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## **"FIND SOMEONE WHO" FOR CLASSROOM ACTIVITY**

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**Abstract:** This study was aimed to provide English teachers a technique of teaching in classroom. Behaviorists believed that teaching students with the concern of stimulus and response will give beneficial outcomes to the students' learning achievement. Therefore, this study described a teaching technique which provided stimulus and response in it. "*Find Someone Who*" is an activity which is based on behaviorist approach where the students have chances in questioning and responding in situated communication from the teacher. The study described the procedures in implementing "*Find Someone who*" activity in classroom. The study was limited to phrasal verb since it contributes to students' difficulties. Documentation technique was used in this study. It was found that there were five stages could be implemented to do the activity in the classroom, they are (1) interviewing friends, (2) giving feedback, (3) matching the words, (4) completing sentences, and (5) making sentences.

**Keywords:** Behaviorist Approach, Find Someone Who Activity, and Phrasal Verbs

### **INTRODUCTION**

Language is an identity of human being and it is a gift from God. Through language, people can share their feelings and thoughts, communicate, and interact. Furthermore, language is functioned as a communication instrument for people. Communication plays an important role in human's life. Without communication, people in the society will not be able to understand each other since they do not have social interaction. Therefore, being able to use a language is a very important for human being.

The ability of using a language is inherited to human, it is one's first language (L1). However, someone needs to learn if she or he wants to be able to use second, third, fourth, and fifth language. In Indonesia, English is the most popular language learned. People believe that mastering English would make their life easier.

Students are designed to learn English since high schools until university. They are targeted into some levels of English competence. The teachers need to set their

class to meet the learning objectives set by the government. Parents send their kids to some English courses in order to make them as English active users.

Nowadays, we might see the students in an English classroom silently copying down exercises that their teacher has written on the board for all days' lesson. As the result, the students get nothing about the lesson, except boredom. This kind of activity will surely affect all skills of the students in using English. In fact, in English there are several areas of vocabulary and grammar that are extremely difficult for learners of English as a foreign language to master and it would not be achieved in such strategy.

A phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts. Get over, for instance, means recover and it could not be translated separately.

Learning phrasal verb is really important since they are very common in everyday language so that speakers might be able to use and understand them if not

merely to understand others. Furthermore, phrasal verbs are undoubtedly one of the perennial sources of confusion and frustration. Phrasal verb is also admitted to be very important as a part of daily conversation. Phrasal verbs make the conversation sounds interesting and convenient to use. Without good achievement in using phrasal verb, one will find difficulties in their communicative skill of English. The other thing is that this kind of verb is commonly used in scientific textbook.

In addition, getting students to come in using phrasal verb is a constant challenge. The fact of the matter is that phrasal verbs are just rather difficult to learn. Learning phrasal verbs out of the dictionary can help, but students really need to read and hear phrasal verbs in context for them to be able to truly understand the correct usage of phrasal verbs. As Yusuf (2007) stated that phrasal verbs are categorized as a difficult subject for Indonesian learners. To master this kind of verb, students need to practice them in contextual support because idiomatic expressions such as phrasal verbs depend on their context. It helps learners grasp the idea or their meaning.

As behaviorist believes on responses and stimuli which will make better comprehension for learners (Brown, 2007), the writer is interested in adopting the scheme of learning from behaviorist in classroom learning. Therefore, the writer tried to find out a teaching technique which is best suited for learners in having stimuli and responses. The writer found an activity which is known as "*Find Someone Who*" activity.

Based on the explanation above, as teachers of English, we need to be aware on how we teach our students about this important thing. This paper aim to propose a strategy which might be useful for all teachers of English. The strategy is adopted from Clandfield (2003) and called *Find Someone Who*.....activity. This paper shared the ideas on how to implement the *Find Someone who*..... activity in classroom activity. It can, hopefully, help students in

having more understanding on phrasal verbs.

