THE EFFECT OF USING CONTRASTIVE METHOD IN TEACHING ENGLISH NOUN PHRASES

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Abstract

The aim of this study was to find out the effect of contrastive method toward students' English noun phrases ability, the reflection of students comprehension toward the phrases and the students' perception toward the method in teaching English noun phrases. The object of this study was students at MTS Negeri 3 Mataram grade VIIIA. This study was quasi-experimental that applied mix method: quantitative and qualitative research method. The instruments for collecting data in this study were a test, questionnaire, and interview guide. The result of this study showed that the method had a positive effect on students' ability in constructing English noun phrases, and the preception of the students toward the method was positive as well. The method affects the students' ability in constructing English noun phrases correctly.

Keywords: Contrastive, contrastive method, method, noun phrases, students'perception

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan pengaruh metode kontrastive terhadap kemampuan siswa pada frasa benda bahasa Inggris dan refleksi pemahaman siswa terhadap frasa dan presepsi siswa terhadap metode pengajaran frasa benda bahasa Inggris. Penelitian ini merupakan penelitian quasi-eksperimental yang mengaplikasikan metode mix antara metode quantitatif dan qualitatif. Instrumen yang digunakan untuk mengumpulkan data pada penelitian ini adalah tes, quisioner dan wawancara. Hasil dari penelitian ini menunjukan bahwa metode kontrastif berpengaruh positif terhadapkemampuan siswa dalam mengkonstruksi frasa benda bahasa Inggris, dan presepsi siswa terhadap metode juga positif. Metode kontrastif tersebut berdampak terhadap kemampuan siswa dalam menyusun frasa benda bahasa Inggris secara benar.

Kata kunci: Kontrastif, metode kontrastif, metode, frasa benda dan presepsi siswa.

INTRODUCTION

The English language recently has become the most learned language by students in Indonesia. It has been a compulsory or content subject for junior high school students for decades (Nurkamto in Songbatumis, 2017:55). Therefore, in order to make students better in acquiring the language, it requires effective teaching and learning techniques and methods. Most teachers in teaching English apply some popular techniques and methods such as grammar-translation method, direct method, structural method, reading method, audio-lingual method, situational method and communicative approach (Gultom, 2015:1235).

Technique and method are very important in teaching English, especially in teaching linguistic components including phonology, morphology, and syntax. In terms of the syntactic component, a sentence is the highest level component and its obviously constructed number of words (Haerazi & Irawan, 2019). However, sentences are not formed simply by putting words together. A sentence has the rule and internal structure as stated by Hinkle (in Ediati et al, 2014:1). Sentence structure may consist of an optional adverb or prepositional phrase, subject noun (phrase), a verb, and an object if the main verb intransitive (requires a direct object). Furthermore, Hinkle(in Ediati et al, 2014:1) states that in fact, subject and object slots are usually filled by a noun phrase rather than a single-word because in real language use single-word nouns are relatively rare. All components of a sentence mentioned are from a list of vocabulary (Zurri, 2017).

White (in Ivon, 2015:197) states that vocabulary as one of the properties that are specific to language that has to be learned.

Vocabulary consists of words (lexical items) with their meaning and syntactic items. Vocabulary is not only a list of words. It is a system embedded in language. It is part of any language that is, just like grammar, defined by an expert in various ways. Fromkin et al. (in Ivon, 2015:197) define lexicon as a part of grammar. It is not solely the meaning of the words; it includes pronunciation and syntactic category or part speech of the words.

A sentence is constructed from some words, the words of the sentence are from the syntactic category or part speech of the words. Syntactic category in this study is a noun phrase. Noun phrases are able to become a subject noun (phrase) or object noun (phrase). The existence of noun phrases in a sentence and text is very important in oral or written a sentence and text. Moreover, the existence of noun phrases in the students textbook is very crucial. Vadas (in Ediati, et al, 2014:2) states that noun phrase is a crucial part of natural language, and may have a very complex structure. In addition, referring to noun phrases. Pastor(in Ediati, et al, 2014:2) proposes that conveyed information is presented in a shorter, more direct and condensed fashion, thus having a greater impact upon the reader. Nevertheless, noun phrases are more often found in formal writing than in natural speech (Ediati, et al, 2014:2).

