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Jurnal penelitian Bahasa dan Sastra adalah jurnal ilmiah yang memperkuat hasil penelitian dan studi kepustakaan dalam bidang Bahasa dan Sastra Inggris & Indonesia. Terbit dua kali setahun; bulan Juni dan Desember

KATA PENGANTAR

Tiada kata yang lain dan pantas kami ucapkan kecuali ungkapan rasa sukacita dan syukur kepada Allah, Tuhan yang Maha Kuasa atas terbitnya PARADIGMA LINGUA, Jurnal Penelitian Bahasa dan Sastra, Volume 2 Nomor 1 Juni 2013 ini, diharapkan kepada dosen dan peneliti supaya terus menulis, melaksanakan penelitian, dan berkarya untuk meningkatkan kualitas dosen dan juga sebagai salah satu dari Tri Dharma Perguruan Tinggi.

Terwujudnya edisi perdana ini tidak lepas dari bantuan berbagai pihak. Untuk itu, pada kesempatan ini kami mengucapkan terima kasih kepada semua pihak, terutama kepada Ketua Yayasan Sasmita Jaya yang selalu membiayai penelitian Jurnal Ilmiah di Universitas Pamulang dan kepada Rektor dan Wakil Rektor, yang terus menerus memotivasi para dosen untuk menulis. Tak lupa kami ucapkan terima kasih kepada mitra lestari yang telah mencurahkan perhatiannya untuk mereview tulisan-tulisan yang ada pada jurnal ini.

PARADIGMA LINGUA Volume 2 Nomor 1 Juni 2013 ini memuat tujuh tulisan dari hasil penelitian dan studi kepustakaan para dosen Bahasa dan Sastra Inggris dan Indonesia dalam bidang kajian kesusastraan (*Literature*), pembahasan pengajaran Bahasa dan Sastra Inggris (*Teaching*), dan kajian linguistik (*Linguistics*).

Dengan senang hati kami selalu menunggu kritik dan saran pembaca demi kesempurnaan jurnal ini. Kami persembahkan jurnal ini; semoga dapat menambah koleksi, wawasan, dan referensi pembaca.

Tangerang Selatan, Juni 2013

Redaksi Paradigma Lingua

P R E F A C E

There are no other words could be said except “We are grateful to Allah that has given us opportunity to publish PARADIGMA LINGUA, Jurnal Penelitian Bahasa dan Sastra, Volume 2 Nomor 1 Juni 2013. It is hoped to all English lecturers and researchers to do research continuously, to be productive to improve the lecturers quality and which is also as one of “Tri Dharma Perguruan Tinggi”.

The first publication of this journal was supported by various parties such as from Head of Sasmita Jaya Foundation, Rector of Pamulang University and Vice Rector who always support lecturers to write. So, we would like to thank them for the material and support. Thanks are also due to our “mitra bestari” who have helped us to review all articles in this journal.

The journal of PARADIGMA LINGUA Volume 2 Nomor 1 Juni 2013 consists of seven research findings and library researches of English and Indonesian lecturers in the fields of literature, language teaching and linguistics.

We would be grateful if readers could give suggestions for the best of this journal. We hope this journal could be fruitful for us.

Tangerang Selatan, Juni 2013

PARADIGMA LINGUA editor

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PRAKATA

Melaksanakan penelitian adalah suatu gambaran bahwa seorang dosen mempunyai pengetahuan yang luas di bidangnya dan selalu menemukan hal-hal yang baru (*innovative*) yang sangat berguna untuk pengembangan program studinya. Kontribusi penelitian untuk Program Studi Bahasa dan Sastra Inggris, selain dari apa yang didapat di dunia kampus, akan dapat diterapkan untuk kepentingan masyarakat, bangsa, negara, dan dunia global.

Tak hanya itu, seorang dosen yang profesional dan berkualitas adalah dosen yang tidak hanya mengajar, tetapi juga melaksanakan penelitian sebagai salah satu dari Tri Darma Perguruan Tinggi.

Jurnal Bahasa dan Sastra *Paradigma Lingua* edisi perdana ini memuat enam tulisan dari hasil penelitian para dosen sastra Inggris. Tema yang diangkat dibagi menjadi pembahasan kajian kesusastraan (*literature*), kajian linguistik (*linguistics*), dan pengajaran bahasa Inggris (*teaching*).