## LITERATURE REVIEW

### Phrasal Verbs

Phrasal verbs are also commonly known as two-word verbs. It is a verb which is formed by combining the two words or more, a verbs and preposition, a verb and an adverb, or both a verb with proposition and adverbs, but, they still functioned as a verb. However, their meaning is not obvious from the meaning of the individual words themselves. For example, *he always looks down on me*. The phrasal verb "to look down on someone" does not mean that we are looking down from a higher place at someone who is below us. But, this phrasal verb means that we are better than someone.

Phrasal verbs are commonly used in communication. This is sometimes confusing for learners. Other phrasal verbs examples could be seen from this Table 1. (see next page).

English has lots of phrasal verbs. Oxford Dictionary even has special dictionary which discusses phrasal verbs. Therefore, it is really essential for teachers to share their students' knowledge on phrasal verbs. Furthermore, practicing phrasal verbs with behaviorist teaching and learning strategy would be a good solution to master phrasal verbs.

### Behavioral Approach

Language is a fundamental part of total human behavior. The behavioral approach focused on the immediate perceptible aspects of linguistic behavior – the publicly observable responses – and the relationships or associations between those responses and events in the world surrounding them. A behaviorist might consider effective language behavior to be the production of correct responses to stimuli. If a particular response is reinforced, it then becomes habitual, or conditioned. Someone could also learn comprehension through reinforcement. One learns to comprehend



**Table 1. List of Phrasal Verbs**

No	Phrasal Verb	Meaning	Example Sentence
1	ask around	ask many people the same question	I asked around but nobody has seen him lately.
2	break up	end a relationship	My boyfriend and I broke up before I moved to Surabaya.
3	calm down	relax after being angry	You are still mad. You need to calm down before you go.
4	dress up	wear nice clothing	It's a fancy restaurant so we have to dress up.
5	eat out	eat at a restaurant	I don't feel like cooking tonight. Let's eat out!

source : <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>

an utterance by responding appropriately to it and being reinforced for that response.

The behaviorist approach emphasizes on the role of environmental stimuli in determining the way we act. In learning process, it means that focusing on changes in behavior which occurs as the result of experience. The one who should be honored or the one of the best – known attempts to construct a behavioral model of linguistic behavior was embodied in B. F. Skinner's classic, *Verbal Behavior*. Skinner was commonly known for his experiments with animal behavior, but he also gained recognition for his contributions to education through teaching machines and program learning. As Skinner (1974) as cited in Weegar and Pacis (2012) stated that Skinner and Watson, the two major developers of the behaviorist school of thought sought to prove that behavior could be predicted and controlled. They studied how learning is affected by changes of the environment. They also concluded that given the right environmental influences, all learners acquired identical understanding and that all students could learn.

Among the psychologists, a behavioral paradigm also focused on publicly observable responses – those that can be objectively perceived, recorded, and measured. The scientific method was rigorously adhered to, and therefore such concepts as consciousness and intuition

were regarded as mentalistic, illegitimate domains of inquiry. The unreliability of observation of states of consciousness, thinking, concept formation, or the acquisition of knowledge made such topics impossible to examine in behavioral framework. Typical behavioral models were classical and operant conditioning, rote verbal learning, instrumental learning, discrimination learning, and other empirical approaches to studying human behavior. As Pavlov's dog and Skinner's boxes which could be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement.

In this study, the writer believes that the more students are exposed to the target language, the more responses and comprehension they get. Therefore, this study tries to give more references to all English teachers to be more focus on stimuli and responses in teaching as all behaviorist believed.

### Wallace Theory in Teaching Vocabularies

In his theory, Wallace (1982) explains the following principles in teaching vocabulary:

#### 1. Aims

In teaching vocabularies, teachers must be clear about his aims. They must also decide what kind of vocabulary which must be mastered by their learners. In other



words, teachers must already prepare all words targeted for their students. The target must be reachable for each students' level.

## 2. Quantity

The teachers need to focus on how many words must be given to the students in one day lesson. The decision of the number of new words in a lesson is very important. Again, this kind of decision depends on the teachers and learners. If there are too many words, learners could be more frustrated, confused, and discouraged. Teachers must understand their students well so he can accumulate the target for his students.