For students who are native Indonesian, noun phrase seems to be not easy to be understood by EFL students. It is assumed that the cause is the difference in terms of syntactic pattern between English and Indonesian noun phrase construction. The syntactic pattern of English noun phrases is different from the Indonesian language. In English, modifiers are mostly placed before noun head and fewer in the opposite order. Here are examples of possible structures of English noun phrases as listed by (Greenbaum & Nelson, 2002:48):

The word "book" is the headword and the other words are called determiners and modifiers. Determiners (words *the, a those, some*) introduce noun phrases. Modifiers are units that are dependent on the main word and can be omitted. Modifiers that come before the noun are pre-modifiers, and those that come after the noun are post-modifiers (Greenbaum & Nelson, 2002:48). The word "book" in the examples above is very important. That word is called the center or head of the NP. So the word "book" is the head of the noun head. every NP has a noun head. The combination of determiner and headword or modifier with headword will form the noun phrase.

Noun phrases are often also called noun cluster or noun group in the grammar book. A noun cluster or noun group always consists of at least two parts: the noun itself and the word or word accompanying it. The noun is called the headword of the cluster (Robert, 1956: 79).

There are three classes of determiner (Greenbaum & Nelson, 2002:48):

Pre-determiners, *e.g. all, both, half;* central determiner, *e.g. a, an, the, those;* post-determiners, *e.g. other, two, first.*

While modifiers are divided into two: pre-modifier and post-modifier. Noun phrases may have more than one pre-modifier and post-modifier. Pre-modifier, e.g. *black* cat and post-modifier, e.g. cat *on the chair.*

Whereas, the syntactic pattern of Indonesian noun phrases: modifier comes after noun head or the head comes before the other word(s) (Djenar, 2003:12). Here are examples of possible structures of the Indonesian noun phrase (Djenar, 2003:12):

So bases on the different pattern and construction above emerge a problem might because of difficulty for students to acquire the syntactic pattern of Englis noun phrase as target language correctly.

The problem inspiring this study because most students of junior high school in MTsN facing difficulty to construct and use English NP correctly

assumed to emerge due to different typology of L1 and TL in terms of syntactic patterns. This study aims at solving this problem in order to improve students' English language competence, especially in constructing and using English noun phrases by applying contrastive as a method for the teacher in teaching.

RESEARCH DESIGN

This study applied the mix-method: quantitative and qualitative research method. At the same time, this study was also quasi-experimental. That was because, in this study, the researcher gave the pre-test and pre questionnaire to the students, followed by the teaching and learning process. The pre-test was designed in this study to measure the amount of learning students have acquired noun phrase mastery before the students are taught by Contrastive method. while pre-questionnaire was designed to know the students' comprehension and ability toward Indonesian and English phrases. At the end of the teaching and learning process, the researcher gave post-test and post-questionnaire to the students. Post-test was given to measure how much students have got improvement or the effect of the method. While post-questionnaire was given to know the students' comprehension and ability toward Indonesian and English phrases.

METHOD

In this research, quantitative and qualitative methods are needed in this study to answer all three of the research question. The quantitative research method is used for answering research question number one that relates to the effect of using contrastive method and number two relate to students' comprehension or ability toward Indonesian and English phrases. While qualitative research method was needed to answer question number three that relate to students perception on implementing the contrastive method.

Population of the Research

The population of the research is eighth A (8th A) grade students of junior high school students of MTsN3 Mataram. The class was chosen in this research by using cluster random sampling technique with the assumption that all eight (8th) grade students have the same ability level in mastering English. The class consists of 38 students, 28 male students, and 10 female students.

Table 1. Participants of the Study

	Students		Teacher	Total
Class	Male	Female	Male	
Class A	28	10	1	38

Instrument

The quantitative instrument that had been used in this study to collect data were:

Pre and post-test worksheet were used to collect data in this study.

