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THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

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October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16-17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be cheked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Effect of Using Collaborative Learning Strategy on The Student’s Achievement in Writing Descriptive Text</td>
<td>1</td>
</tr>
<tr>
<td>Nursyah Handayani</td>
<td></td>
</tr>
<tr>
<td>The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student</td>
<td>5</td>
</tr>
<tr>
<td>Nurhasanah Permata Sari Sembiring, Khairil Ansari, Mutsyuhto Solin</td>
<td></td>
</tr>
<tr>
<td>The Power Behind Advertisement</td>
<td>10</td>
</tr>
<tr>
<td>Endang Larasati</td>
<td></td>
</tr>
<tr>
<td>The Effect of Using Audio Visual Media on Student’s Vocabulary Mastery</td>
<td>13</td>
</tr>
<tr>
<td>Resti Citra Dewi</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relation of Hata Pangupa in Tapanuli Selatan Wedding Ceremony</td>
<td>17</td>
</tr>
<tr>
<td>Mutia Nasution</td>
<td></td>
</tr>
<tr>
<td>Pal’s Leadership Style and Teacher’s Performance of Islamic Junior High State School (MTsN) Hamparan Perak Deliserdang Distric</td>
<td>21</td>
</tr>
<tr>
<td>Nurmalu, Maria Ulfah Handayani, Denny Khairani, Desi Prawita</td>
<td></td>
</tr>
<tr>
<td>The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan</td>
<td>24</td>
</tr>
<tr>
<td>Darmawati, Sri Melfayetti, Selamat Triono Ahmad</td>
<td></td>
</tr>
<tr>
<td>Error Analysis by Using Tenses of Senior High School</td>
<td>28</td>
</tr>
<tr>
<td>Hariyanto</td>
<td></td>
</tr>
<tr>
<td>The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language</td>
<td>32</td>
</tr>
<tr>
<td>Putri Ayu Lestari</td>
<td></td>
</tr>
<tr>
<td>The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable</td>
<td>36</td>
</tr>
<tr>
<td>Fivi Rahmatus Sofiyah, Ami Dilmam</td>
<td></td>
</tr>
<tr>
<td>The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension</td>
<td>40</td>
</tr>
<tr>
<td>Linda Efrina Nasution</td>
<td></td>
</tr>
<tr>
<td>Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia</td>
<td>44</td>
</tr>
<tr>
<td>Wike Yurida</td>
<td></td>
</tr>
<tr>
<td>The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension</td>
<td>48</td>
</tr>
<tr>
<td>Khairuni Syafirri</td>
<td></td>
</tr>
<tr>
<td>The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang</td>
<td>53</td>
</tr>
<tr>
<td>Muhammad Rifa’i, Syafaruddin Siahaan, Siman Nurhadi</td>
<td></td>
</tr>
<tr>
<td>Student’s Achievement on Reading Comprehension in Narrative Text by Using Think Pair Share Technique (TPS) at SMPN 1 Lubuk Pakam</td>
<td>58</td>
</tr>
<tr>
<td>Eprimia Lestari Hutabarat</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relations of Hobar on Parpokatan Orja of South Tapanuli</td>
<td>63</td>
</tr>
<tr>
<td>Novria Grahumayunari</td>
<td></td>
</tr>
<tr>
<td>The Effect of Using Task Based Learning Method on the Student’s Achievement in Reading Comprehension</td>
<td>69</td>
</tr>
<tr>
<td>Nilam Ulami Siregar</td>
<td></td>
</tr>
<tr>
<td>Relationship of Initiation Structure and Consideration with Effectiveness Leadership</td>
<td>72</td>
</tr>
<tr>
<td>Wanti Simanjuntak, Syaiful Sagala</td>
<td></td>
</tr>
<tr>
<td>The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of MAN Panyabungan</td>
<td>77</td>
</tr>
<tr>
<td>Armita Novriiana Rambe</td>
<td></td>
</tr>
</tbody>
</table>
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon
Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti
80