Diharapkan dengan adanya jurnal Bahasa dan Sastra Inggris akan memberikan kontribusi dalam meningkatkan bahasa dan sastra Inggris, khususnya di Fakultas Sastra, Universitas Pamulang.

Pamulang, Juni 2013

Tim Penyusun

THE EFFECTS OF THE EXPLICIT AND IMPLICIT TEACHING OF ENGLISH PHRASES ON STUDENTS' WRITING SKILL

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ABSTRACT

This research reveals the effects of the explicit and implicit teaching instruction on student's writing skill. It was held at Pamulang University, Tangerang. 50 students were taken from English Department, Faculty of letters who are enrolled in writing class. The students were assigned to the experimental group which was given the explicit teaching instruction and another class comparison group which was given the implicit teaching instruction. The quantitative method and t-test were used to analyze the data. Further, the result of the pre-test and the post test of two groups were compared. Based on the outcomes of the statistical analysis, it was revealed that the means of the experiment group was higher than the comparison group, meaning the explicit instruction had more significant effect than the implicit instruction. This study found that the explicit teaching of English phrases was more effective than the implicit teaching of English phrases on students' writing skill. Thus, the explicit could make the students' awareness and consciousness in learning grammatical rules to improve their writing skill.

Key words: *Explicit, implicit, experimental, comparison, phrases*

I. INTRODUCTION

Writing is a process of exploring one's thought or ideas into written form. In writing the writer can explore feelings, ideas, events, situations and so on. Writing is complex with sufficient knowledge in grammatical features, vocabularies and logical thinking of words order. Therefore, the students need to develop their grammatical mastery in writing in order to

enhance the target. The practice of teaching writing in EFL context develops students' skills and knowledge in language learning process and enhances a target language mastery of English students. In fact, EFL students find some problems in developing their writing skills either the technique or the usage of grammar. Based on my experience as an English teacher, the Indonesian students particularly do not feel satisfied with their writing. Mostly, students have some difficulties in language structure, text function, topics, content, creative expression and composing processes. Many students become confused, distressed or even bored on their writing assignments since they don't understand how to improve their skills and the abilities in writing, and they feel that they cannot acquire it. The language teachers have tried to implement many ways and approaches of writing in order to achieve their effectiveness in the process of language teaching and enhance the target language mastery in classroom practice.

In writing, explicit and implicit instructions may have an important component of language teaching, particularly in foreign language situation where the students can learn and practice their abilities to produce their thought and ideas in good grammatical rules. It is important to teach grammar explicitly and implicitly in enhancing good writing skills. Understanding of the need to be explicit forces writers to engage with the proposition contained in their text more than speaking. A piece of writing requires thoughts are to be ordered and organized. The process of organizing and ordering these thoughts means that writer has to examine and organize those thoughts thoroughly.

The teaching of writing can be effective if that knowledge is explicit. The writing teachers in the main activities involve conceptualizing, planning, and delivering materials as practical knowledge in the classroom process. However, Teachers in English department find some problems in teaching writing. The problems are as follow: (1) the students' writing skill is poor and lack of grammatical rules; (2) the students have difficulties in English writing skill since they use inaccurate sentences, incorrect grammar and meaningless; (3) they often use choppy sentences in writing; (4) they don't use complete sentences, the sentences miss subjects or verbs; (5) they make errors in spelling, punctuation and capitalization; (6) they become frustrated and stuck as they cannot write a composition as good as they are expected. Hence, the development of target language material by explicit and implicit teaching can be significant impinge upon the students' writing performance. It is intended to find the students' writing abilities can be best affected by explicit and implicit teaching English phrases. It is also to find the students' proficiency can be best supported and enhanced by

students' engaging in writing and developing English phrases stimulating.

Hypotheses

Regarding to the issue of the implicit and explicit learning for second language acquisition and some scholars' opinion about different views of implicit and explicit teaching for students, the researcher assumes that both the implicit and explicit teaching instruction in some cases might have benefits on the language learning acquisition for second language learners. As the theoretical and educational practices, the extent to which the implicit and explicit learning can be more effective is shown by the differential success of learning process and practices. Thus, it is hypothesized that:

H1: The Explicit teaching instruction is more effective than implicit teaching instruction in improving student's writing.