## 3. Need

In teaching vocabulary, the teachers have to choose the words which are really needed by their students in communication. The students should be put in situation where they have to communicate and get the words they need. The teacher must focus on the most frequent words used. This eventually helps students to improve their communication skill.

## 4. Frequent exposure and repetition

It means that the teachers must give so much practice and repetition so that the students master the target words well. Teachers should also give opportunity to the students to use the words in writing and speaking. Frequent exposure and repetition are supporting the behaviorist theory in learning.

## 5. Meaningful presentation

In teaching vocabulary, the teachers should present the target words in such a way that their meanings are perfectly clear and unambiguous. Therefore, the new words should be presented in context not in isolation.

## 6. Situation for presentation

The teachers should tell the students that they have to use the words appropriately. The use of words depends on the situation

in which they are speaking and the person to whom they are speaking.

Those principles of teaching vocabulary are to reach the vocabulary mastery of target language. Those principles above suit and support the behavioral approach. However, the teacher should consider vocabulary selection when they teach vocabulary. To be selective in choosing the vocabulary, the writer tried to use a *Find Someone who...* activity in order to enrich the student's vocabulary, especially phrasal verbs.

## **"Find Someone Who" Activity in Teaching Vocabulary**

"*Find Someone Who*" activity is an activity which is introduced by Clandfield in 2003. He implemented this strategy to the intermediate level students and found that this kind of strategy really develops the students' phrasal verbs.

In this case, this activity was designed by integrating finding someone's activity and matching the verbs which were used in that activity to some phrasal verbs related to the activity. Teachers, then, list each phrasal verb with some collocations (words that go with other words).

Before teachers teach their students about phrasal verbs, it is better to provide them with the information that phrasal verbs are often a more informal way of saying something, and as such they are more common in spoken English than in written English.

This strategy would be very best suited to the university students, especially, those who learn to speak and communicate in English.

## **METHOD**

This study was a library research where the data was taken from reading documents. Therefore, documentation technique was used. Initially, the writer read the books, articles, worksheets, and blogs discussing find someone who activities in classroom process. Then, the writer modified the steps of find someone who



activities which will be best suited to teach phrasal verbs in classroom for university students. Last, the writer described the stages of the activity and the phrasal verbs used, so, later the teachers can have their own modification on teaching process.

### RESULTS

After collecting the information about *Find Someone Who Activity* and phrasal verbs through some readings, the writer has come to the findings on how this activity is used in classroom process. The writer finds the procedures to implement *Find Someone Who* in classroom in order to teach English phrasal verbs to students. Besides, students can also practice their ability in forming questions. However, teachers must prepare for the words before they share them to the students. The teachers also need to set the target for the amount of words which his students need to master during the semester.

Clandfield (2003) suggested that there are some stages which could be applied by teachers in their classroom activity. They are as these follow:

#### #Stage One: Interviewing Friends

Distribute the worksheets of *Find Someone Who Activity* and explain how to use the worksheet. The learners must

go around the class asking each other questions to find a person who fits one of the sentences. When they find that person, they write their names in the space. Write the first two sentences on the board and elicit the questions for each (*Do you recover from illnesses very quickly? Do you often begin arguments with strangers?*) Tell them that they cannot have the same name written down more than two times during this exercise. Instruct everyone to stand up and begin the activity. The worksheet could be seen in Figure 1. Find Someone Who Worksheet.

#### #Stage Two: Giving Feedback

After five to seven minutes, stop the activity and ask the learners to sit down. Do some feedback on the activity, asking what learners found out about each other. Tell them that today they are going to learn some phrasal verbs related to the *Find Someone Who* activity they have just completed.

#### #Stage Three: Matching the Words

Distribute the matching worksheet. Ask learners to match the phrasal verb to its equivalent words. To help them, each phrasal verb is listed with some common collocations (words that go with other words). Tell learners that they can look at their original *Find Someone Who*

Figure 1. Find Someone Who Worksheet

Find Someone Who...