The Difference of Mathematical Problem Solving Ability by Using Student Teams Achievement Division (STAD) and Direct Instruction on System Linear Equation Two Variable in Grade VIII SMP Negeri 11 Medan
Faradilla Bafaqih, Cecep Nandar
84

The Influence of Problem-Based Learning and Every One is A Teacher Here Models on Higher Order Thinking Skills in Environmental Pollution Topics
Kurnia Putra, Hasruddin, Ahmad Rafiqi Tantawi
89

The Effect of Applying Task Based Learning (TBL) Approach on The Student’s Ability in Writing Descriptive Paragraph
Vijay Khana
94

Teacher’s Language Style in English Course Class
Dyan Yosephin Hutagalung
98

The Difference Between Students Mark Taught With Co-Operative Learning Model Type TGT With Guess The Words Media Compared With Students Mark Taught With Co-Operative Learning Models With Words Square Media in Hydrocarbon Subject
Hariani Siregar, Gulmah Sugiharti
101

Language Used by Male and Female of Darul Ilmi Murni
Syakri Hidayati
107

The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text
Muhammad Ilham Adha
110

Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry
Septra Pajar, Ramlan Silaban, Zainuddin Muchtar
114

The Analysis of the Implementation and Problems of Lab Work on Chemistry Learning
Elvira Lastri, Iis Siti Jahro, Marham Sitorus
120

The Implementation of Using Library Card and ICT Based Library Service System in Increasing Reading Interest of Primary School Students at Tanjung Gading of Batu Bara Regency
Suci Amalia, Asih Menanti
125

Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science Faculty State University of Medan
Nadia Armina Ramud, Jamalum Purba
132

The Development of Teaching Material to Write Explanation Text Based on Mind Map
Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap
138

Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with Student’s Worksheet on Materials Hydrolisis
Agus Muliaman, Laila Majnun Hutagaol
141

The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and Oxidation Reaction Topic
Anggi Desviana Siregar, Rini, Herdini
146

The Application of Cooperative Learning Round Robin to Improves Student Learning Achievement on the Subject of Electrolyte-Nonelectrolyte and Redoxin Class X SMAN 1 Seberida
Nora Santi, Betty Holiwarni, Johni Azmi
150

The Effect of Combination Cooperative Learning Models Toward Learning Result
Sapnita Idamarna Daulay
154

The Maintenance of Hokkien Among Chinese Speakers in Stabat
Widya Ningsih
159

Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class VII in Junior High School Panca Budi Medan
Madina Qudsia Lubis, Reh Bungana Br.Perangin-angin, Mursid
164

EFL Student’s Uses of Um as Fillers in Speaking
Eka Riana
169
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child

Rabiatul Hanum Hasibuan, Anita Yue, Yusnadi

172

The Effect of Learning Approach and Personality Type Towards Learning Outcomes

Dhovy Dinda Sari, Juluga Situmorang, Busmin Gunning

178

The Effect of Learning Models and Critical Thinking Skills on Social Science Learning Outcomes

Juriah Siregar, Juluga Situmorang, Baharuddin

183

The Effect of Suggested Method on Student’s Achievement in Vocabulary

Heppy Yersin Digitata Purba

188

Application of Active Learning Strategy Type Everyone is A Teacher Here (ETH) to Increase Student Activity and Learning Outcomes in Chemistry on Salt Hydrolysis

Wulta Fajrina, Darra Utari Ningsih, Sri Adelila Sari, Habibati

193

The Effect of Learning Strategy and Type of Personality on Student’s Achievement in Economic Science

Dewi Shara Dalimunthe

198

Development of Learning Tools Based on Realistic Mathematics Education of Ethnomathematics Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut Seituana

Rizqi Jamiah, Edi Syahputra, Kms. M. Amin Fauzi

202

The Impact of Cooperative Learning Strategy and Learning Interest Toward the Learning Result of Second Year of Senior High School Students in 2016/2017

Riswan Sianturi, Abdul Muin Sibuea, Edward Purba

208

The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium

Lenni Khotimah Harahap, Albinus Silalahi, Isi Siti Jahro

210

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the Formation of the Character Youth