H0: The explicit teaching instruction is not more effective than implicit teaching instruction in improving student's writing.

II. METHOD

The Research

There are two classes of students and each class consists of 25 students in the class. The students in the first class are the explicit group or experimental group and the students in the second class are implicit group or comparison group. Before the teaching instructions, both groups are given a pre-test. And after the pre-test the two groups are given a treatment. In explicit group or experimental group, the students are given equal writing assignments and receive the instruction of development sentences in phrases by explicit teaching. The teaching is contributed a good English paragraph which is made in explicit way. The students are provided with explanation, description, direction and guidance structurally on producing their skills in writing by a teacher.

On the other hand, the comparison group is taught writing in developing sentences in phrases by implicit teaching where the students learn writing automatically and naturally by their own knowledge and experience. The teaching is presented with writing assignment of a good paragraph in implicit way.

Design

The method used in this study is quantitative with experimental design. It means there are two groups with different methods are compared. A data is gained after the researcher gives the experimental group treatment. The study uses a pre- test and post test for the experimental and comparison groups. The results of the pre-test and the post-test are analyzed by using statistical procedure (T-test statistics) to know if the students who are given treatment by explicit instruction and implicit instruction in improving students' writing skills have significantly difference or not. The experimental design is illustrated in the following table.

The experimental design

Group	Pre-Test	Treatment	Post-Test
Experiment	Xe1	T1 (explicit)	Xe2
Comparison	Xc1	T2 (implicit)	Xc2

T1 : refers to the treatment given to experiment group (explicit)

T2 : refers to treatment given to comparison group (implicit)

Xe1 : refers to the observation in the pre-test of experiment group

Xe2 : refers to the observation in the post test of experiment group

Xc1 : refers to the observation in pre test of comparison group

Xc2 : refers to the observation in post test of comparison group

Variable

The variables investigated includes:

1. Explicit teaching of English phrases (X1)
2. Implicit teaching of English phrases (X2)
3. Students' writing skills (Y)

Treatment

The study uses two kinds of treatments in teaching procedure to see the effect of two different treatments. First, the explicit instruction is given to the experimental group. The explicit instruction is a teacher centered which is a systematic instructional approach and conscious operation that includes set of grammatical rules delivery and design procedure. Second, the implicit instruction is given to the comparison group. The implicit instruction is a student centered which is processed naturally, communicatively and without conscious operation.

Population and Sample

This study analyzes undergraduate students. The students are taken from students of English Department, Faculty of English letters, Pamulang

University, who are enrolled in writing I class. The number of students is 50 students. The students are taken randomly from the same level, knowledge and skills. The students are divided into two groups. The first group uses explicit teaching instruction and the second group uses implicit teaching instruction.

The reasons why these undergraduate students are chosen as the subjects of the research are as follows: (1) the number of students studying in this educational institution is a sufficient number for this study; (2) they have same educational and language backgrounds; (3) they all are taking part in writing I subject that is relevant to the research.

Instrument

Both the explicit and implicit instruction groups follow the syllabus of their respective language departments. The students in the explicit instruction group do not only follow the syllabus but receive instruction in a strategy-based format throughout the class activity for eight meetings. Rather than being presented in a separate lesson, the strategies are incorporated into the regular classroom learning activities. At times the focus is explicit that the instructor provides strategy training of grammar rules structurally and consciously. And at other times the strategies is implicitly embedded into the class activities that the instructor provides strategy of learning unconsciously. The pre-test is given to students before getting a treatment and the post-test is given after a treatment. Both tests are includes phrases and writing skill. In the treatment, the students receive instructions in noun phrase, verb phrase, adverbial phrase and prepositional phrase. The teacher emphasizes the strategy and the phrases to be applied in writing skill. The teacher and students together create a list of phrases useful for the preparation of student's writing task performance.

The two groups, the experiment and the comparison groups are compared, and their overall writing proficiency are evaluated using the English second language composition profile. This profile is divided into two types of writing, paragraph development by narrative and paragraph development by descriptive. Structural of grammar used in the paragraph are phrases (noun phrases, verb phrases, adverbial phrases, and preposition phrases). Each type of paragraph has a set of criteria ranging from excellent, to very good, to good and to poor with a specified range of scores.