Data Analysis
Quantitative Analysis

After collecting the data from pre-test and post-test result. The researcher measures the score differences from pre-test and post-test by statistical calculation. In this study, the researcher uses the t-test to see differences between pre-test and post-test significant result. The t-test had been used to analyze and interpret the test result by using SPSS 22.00 software application to find out whether the mean differences between pre-test and post-test were significant or not.

In the Pre-test, the students must answer twenty-five items in three different levels of noun phrase test formats. The first level has consisted of ten items. The second level consisted of ten items. The third consisted of five items. The numbers of students who took the Pre-test were 38 students. The highest score in pre-test was 76 and the lowest score was 40. This test

was intended to know the students' noun phrase ability achievement before students got treatment.

After being given a treatment using Contrastive method, the students were given a post-test. The test was different from the pretest but both of them had the same level of difficulties. The first level consisted of often items. The second level consisted of ten items. The third consisted of five items. The numbers of students who took the Post-test were 38 students. The highest score in post-test was 100 and the lowest score was 84. This test was intended to know the students' noun phrase ability achievement after students got treatment.

The second instrument that the researcher used to measure the students understanding about English noun phrases is the questionnaire. In this study pre and post questionnaire ware applied. Pre questionnaire was used before treatment applied, thus, the questionnaire was intended to understand and gain insight into the students' attitudes toward English noun phrases before the students got treatment. While the post questionnaire was used after treatment applied to the sample of the experimental group.

Pre-questionnaire instrument consisted of ten multiple-choice questions form with seven (7) questions used *Likert scale* model multiple choice and three questions free multiple-choice model. The three questions free multiple-choice model are interpreted separately from *Likert model*. The pre-questionnaire instrument form is enclosed.

This section reports the pre-questionnaire completed by all participants of the experimental as well as the control group. Table 4.1 showed the information collected and analyzed by the researcher based on students' perception towards English noun phrases on 4-point Likert Scale, (1= Strongly not understand, 2= do not understand, 3=understand, 5= Strongly understand) (ya, sangat faham=4, ya,

kurang faham=3, ya, tidak faham=2, tidak, tidak faham=1).

Qualitative Analysis

The technique to analyze qualitative data in this study was interview result interpretation of students responses. The interview was designed to analyze the students' perception of the method that was applied by the teacher. Here are the interview guide questions and students' responses:

1. Bagaimana pendapatmu tentang cara mengajar yang digunakan guru bahasa Inggris yang kemaren kamu ikuti? (*How do you think about the method that was applied by an English teacher that you followed yesterday?*)

2. Apakah kamu lebih mudah mengerti dan memahami frasa yang diajarkan ole guru bahas Inggris dengan cara mengajar yang guru terapkan kemaren?(*Do you understand easier the phrases material that had been taught by English teacher using the method applied yesterday?*)

3. Apakah kamu senang belajar frasa benda bahasa Inggris dengan cara mengajar yang guru terapkan kemaren? (*Do you like studying English noun phrase by using the method that teacher applied yesterday)*

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher wants to see the effect of using the contrastive method in teaching English noun phrases to junior high school students. The researcher did the research by conducting the pre-test and post-test, pre-questionnaire and post-questionnaire and interview. The tests were given to VIII-A as the experimental class as well as control class. The class consist of 38 students; 28 female students and 10 male students. The pre-test and pre-questionnaire were conducted before giving treatment by using the contrastive method. The result of the

research finding of the three research questions as follow.

The effect of the contrastive method on the students' understanding toward NPs

The effect of the contrastive method on the students' understanding toward NPs can be seen from pre-test result as follow: The writer found the minimum score was 40 and the maximum score was 76. The mean score was 60.74. The mean 60.74 meant that the average of 38 students scores are 60.74. So, the student's score 60.74 was lower than the standard mean score that writer made 70. Meanwhile, the standard deviation is 9.747. And the variance is 95.010.