Riadi Syafputra Siregar, Ratih Baiduri, Robert Sibarani

214

The Effect of Education on Unemployment Rate in Indonesia

Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty

218

Development of Explanatory Text Materials Based on Problem Solving in Senior High School Pematangsiantar

Tiarma Nova Intan Malasari, Biner Ambarita, Malan Lubis

222

Learning Model of Strengthening Vocational Life Skills With Entrepreneurship Knowledge to Improve Student Learning Outcomes

Husni Wardi Tanjung

226

A Critical Discourse Analysis Wardah Halal Beauty Advertisements

Ayu Lestari Siregar, Mei Lastri E.F. Butar-Butar

229

Influence of Creative Problem Solving (CPS) Mathematics Learning Model to Mathematical Problem Solving and Self Efficacy Students of SMA Negeri 3 Binjai

Nurcahaya Hutatsari, Martua Manullang, Ani Minarni

232

Differences in Mathematics Problems Solving Students With Implementing Learning Model Think Pair Square and Group Investigation in Junior High Schools

Abdul Halim, Edy Surya

236

The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children

Marwah, Amrin Saragih, Sri Minda Murni

240

Utilization of ICT Learning in Senior High School Teladan Medan

Tengku Salwa Miranti

244

The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student’s Achievement

Catur Ayu Wialandari, Efendi Napitupulu, Keysar Panjaitan

248

Developing of Learning Material Based on Problem Based Learning to Increase Student’s Mathematical Reasoning Ability and Self-Efficacy in Grade X SMA Negeri 1 Medan

Anggi Paramita Daulay, Dian Armanto, Waminton R

253
Efforts to Increase A Motivation to Learning Math Using “Program” Learning Model
Linda Sari, Edi Syahputra

The Eford of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exersice Strategy with The Assistance of Image Media
Ady Putra, KMS. Muhammad Amin Fauzi, Yulita Moliq

The Difference on Students’ Mathematical Creative Thinking Ability Between Realistic Approach with Conventional in The State Madrasah Tsanawiyah 2 of Medan
Siska Lestari, Zul Amry, Hasratuddin

Developing Learning Materials Using Realistic Mathematics Education to Increase Junior High School Students’ Mathematical Disposition and Connection Ability
Syu'aida Hazar Nasution, Izwita Dewi, E. Elvis Napitupulu

Developing Learning Materials Using Problem Based Learning to Increase Senior High School Students’ Mathematical Disposition and Representation Ability
Dewi Khairani, Mulyono, Izwita Dewi

The Effect of Question Students Have Strategy on The Result of Students Learning in Mathematics
Yuliani Aruan, Edi Syahputra

Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City
Muhammad Hendra, Saut Purba, Mian Siahaan

The Use in Active Learning Strategy of Learning Starts with a Question Type in the Mathematics Learning
Jeni Putria Efif, Ani Minami, Pardomuan Sitompul

Improving the Ability to Learn Math by Using Rubu’ al-Mujayyab Media
Muhammad Hidayat, Edi Syahputra, E. Elvis Napitupulu

The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia

Julika Rahma Siagian, Dede Ruslan, Arwansyah

The Implementation of Problem Based Learning Models to Improve Mathematical Problem Solving Ability of Students on Arithmetic Materials in Class VII Junior High School
Elidar Tanjung, Izwita Dewi, Mulyono

The Effect of Learning Strategies to Trial By Jury in Participationt Mathematics Learning Student of Junior High School
Rizka Putri Rahayu, Ani Minami, Zul Amry

The Differences Between The Effect of Realistic Mathematics Learning Approach to Conventional Learning with The Students Mathematics Learning Outcomes in Junior High School of 38 Medan Grade VII
Diah Ari Saputri, Syafari

The Effect of Value National Exam Standards at Learning Achievement of Students at Senior High School
Nurdiana Fahmi,Bornok Sinaga, W. Rajagukguk

The Effect of Open Unemployment Rate and Level of Vocational High Education to Poverty in North Sumatera Province
Zula Ali, Indra Maijeta

The Application of Cooperative Learning of Think-Pair-Share (TPS) Type to Increase the Students’ Ability of Problem-Solving
Madriqah Fadhilah Siregar, Zul Amry, Syafari