Collecting Data

The data analyzed is taken from the pre-test and the post-test. Prior to the instruction, the two groups of students are instructed to write a paragraph on narrative and descriptive paragraph development. And at the end of the semester the students are assigned to write paragraph with the same topic.

Data analysis

Technique of analyzing data uses f- test and t- test. F- Test is the pre requisite. T- Test is the statistical analysis. The study uses experimental groups. The experiment group is presented for explicit teaching instruction, and the comparison group is presented for the implicit teaching instruction. Both experiment and comparison groups are given the pre-test and the post-test.

Test writing

Testing procedures are conducted through the following processes. The tests are completed in narrative composition, descriptive composition, using noun phrase, verb phrase, adverbial phrase and prepositional phrase. Both the explicit and implicit groups are provided by the same test. Next, the students are given written test which include the pre-tests and the post-tests consisting three parts of tests. The test consists of three aspects; paragraph development by narration, paragraph development by description and grammatical tests. First, the students are asked to write one paragraph of narrative composition with the three choices of topics in which they have a personal interest. They write the paragraph in chronological sequence of events or activities. Second, the students are asked to write one paragraph of descriptive composition about things, people or places. The third, the students are asked to write ten sentences using noun phrase, verb phrase and prepositional phrase.

The Validity and Reliability of the Test

Validity is intended to the appropriateness of a given test as a measure of what is supposed to measure and it contains a representative sample of the relevant language skill. The validity of the test is purported to measure the students' achievement in writing skill. The test is good if it is valid and reliability for the purpose for which it was designed and described. The researcher validates the test so it is valid and reliable to be used to measure the students' ability and capability to use reference and

cohesion in writing. As Henning in Alderson, J.C¹ defines: “validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. A test is said to be valid to the extent that it measures what it is supposed to measure”.

The test is reliable if the same test is given to the same students on different occasion and the result of the test should be similar. The reliability has relation to the validity, a test is valid if it is reliable and if a test measures what is supposed to. In order to get the reliability so, the test, the students and the teacher must be lack of bias and human error.

There are various ways that can be estimated to measure the reliability of the test, such as test-retest reliability, parallel-form reliability, and split half reliability. In this study the researcher used the formula of Pearson product moment to determine the reliability of the test for the instrument. Since the test form was writing so, the researcher use two judges in scoring the result of students’ test. The test was designed to be similar to each other, it included the same instructions, response types, number of items, and based on the same content. It was tried out on the same students and the scores of the test were judged by two judgments. The result of the test or the scores are correlated by using the formula correlation of Γ_{xy} :

$$\Gamma_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

the correlation coefficient, symbolized by the letter:

- r = the reliability of the test
- x = the score of judge 1
- y = the score of judge 2

The writing test consisted of three parts: phrases, paragraph by narration and paragraph by description. As a consequence, the ten students were used as instruments to measure student achievement on writing skill. The result of the test was analyzed in order to determine its reliability and the coefficient correlation. The result of the reliability of the test was 0.67, it means the test had strong correlation and the limitation of the correlation coefficient is significant. If the significant for $dk = n-2$, $\alpha = 0.05$, $t_{table} = 1.86$, and the reliability of the test is 0.67. So result of test was valid because $t = 2.545 > t_{table} = 1.86$

¹ J. Charles Alderson, Caroline Clapham and Dianne Wall.1995. Language Test Construction and Evaluation. Cambridge University Press 1995. New York, p.170.

III. RESULTS AND DISCUSSION

Based on the results of the t-test analysis, it was found that the mean of the experiment group was greater than comparison group. The experiment group's mean was 67.1200, and the comparison group's mean was 64.3200. This result showed that the student's achievement on writing was good and it proved teaching writing through explicit instruction was more effective than the implicit instruction.

As the previews study that had been done by some experts, it was found that the explicit teaching instruction was more effective than implicit teaching instruction. The test result proved that students' ability in understanding grammar through explicit instruction was better than the implicit instruction.