_____	recovers from illness very quickly. He/she is a very healthy person.
_____	often begins arguments with strangers.
_____	borrow things but sometimes doesn't return them.
_____	has investigated changing jobs/schools recently.
_____	has a good relationship with his/her brothers and sisters.
_____	was raised in the countryside.
_____	postpones everything until the last minute.
_____	likes to discuss things before making a decision.
_____	never writes notes in class.
_____	met an old friend by chance last week.
_____	has extinguished a fire.
_____	doesn't remove their socks when they go to bed.



Figure 2: Matching Worksheet

A. Look at the phrasal verbs below. Each phrasal verb is followed by a words or words that commonly go together with it. Can you match the phrasal verb in the first list to the equivalent word in the second list? Look back at Worksheet #1 to help you.

- |  |                                      |
|--|--------------------------------------|
| 1. Get over an illness, a broken heart                           | a) ___ extinguish                    |
| 2. Launch into an argument, a discussion                         | b) ___ recover from                  |
| 3. Give back some money, a library book                          | c) ___ begin                         |
| 4. Look into a problem, a crime, a decision                      | d) ___ postpone                      |
| 5. Get on well with your family, your boss                       | e) ___ discuss                       |
| 6. Bring up a son, daughter                                      | f) ___ meet by chance                |
| 7. Put off homework, a decision                                  | g) ___ write                         |
| 8. Put out a cigarette, a fire                                   | h) ___ return                        |
| 9. Talk over a problem, an important decision                    | i) ___ investigate                   |
| 10. Take down notes in class, personal information about someone | j) ___ remove                        |
| 11. Take off your shoes, clothes                                 | k) ___ raise                         |
| 12. Bump into an old friend                                      | l) ___ have a good relationship with |

B. Now rewrite the sentences in worksheet #1 using the phrasal verbs you have learnt.

worksheet for more help. The matching worksheet could be seen in Figure 2. Matching Worksheet.

#### # Stage Four:

Write on the board the following phrasal verbs: bump into, get over, launch into, get on well with, give back, put out, talk over, bring up, put off, take off, look into, take down. Tell learners to rewrite the completed sentences from the first worksheet using the phrasal verbs on the board. ***Tell them that they must try to do this without referring back to the second worksheet. It is also a good idea to time the students. This will prevent students fall asleep during the class.***

**Answers:** \_\_\_ gets over illnesses very quickly; \_\_\_ often launches into arguments with strangers; \_\_\_ borrows things but sometimes doesn't give them back; \_\_\_ has looked into changing jobs/schools recently; \_\_\_ gets on well with his/her brothers and sisters; \_\_\_ was brought up in the countryside; \_\_\_

puts everything off until the last minute; \_\_\_ likes to talk things over before making a decision; \_\_\_ never takes down notes in class; \_\_\_ bumped into an old friend last week; \_\_\_ has put out a fire; \_\_\_ doesn't take off their socks when they go to bed.

Source: <http://www.onestopenglish.com/grammar/pdf-content/vocabulary-british-english/british-english-phrasal-verbs-definitions-worksheet-and-teachers-notes/147032.article>

#### # Stage Five:

Ask learners to write an original sentence about themselves using each of the phrasal verbs in their notebooks. Learners could do this for homework.

#### CONCLUSION

A phrasal verb is a phrase which consists of a verb in combination with a preposition or an adverb or both, the meaning of which is different from the meaning of its separate parts. *Get over*, for instance, means recover and it could not be translated separately. To master this kind of verb, students need to

practice them in contextual support because idiomatic expressions such as phrasal verbs depend on their context. It helps learners grasp the idea or their meaning.

In this study, it is believed that the more students are exposed to the target language, the more responses and comprehension they get. Therefore, All English teachers need to be more focus on stimuli and responses in teaching as all behaviorist believed.

A *find someone who* activity is an activity which is based on behaviorist or behavioral approach. And, this kind of activity, in the EFL classroom, activates students' awareness of phrasal verbs and integrates the students in a communicative, social context. A *find someone who* activity not only enables the students to develop their phrasal verbs but also their single word vocabulary.

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