The Relationship Between Metacognitive With the Results of Learning Outcomes on the Fungi Topic
Elizabeth, Herbert Sipahutar, Syahmi Edi

Comparison of DNA Isolation Methods from Economically Valuable Plants in Indonesia
Chairiyani Rizka, Fauziyah Harahap, Syahmi Edi

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School
Susanna Romaria Harahap
Efforts to Improve Understanding and Use Concept of Additive Fractions and Reduction Using Media Comics on Model Cooperative Learning Type Student Team Achievement Division (STAD).................. 339
Ratu Natalia Perangin-angin, Sahat Siahaan

The Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter........................................................................................................... 342
Ansori Habisuan, Asmin Panjaitan, Asrin Lubis

Development of Authentic Mathematics Assessment in Application of Problem Based Learning Model to Improve Problem Solving Ability and Understanding of Student Mathematics Concept at Namorambe Secondary Private Middle School Junior High.......................................................................................................................... 347
Kartika Sari, Asmin,bornok Sinaga

The Increasing of Student’s Mathematics Problem Solving Ability and Learning Motivation Through Problem Based Learning Model.......................................................................................................................... 351
Ridha Maulida

Dialect of Batak Language Used by Senior High School Students’.................................................................................................................................................................................................. 358
Rafika Nur Rahman

The Effectiveness of Tandur Method of Improving Students’ Learning Ability in Junior High School.................................................................................................................. 362
Rahmatatul Islam Elmujahidah, Mulyono, H. Banjarnahor

The Effect of Reciprocal Teaching Approach to Student Achievement on Ecosystem Topic in Junior High School.................................................................................................................. 365
Nilawati, Nurrika Dewi

Improvement of Student Learning Result by Using Cooperative Learning Model of Teams Games Tournament Type on Algebra Function Limit........................................................................................................... 367
Rismalyah Manalu, E. Elvis Napitupulu, Martua Manullang

Noun Phrase of Culture Articles in The Jakarta Post.......................................................................................................................... 371
Misdiana

Application of Cooperative Learning Model Type Think Pair Share for Improved Communication........................................................................................................................................................................... 374
Nurhasanah

Implementation Model of School Policy in Constructing Behavior of Troubled Students.................................................................................................................. 378
Khairatati Purnama Nasution, H. Syafail Sagala

Efforts to Improving Creativity and Mathematics Learning Outcomes of Students With SPLET Strategy.................................................................................................................. 382
Antoni

The Influence of Physical Education in Establishment of Self Esteem.......................................................................................................................... 386
Yusfinas Tarigan, Tarsty Nugraha

The Improvement of Dance Art Learning Achievement for Deaf Students Through Total Communication Application (Gesture/Signal) in Sekolah Luar Biasa (SLB) - E Negeri Pembina Tingkat Provinsi Sumatera Utara.......................................................................................................................... 390
Siti Maryam

Innovation of Media Video Compact Disc Instructional Pencak Silat for High School.......................................................................................................................... 393
Marli Perangin-angin, Imran Akhmad, Agung Sunarno

Achievement Strategy of the Indonesian National Qualification Framework Based Curriculum Generic Description of Sport Education Postgraduate Program Universitas Negeri Medan.......................................................................................................................... 397
Muhammad Supriadi Siregar, Nurhayati Simatupang, Albadi Siningtingga

The Effect of Teaching Styles and Motor Ability as The Result of Study Dribbling Football.......................................................................................................................... 401
Muhammad Fajar Doli Siregar

Semantic Analysis of English Loan Words in Indonesian Electronic Paper (Analisa).......................................................................................................................... 404
Putri Nurul Rahmadani Siregar

Analysis of Empowerment of Competence Sinergy on Optimization of Education System.......................................................................................................................... 408
Rameyanti Tampubolon

Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study at State Junior High School 3 Lubuk Pakam Deliserdang District).......................................................................................................................... 412
Megawati
The Development of Mathematics learning Tool Oriented on Problem Based Learning to Enhance Mathematics Problem Solving Ability and Self Efficacy