Regarding to the result of the test, the explicit method of teaching language learning has an important role in developing students' writing skill. Teaching grammar rules through explicit instruction can improve students' ability in acquiring their skill in using correct grammar in their writing. As some scholars, Scott (1989), Celce-Murcia (1991), Cohen (1998), Rod Ellis who support explicit theory suggest that grammar should be taught consciously, analyzed and practiced well-form of grammar rule. They argue that explicit teaching instruction is beneficial and improve the students' performance in enhancing the target language learning. On the other hand, the implicit method of teaching language learning does not have a significant progress for the result of the students' test on writing. Although there was an improvement on students' skill, but it did not make a significant change to the students' performance in writing. It implied that the implicit teaching instruction was not effective in improving students' writing skill.

In regard to the result of the study of the explicit and implicit teaching of English phrases on students' writing skill in Pamulang University, Faculty of Letters. It was found that 25 students who were given the explicit instruction had a significant improvement on their writing skill. They were asked to write complete sentences using noun phrase, verb phrase, adverbial phrase and prepositional phrase as they have got in the treatment. And the result, they were more available using the accurate form of grammar in complete sentence. Moreover, they were asked to write a paragraph in narrative and descriptive. The result showed that they could implement it and write a paragraph with a little error for the grammar. In other words, the students' achievement after doing the treatment clearly improved and their understanding of grammatical rules more accurate, so they could produce a good writing. On the other hand, the test result of the students who participated in the

implicit teaching instruction did not show a significant improvement. They were still had many mistakes on grammatical form. They were not facilitated by grammatical rules of instruction so they did the test as what they get in their own knowledge and experience. Moreover, their test scores for writing were not good because they did not capable on grammar structurally and their writings were most lack of grammar. It is clear that students in the explicit instructional class gained significantly higher scores than the ones in the implicit instructional class.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

The result of the data analysis of this research revealed that the students taught using explicit teaching instruction of English phrases gained better improvement in their writing skills compared to those taught using implicit instruction. The mean difference of the improvement between the explicit group and the comparison group is significant. The mean of the improvement between pre-test and post test of the experiment group is -7.24000 and the mean of the improvement between pre-test and post test of the comparison group is -5.44000, the difference mean between two groups is 1.76, $t = 0.853$ and $p\text{-value for sig.}(2\text{tailed}) = 0.398$. Therefore, it can be concluded that, the H1 that states the explicit teaching instruction is more effective than the implicit teaching instruction in improving student's writing skill is accepted. Hence, it can be inferred that the effect of the treatment to the students' achievement on writing skill is significant. This implies that the explicit teaching instruction of English phrases on students' writing skill is effective, particularly in using grammatical rules. Furthermore, the Ho that states the explicit teaching instruction is not more effective than the implicit teaching instruction in improving student's writing skill is rejected. It found that the effect of the implicit teaching instruction on students' achievement in using accurate grammar on writing is not effective. Moreover, the result of the students' achievement in writing is supported by the mean difference of pre-test and post-test of the experiment group. Whereas, the mean of pre-test of the experiment group is 59.88, and the mean of post-test of the comparison group is 67.1200, and the mean improvement of both results is -7.24000. It shows that there is a positive and significant improvement of writing skill through the explicit teaching instruction.

The finding of this study has shown that the students' performance in both the experiment group and comparison group exhibit different gains

from pre-test to post test. The different writing gains between experiment group and comparison group have been showed that the experiment group which is explored by explicit teaching instruction has higher score than implicit instruction. It proves that the explicit teaching instruction improves the students' achievement on writing skills significantly.

Recommendation

Based on the results of the findings of this research, some recommendations are proposed.

- 1). It is suggested that the students need to learn grammar consciously or explicitly since it has a benefit to improve students' writing skill.
- 2). It is necessary to have skill in grammar for students to avoid the lack of grammar on their writing. It is difficult for student who doesn't have skill in grammar to master English language and to produce a good writing or essay, and the explicit teaching instruction is one of an appropriate method to comprehend the writing skills.
- 3). It is recommended to teachers to teach grammar through the explicit instruction since it is beneficial and can promote significant improvement of grammatical accuracy in writing and skill acquisition.
- 4). It is suggested to use kinds of method to improve writing skill to make writer aware to their appropriate writing method in producing writing or essay.
- 5). It would be useful to carry out more research to investigate not only in writing but also other skills.

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