From the pre-test description result, this study explains that the background knowledge of the students related to noun phrases material before giving treatment was still low. That is the writer intended to apply the contrastive method to help the students understand toward the material. Before treatment was given, the writer analyzed the students' answer. From the analysis result, the writer found the students' answer was not consistent. Some of their answers were the correct answer and some incorrect

While from the data finding of post-test, the writer found the minimum score was 84 and the maximum score is 100. The means score is 89.89. The mean 89.89 meant that the average of 38 students score 89.89. So, the student's score 89.30 was average score and the average passed the standard mean score 70. Meanwhile, the

standard deviation was 4.336. And the variance was 18.799.

From the post-test description result, the writer could explain that the background knowledge of the students related to noun phrases material after giving treatment got significant improvement result. After treatment was given, the writer analyzed the students' answer. From the analysis result, the writer found the students' answer was consistent. All of the students answer almost correct as of the construction English noun phrases role.

Comparing pre-test and post-test result, the writer can explain that the students got significant improvement result after the contrastive method was applied. The students' improvement could be seen from the students' score, from 60.74 average scores in pre-test and became 89.89 mean scores in post-test. The range between pre-test and post-test was 29.15. it implied that the implemented of the contrastive method in teaching noun phrases was successful.

Based on the table above, there were 38 students as the sample of the research. The test was conducted by the researcher before and after implementing Contrastive Methode. The researcher used a statistical test with paired sample t-test stated by SPSS 22.00 to convince of pretest and posttest of the effectiveness of using the contrastive method on the students' noun phrase ability achievement result. The results as follows:

Table 2. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test score	60,74	38	9,747	1,581
	Post-test score	89,89	38	4,336	,703

The table above showed that the mean score of the pretest was 60.74, while N for cell there were 38. Meanwhile, the standard deviation for pretest was (9.747). Mean standard error for pretest was (1.581). Thus, the mean score of the posttest was 89.89, while N for cell there were 38. Meanwhile, the standard deviation for posttest was (4.336). Mean standard error for pretest was (.703).

score

Table 3. Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	Pre-test score & Post-test	38	,048	,775

The table of paired sample correlation above showed that the large correlation between samples, the numeral of both correlations were (0.48) and numeral significance was (775).

Table 4. Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test score - Post-test score	-29,158	10,477	1,700	-32,601	-25,714	-17,157	37	,000

Table 4 above showed the result of analysis using T-test. The mean pre-test and post-test were (29.158), the standard deviation was (10,477), mean standard error was (1,700). The lower different was (-32,601), while the upper different was (-25,714). The result test t = (-17,157) with df 37 and significance 0.000.

Interpretation toward t-count conducted by two methods:

1) Based on the test score t compared with t-test (t count) with t (t table), where df = 37, the result of numeral: 2,074 for standard significant 5% and 2,819 for standard significant 1%. With t-test = -17.157, it means that more large from t-table (symbol minus in this matter ignored at standard significant 5% as well at standard significant 1%, it means the hypothesis null was rejected).

2) Based on the large of digit significant. In this case, the decision taken from the following consideration:

a. If probability > 0.05 then hypothesis null was accepted
b. If probability < 0.05 then hypothesis null was rejected

With the numeral of significant value 0.000 < than significant level 0.05, it meant that the hypothesis null was rejected because the significant value was smaller than significant level.

The result of both Pre-questionnaire and Post-questionnaire

In this section, the researcher showed and compared the percentage, sum, standard deviation and mean in the two tables below related to pre and post questionnaire result to know the effectiveness of the method that had been applied during treatment.

From the percentage table, it was obviously clear that every item of the questionnaire got improvement after giving treatment using the contrastive method. The first questionnaire item got 0% in pre-questionnaire while in post-questionnaire

got 89.5%, the second item got 0% in pre-questionnaire while in post-questionnaire got 92.1%. the third item got 0% in pre-questionnaire while in post-questionnaire got 21.0%. the fourth item got 0% in pre-questionnaire while in post-questionnaire got 36.9%. the fifth item got 0% in pre-questionnaire while in post-questionnaire got 34.2%. The sixth got 0% in pre-questionnaire while in post-questionnaire got 23.7%. the seventh item got 10.6% in pre-questionnaire while in post-questionnaire got 42.1%. the eighth got 2.6% in pre-questionnaire while in post-questionnaire got 60.5%. The ninth item got 86.8% in pre-questionnaire while in post-questionnaire got 50%. The tenth item got 57.9% in pre-questionnaire while in post-questionnaire got 79.0%.