Solawati Nainggolan, Mulyono, Hasratuddin

The Effectiveness of Contextual Inquiry-Based Worksheet on the Matter of Fungi on Food Towards Students’ Higher-Order Thinking and Science Process Skills of Biology Education

Nurjamiah Siregar, Hasruddin, Syahmi Edi

The Function of Limits Mastery on Mathematics Learning Achievement in Derivative Subject at the Eleventh Grade of Madrasah Aliyah Yayasan Pendidikan Karya Setia Padangsidimpuan

Hasna Dewi Ritonga

Effect of Education Level, Income, Inflation on Community Consumption Pattern in North Sumatera Province

Nelly Hutajulu, Fitrawaty, M. Fitri Rahmadana

Application of Problem Based Learning Model Assisted by Cabri Software to Improve Problem Solving Ability of Mathematics Students

Ahmad Darmawan, Edi Syahputra, Kms. M. Amin Fauzi

Optimization of Academic Supervision Competence of High School Supervisor in Karo Regency with Critical Events Model (CEM)

Karyawan Keliat, Yasaratodo Wau, Irsan

The Concept of Physics Learning Media Based Computer Animation

Ratna Tanjung, Mukhtar, Efendi Napitupulu

Cultivating Children’s Critical Attitude with Educational Philosophy

Daulat Saragi
Teacher’s Language Style in English Course Class

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Abstract — The aim of this qualitative research was to investigate the language style used by the teacher in English Course Class. The data were teacher’s utterances which obtained from the conversation script of teaching learning process. The data were analyzed based on Joos’ theory that there are five categories of language style namely Frozen Style, Formal Style, Consultative Style, Casual Style and Intimate Style. The result of this research showed that there were three language styles used by the teacher, they are Casual Style (63.5%), and followed by Formal Style (25%) and Consultative Style (11.5%). From this result, it was found that Casual Style was dominantly used by the teacher in English course class. Since it is an English course and non formal education, the teacher might use casual style mostly in order to make students enjoy the class and comfortable with the teacher as the students are seventeen years old teenagers. Both teacher and students understood and communicated each other well.

Keywords — language style, teacher’s language style

I. INTRODUCTION

Language as communication’s means refers to human activity in order to convey the meaning and exchange experience to each other [3]. Communication is an important aspect of behavior; human communication is affected by all factors that influence human behavior. Paying attention on certain variation aspect of language style results successful and fluent communication [10]. Language style is a way to express the idea with special language show the writer’s soul, spirit and concern (the use of vocabulary) [6]. In classroom communication, language refers to realizing, exchanging, organizing, motivating and thinking much better. On the other hand, dealing with the effect of the language styles used by teacher in Education field, teaching requires skill, insight, intelligence, and diligence in which the faculty struggle and succeed in a variety of ways to meet the challenges of the classroom [9].

There are five categories of language style such as Frozen style, Formal style, Consultative style, Casual style and Intimate style [5]. Hasibuan [4] described in his research that formal style was dominantly used by the female and male teachers followed by casual style and consultative style which only found in male teachers’ utterance and female teachers’ utterances not existed but every research results different final result due to different data of every researchers. Therefore, the language style used by teachers might be different in every field. In this research, the analysis was aimed to investigate the dominant language style used by the teacher in English course class during teaching and learning process and conducted qualitatively.

II. LANGUAGE STYLE AND COURSE CLASS

Language style ranges from formal style to informal style depending on social context, relationship of participants, social class, sex, age, physical environment, and topic of the event [2]. The language style can change based on the social context such as addressee, addresser, topic, time and place. Language style is a way of speech or kind of utterances which is formed by means of conscious and intentional selection systematic patterning and implementation of linguistic and extra-linguistic means with respect to the topic, situation, function, author’s intention and content of an utterance [8].

