reading comprehension after the treatment. From the result of the test, the researcher knew the highest score of experimental class was 97 and the lowest score was 58. The average score of experimental class was 78,22. In the other hand, the highest score of control class was 89 and the lowest score was 50. The average score of the control class was 71,68. From the result of post test on both classes, the average of experimental class was higher than control class because instruction reading comprehension through Case Study was appropriate with the students' development.

Based on the result of hypothesis test by using t-test, it is obtained that t_{hit} is 2,77 and t_{table} is in 5% (2,02) and 1% (2,70). It shown t_{hit} is higher than t_{table} . This result shows that H_a is accepted and H_o is rejected. The hypothesis can be accepted because t_{hit} is 2,77 and t_{table} is 2.02 in the criterion 1 and also t_{table} is 2.70 in the criterion 2. It shows t-ratio higher than t-table. It means that H_a is accepted. So, there is a significant difference of influence between picture series and chart media toward students' readingability at descriptive text at University Muhammadiyah of Metro, English study program.

Calculation results provide the evidence that the result of posttest in experimental class is better than control class. It can be seen when the posttest score of students compared with pretest score. The result shows that there is significant difference between pretest and posttest score (posttest > pretest). From the discussion above it also concludes that the students' reading comprehension that is taught by case study has higher score than students that are taught by student analytical team. Case Study is more effective than Analytical Team from this illustration the teachers and students should use Case study in the learning process especially in develop reading comprehension in Muhammadiyah University.

5. Conclusion and Suggestion

From the discussion above it also concludes that the students' reading comprehension that is taught by case study has higher score than students that are taught by student analytical team. Case Study is more effective than Analytical Team from this illustration the teachers and students should use Case study in the learning process especially in develop reading comprehension in Muhammadiyah University. There are some suggestion to the other researcher and reader. After the researcher finishing this research. The researcher finds

out many of data about interaction between case study. The researcher also experts that uses technique in instructional English must be careful in selecting technique for instruction especially in reading. It means that the technique must be interest and appropriate with the curriculum and also can encourage the students' comprehension.

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