The students' comprehension reflection on Indonesian and English phrases

The students' comprehension reflection on Indonesian and English phrases can be seen the pre-questionnaire result, the finding was revealed that zero % or no one of the students got strongly understand criteria about phrases, it means that the students did not know and understand well about phrases itself before giving treatment. 39.5% somewhat understand, it means that the students have already known phrase but did not understand it well. while 10.5% did not understand about phrases, it means that the students have already known phrase but did not understand it at all. 50% of the students strongly not understand phrases, it means that a half number of students did not know and understand phrase at all. From the above findings, it was obvious that the majority of participants (60.5% out of 38 participants) did not understand the phrase.

From the pre-questionnaire result, the writer described that the students' background knowledge about the material was poor. It was shown by the majority of participants (60.5% out of 38 participants) did not understand about phrase before treatment by using contrastive method was given.

From the post-questionnaire, the finding was revealed that 89.5% of the students got"strongly understand "criteria about phrases, it means that the students knew and understood well about phrases itself after giving treatment. 10.5% somewhat understand, it means that the students have already known phrase but did not understand it well. From the above findings, it was obvious that the almost majority of participants (89.5% out of 38 participants) have already known and understood about phrases.

From the post-questionnaire result, the writer described that the students' background knowledge or their understanding of the material got improvement significantly. It was shown by the majority of participants (89.5% out of 38 participants) have already known or understood about phrases after treatment by using contrastive method was given.

Data from both pre and post questionnaire, the finding can be seen that there is the progress of the students understanding about phrases. In pre-questionnaire test, the means of the students' score was 42.50. It shows that the students' understanding of English or Indonesian phrases was still low. Therefore, the researcher taught the students through the contrastive method as the treatment. While in the post-questionnaire test, the means of the students'score was 86.08. So, by observing the mean score between pre and post questionnaire test indicated that the method had a good effect or the method effective in improving students understanding about phrases, phrase definition, Indonesian and English phrase

The students'perception of the contrastive method implementation

The students'perception on contrastive method implementation after the treatment finished, the researcher does the interview to some students that have

been stated in chapter III about the students' perception on the researcher strategy that had been used during the treatment. The interview was held on Thursday, 6th April 2019 to the six selected students in grade VIIIA of MTsN 3 Mataram. The interview question consists of three questions that have to be answered by the six selected student and all of the selected students got the same interview question. The interview result can be seen in chapter III.

DISCUSSION

In this part, the writer presents the discussion about the data analysis on the research that has been presented in the previous subchapter. In this case the writer divides discussion about data analysis, which is intended to find out the effectiveness of using the contrastive method on the students' achievement in English noun phrase, it can be identified through the result of pre-test and posttest experiment class as well as control class.

In the pretest, the average score was 60.78. While the average score in post-test was 89.89. The score showed that posttest was better than pretest. From the result above, it can be concluded that the students got good achievement in mastering English noun phrases after taught using the contrastive method. Based on the result above, teaching English noun phrases by using contrastive method makes the students understand the English noun phrases easily. It is in line with the theory of learning by Crow (in Nurseto 2011:1) Learning is the acquisition of habits, knowledge, and attitude.

The contrastive method is an alternative for the students in learning English English noun phrases. This reason is based on the result of the test after getting treatment and from the questionnaire, answer result showed students improvement in understanding phrase, phrase definition, Indonesian and English phrases. The activity contrasts Indonesian noun phrases with English noun phrases made the students easy to understand the material. From the explanation above, the implementation of the contrastive method in teaching and learning process gave a positive effect on the students' achievement, because they can study Indonesian and English noun phrases easily.

From the questionnaire result, it can be seen that there is the progress of the students understanding about phrases. In pre- questionnaire test, the means of the students' score is 42.50. It shows that the students' understanding of English or Indonesian phrases was still low. Therefore, the researcher taught the students through the contrastive method as the treatment. While in the post-questionnaire test, the means of the students'score is 86.08. so, by observing the mean score between pre and post questionnaire test indicated that the method had a good effect or the method effective in improving students understanding about phrases, phrase definition, Indonesian and English phrase.