Language style is a way to express the idea with special language show the writer’s soul, spirit and concern (the use of vocabulary) [6]. We use different style of language depending upon context in terms of subject matter, social background, the model and the formality of the occasion also sex and age. For example, we are necessary to use different language style when we are communicating with our parents or someone older than us, with a friend whether it is a boy or girl, when we teach in the class, in the market (formal and informal). According to Joos [5] there are five categories of language styles, namely Frozen style, Formal style, Consultative style, Casual style and Intimate style. The explanations as following

a. Frozen Style

Frozen style is defined as the most formal style and elegant variety that reserved for very important or symbolic moments. Frozen style is also called as Oratorical style. It is usually used in the situation which is celebrated with respect and legitimate or formal ceremonies. An oratorical style is used in public speaking before a large audience; wording is carefully planned in advance, intonation is somewhat legitimate or formal ceremonies. There are five categories of language style such as Frozen style, Formal style, Consultative style, Casual style and Intimate style [5]. Hasibuan [4] described in his research that formal style was dominantly used by the female and male teachers followed by casual style and consultative style which only found in male teachers’ utterance and female teachers’ utterances not existed but every research results different final result due to different data of every researchers. Therefore, the language style used by teachers might be different in every field. In this research, the analysis was aimed to
the hearers and the speakers. Thus, almost exclusively specially-professional orators, lawyers, and preachers use this style. Furthermore, a story or proverbial message used this style. Constitute that languages are immutable, and signal a linguistic event in the culture that is outside ordinary language use. It must not be altered in anyway. Frozen style usually tends to be monolog, but there are some expressions for this case. It also can be involved in conversation if each member of the interaction has certain of fix verbal role to be played. For example, in court, there are judges, witnesses, juries, and so on. The example of this style is: “Participants should remain seated throughout the ceremony.”

b. **Formal Style**

Formal style is a style that is designed to inform. Formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one way communication with little or no feedback from the audience, for example in speech, public lectures, formal letters, graduation or marriage ceremony which belongs to medium or large community. Formal style is also called as deliberative style. It is also used in addressing audiences, usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style such in a typical university classroom lecture is often carried out in a deliberative style.

Formal style is defined as the style of language that be used for important or serious situation. At that level, there is no symbolic or lasting value in this situation. It is also used in addressing audience, usually audiences too large to permit effective interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style. Formal style is usually a single topic oriented and it is related to the fact that formal writing is technical (S+V+O+C). Thus, most scholar or technical reports use this style. Formal style may also be used in speaking to a single listener. To do so, however, indicates that the speaker feels little mutually with the hearer. When used in a situation where casual is expected, it indicates trained relationship. The example for this style is: “Those taking part should sit during the proceedings.”

c. **Consultative Style**

Consultative style is style that shows our norm for coming to terms with strangers who speak our language but whose personal stock of information may be different. This style is usually used in the forms of communication in company, it is indicated that this style is less formal, consultative style is also used in group discussion, chance acquaintances and strangers. This style is categorized into two features. The first the speaker supplies background information and she or he does not assume that she or he will be understood without it. The second, the main characteristic of consultative style is whenever the sentence appears in question, so it must have the answer for the question. Give a short responses or standard signal accustom used in this style such as: “ok”, “well”, “oh that is right”, “sure”, “yeah”, “ehhm”, “hmm”.

d. **Casual Style**

Casual style is defined as a style that is used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends. The background information so freely inserted into casual conversation. Positively, casual style is characterized by the use of the first name or even nickname rather than a little name and last name in addressing one another. The pronoun is rapid and often slurred, besides that the use of slang. This is a prime indication of in-group relationship. It is used only with insiders, and only members of the group assume it to know, for example, to teenagers or to some clique among adolescents. Another characteristic feature of casual speech is the omissions of unstressed words, particularly at the beginning of sentences. There most involved are articles, pronouns, auxiliaries, and be. “Anybody home?”, “Car broke down”, “Got a match?”, “Need help?”. Such expressions are a highly diagnostic feature of the casual style; they will generally be interpreted as signaling informality. However most speakers are not aware either of the phenomenon or of its significances. That is, they do not know what is about an utterance that gives them the impression of informality. The example for this style is “Don’t get up!”.

e. **Intimate style**

Intimate style is one characterized by complete absence of social inhibitions. Talk with family, beloved ones, and very close friends, where you tend to reveal your inner self, it is usually in an intimate style. Intimate style is also a completely private language developed within families, lovers, and the closest of friends. It might embarrass some for non-group members to hear them in-group intimate language. The word that generally signal intimacy such as, “dear”, “darling”, and even “honey” or “hon” might be used in this situation. On the other names, nicknames might regularly prove embarrassing to hearer as well as speakers outside of intimate situations. Furthermore, intimate language is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, non-verbal communication, and private code characteristics. It is often unintelligible outside the smallest social units. The example for this style is: “Hey darling, how are you?”