The finding from the response of female student's perception toward the question as follows.

In responding the question number one that related to reflection of method quality the male highest score student response was positive by saying"good" it meant that the students attitude toward the method was positive and the benefit of the method was useful for her in studying English noun phrase, by saying well the student intended to show the quality of the method was good in contrasting Indonesian and English noun phrase. The student also said "because of the method, I am easy to understand" it meant that by using the method the material became clear and easy to be understood. The second question that related to a comprehension question the student said "really understand the material" it meant that by implementing the method the student understand well the material and the student was able to answer

the question about phrases without any difficulties. And the third question related to preference or mood toward the method the highest female student said " I like it" the student said it because the material that was taught by using the method easy to be understood. The phrase "easy to be understood" implied that the student understands the material by using the method without any difficulties and obstruction.

In responding the question number one that related to reflection of method quality the male medium score student response was neutral by saying "simple" it meant that the students response to the method was positive and useful for her in studying English noun phrase, by saying simple the student intended to show the quality of the method was good and easy to understand the material easily, by saying "easy to be understood" implied that the student understand the material by using the method without any difficulties and obstruction the second question that related to comprehension question the student said "easier to understand the material" it meant that the student could understand the material easier without any difficulties by using contrastive method compared with another method that the teacher used, the method was clearly meant the student perception toward the method was positive in making the material easy to be understood. And the third question related to preference or mood toward the method the student said " I like it" it meant that the student was very appreciative of the method that had been applied by the teacher in explaining the material. By using the method the teacher compared easily between Indonesian and English phrases without too firm and too serious. The phrase "not too firm and too serious" implied that the atmosphere during the teaching and learning process by using the method was enjoyable and leisurely without any burden to the student.

In responding the question number one that related to reflection of method quality

the female lower score student response was positive by saying "good" it meant that the students attitude toward the method was positive and the benefit of the method to the student was useful for her in studying English noun phrase, by saying well the student intended to show the quality of the method was good in understanding material that had been taught by the teacher. The student also said "easier to be understood" it implied that by using the method the student understands the material faster compared with the other method. The second question that related to a comprehension question the lowest score student has the same idea with the highest and the medium score, the student said "easier to understand the material" it meant that the student could understand the material easier without any difficulties by using contrastive method compared with another method that the teacher used. The clarity of the material also clear by using the method without making complex in understanding the material and the third question related to preference or mood toward the method the student said " I like it" it meant that the student was very appreciative of the method that had been applied by the teacher in explaining the material. The student liked it because the method gave some examples of between Indonesian and English phrases enjoyably. The word "enjoyably" implied that the student follows the material in the teaching and learning process relaxing and leisurely without any burden and obstruction.

From the students' interview responses result, the researcher found that the students' perception toward the contrastive method were the same both of male and female group score level. The students had positive preception about the method that was showed by their positive answer by observing from attitude, benefit, clarity, atmosphere and mood point of view. From the keyword that the researcher made to measure the student perception toward the method, no one of

the student has a negative answer or negative perception toward the method.

CONCLUSION AND SUGGESTION

Considering the process and result from the beginning to the end activities in the previous chapter of this study, the writer concluded that teaching and learning process using contrastive method is effective, especially in teaching English noun phrases. It can be proved by observing pre and post-test result, there are any significant differences in answering English noun phrase of students pre and post-test or before and after being taught using contrastive method, pre and post questionnaire results in every table shows improvement result from pre to post questionnaire or before and after being taught using contrastive method and interview answer toward students' perception about the method after being taught using contrastive method was very positive. So, the effectiveness of using the contrastive method as a method on the students' achievement in noun phrases is effective in the teaching-learning process on the eight grade MTsN 3 Mataram Academic Year of 2018/2019.

So, the conclusion is contrastive method effective and significant improving students understanding and ability on constructing English noun phrases and the preception of the students toward the method was positive based on students positive responses.

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