Teaching defines as the process of providing opportunities to the learners and occurs through telling, persuading, showing, demonstrating, illustrating, explaining, guiding and directing learners through a variety of selected learning materials and experiences. The objective of the research was to analyze teacher’s language style in English course class. Courses and training refer to non-formal education as addition, complement and substitute for formal education as well as a form of continuing education for the people who need knowledge, skills, life skills and attitudes to self-development, professional development, work and independent business [11]. One of the needs of society is English and English speaking skill and requires to
communicate well. The goals of English course, as following: 1) communicating by using English fluently; 2) understanding and mastering 4 basics namely writing, reading, listening and speaking; understanding and mastering the grammar; and 4) preparing the individual to internasional-based education [1].

III. METHODOLOGY

This research was conducted qualitatively. The data were 345 utterances of teacher in English course class which obtained from the dialogue script of conversational record during teaching learning process. The data were analyzed by using interactive model proposed by Miles et al [7] with three phases of data analysis namely data condensation, data display and CONCLUSION drawing. Data condensation is aimed at processing the raw data that appear in the written-up fieldnotes in order to be analyzed. The processes can be in form of selecting, focusing, simplifying, abstracting and transforming. In this research, data condensation included the process of selecting the utterance contained the language style and focusing on the phrase and words in each utterances. Data display is defined as “display” as an organized assembly of information that permits conclusion is drawing and action taking. A display can be an extended piece of text or diagram, chart, table or matrix that provides new way of arranging and thinking more textually embedded data. The purpose of displaying the data is to ease the data understood in form of matrix or other chart rather than in longer explanation. conclusion drawing involves stepping back to consider what the analyzed data mean and access their applications for the question at hands. Verification to the drawing conclusion, revisiting the data as many times as necessary to cross check or verifies these emergent conclusions. Conclusion is drawn based on the data display.

IV. RESULT AND CONCLUSION

The result of the research showed that from Joos’ language style theory, there were only three language styles used in 148 utterances by the teacher namely formal style, consultative style and casual style. The Casual style was dominantly used by the teacher in English course class as can be seen in the table 1.

Table 1. The Percentage of Teacher’s Language Style

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Style</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Frozen Style</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>2.</td>
<td>Formal Style</td>
<td>37</td>
<td>25 %</td>
</tr>
<tr>
<td>3.</td>
<td>Consultative Style</td>
<td>17</td>
<td>11.5 %</td>
</tr>
<tr>
<td>4.</td>
<td>Casual Style</td>
<td>94</td>
<td>63.5 %</td>
</tr>
<tr>
<td>5.</td>
<td>Intimate Style</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>148</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The teacher mostly and dominantly used Casual style (63.5%) in English course class and followed by Formal style (25%) and Consultative style (11.5%). It means that Casual style was dominantly used by the teacher in English course class. Since this is an English course and a non formal education field, therefore the teacher might use casual style mostly in order to make students enjoy the class and comfortable with the teacher as the students were seventeen years old teenagers in the third grade of senior high school who are still fresh in exploring their ideas and giving their own opinions since the topic was agreement and disagreement. By delivering casual style of language, the students might understand easily of what the teacher said in the classroom then the communication would be running well since the students at English course are expected to speak English and their social life so it will be a good habit for students to speak English.

In CONCLUSION, the teacher dominantly used casual style in communicating to students in English course class. Based on the result of this research, it was expected to students of linguistics especially for language and communication can attentively focus on the analysis of language styles and other researchers to widen their horizon about the benefit of doing research whenever they want to prove their intended purposed in research area.

REFERENCES