LINGUISTICS AND EXTRA- LINGUISTIC COMPETENCE IN DESCRIBING AN OBJECT BY USING SEMANTIC FEATURE ANALYSIS STRATEGY

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Abstract. The paper deals with the linguistic and extra-linguistic competences in describing object by using Semantic Feature analysis Strategy in teaching English at vocational school in academic year 2019/2020. The results of the paper are about how to analize media as an object by using semantic feature analysis strategy. The paper also studies of the linguistic and extra-linguistic features of improving vocabulary and grammar.

Keywords: Linguistic and extra linguistic competence, describing object, semantic feature.

SEMANTİK XÜSUSİYYƏTLƏRİN TƏHLİL STRATEGİYASINDAN İSTİFADƏ ETMƏKLƏ OBYEKTİN TƏSVİR EDİLMƏSİNDƏ LİNQVİSTİK VƏ EKSTRA-LİNQVİSTİK SƏRİŞTƏLİLİK

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Xülasə. Məqalədə 2019/2020-ci tədris ilində peşə məktəbində ingilis dilinin tədrisi üçün semantik xüsusiyyətlərin təhlili strategiyasından istifadə edərək obyektin təsvirində linqvistik və ekstra linqvistik səriştədən bəhs edilir. Tədqiqatın nəticəsi onların semantik xüsusiyyətlərin təhlili strategiyasından istifadə edərək medianı bir obyekt kimi izah etmək bacarığının formalaşdırılmasıdır. Burada əsas diqqət linqvistik və ekstra linqvistik xüsusiyyətlərə-lüğəti və qrammatikanı təkmilləşdirməyə yönəlmişdir.
Açar sözlər: Linqvistik və ekstra linqvistik səriştə, Obyektin təsviri, Semantik xüsusiyyət.

ЛИНГВИСТИЧЕСКАЯ И ЭКСТРА-ЛИНГВИСТИЧЕСКАЯ КОМПЕТЕНТНОСТЬ ПРИ ОПИСАНИИ ОБЪЕКТА С ИСПОЛЬЗОВАНИЕМ СТРАТЕГИИ АНАЛИЗА СЕМАНТИЧЕСКИХ ПРИЗНАКОВ

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Резюме. В статье рассматриваются лингвистические и экстралингвистические компетенции в описании объекта с использованием стратегии анализа семантических признаков при обучении английскому языку в профессиональной школе в 2019/2020 учебном году. Результаты статьи о том, как анализировать медиа как объект, используя стратегию анализа семантических признаков. В работе также исследуются лингвистические и экстралингвистические особенности совершенствования словарного запаса и грамматики.
Ключевые слова: языковая и экстралингвистическая компетентность, объект описания, семантический признак.

1. Introduction

Language is an important part of communication. Communication is divided into two parts, those are oral and written. People have to get the point of what they talk to each other during the process of communicating, especially orally. On the other hand, the use of language should be clear in its delivery in other to be easy to understand until there is no multi interpretation in communicating. Linguistic as a foreign language that should learn by people especially students and it can help someone to communicate with other people. Learning Linguistic is mainly conducting in the classroom where the language is not typically used the

ordinary communication. Learning Linguistic is important to all people especially for students because with Linguistic and Extra Linguistic competence it can make someone communicate and to find a job. It means that many people in the world have to learn English because English as Linguistic and Extra Linguistic Feature is an international language and with English wherever we go to other countries it can help someone to communicate with others. The people who do not master the English language can have difficulties when they communicate in other countries. Besides, by linguistic competence, many people can be easy to communicate and get information more easily.

2. Review Related Finding

2.1. *Linguistic and Extra Linguistic Competence*

Native speakers of a language, whether or not the native speakers are famous public speakers or not, do not know the language any better than the other speaker in terms of linguistic competence" in Richard Nordquist [6]. Teachers' awareness of such problems with teaching linguistic can help them improve their teaching approach and avoid such disadvantages at their English lessons in the future, especially ones conducted for students of vocational School. Hopefully, the numerous features of the Semantic Feature Analysis Strategy to language teaching will be helpful for foreign language teachers, and the recommendations for the use of the approach in question will stimulate continuous upgrading of their professionalism, advanced training, and unstoppable search for and implementation of the most up-to-date, interesting and motivating authentic materials, desirably audiovisual, relevant to students' target language knowledge level, as well as their personal and professional interests and needs.

This remains invariably vital within the educational sphere from year to year. There are many learning strategies or activities that are usually selected for enhancing learning. These activities that enhance learning are usually communication-based activities and task-based activities. These activities usually play a big role in developing language competence and enabling communication skills in comparison to those strategies of imitations, memorization, and repetition drills that mainly concern about language and its structures instead of the utilization of language. Building up their self-confidence, and motivation, also releasing language anxiety will facilitate language acquisition as these two factors are considered to be main hindrances of language acquisition.

2.2. *Describing Object*

Learning is an interactive process between the teacher and students in a learning activity. The interaction occurs when the teacher explains the lesson and students pay attention to everything about what the teacher says and ask. In learning English process, the teacher use presentation in class to make the students understand the material. The material will be explained by the teacher in front of the class. The material will be easy to deliver by the students because the students just explain their material that has a cover. Describing Objects in the learning process is very useful to explain something especially in conveying material in front

of the class because describing is helpful to how students explain something by using an interest media. Other it can make the students feel comfortable in sharing information about the topic by using media.

The student can improve their language in describing an object. The teacher prepares some media and asked the student to describe the media in front of the class. Sometimes the student took the media by themself. These media are very helpful in using the English language because the purpose of describing an object is to make a message that is delivered by speaker interest and not monotone. Describing an object is very interesting ideas in teaching-learning at school, the teacher use describing an object to demonstrate material about teaching a subject. The students can easy to deliver their topic with the media because the students can prepare their topic when outside the class. In doing a describing object, the teacher can ask the student to make some groups in a class.

Describing object activities are also very important in enhancing students' linguistic competence. In these activities, EFL learners are asked to make some dramatic composition to act. Quing [8] and Ampatuan and San Jose have studied the role-play as an approach for developing students' communicative competence. Their studies revealed that role-play is an effective approach for developing Linguistic and Extra Linguistic competence and cultural aspects. They added that these activities provide students with opportunities to practice themselves, build up their self-confidence to use the language they need learned, and enhance their communication skills.

2.3. *Semantic Feature Analysis Strategy*

Semantic feature analysis is a systematic strategy for comparing and contrasting characteristics that enable students to see how words are related and that can be used in all grades. Begin with concrete categories within the experiential background of students before moving to categories of more abstract nature. This is an easy strategy to use in learning vocabulary, but the key is to move slowly . Semantic feature analysis is a strategy that can be used to organize visually new concepts and related vocabulary. There are severa definitions about semantic feature analysis.

Baldwin ESA [2], stated that Semantic Feature Analysis is a strategy to help students understand the meaning of a word. Semantic feature analysis uses a chart that compares the terminology of a subject by its features or characteristic. It means that the students who use semantic feature analysis strategy will be easy to find meaning of new words. The students can compare one word with other words.

Moreover, Pittelman [7] explains that semantic Feature analysis (SFA) is an effective strategy for demonstrating relationships among concepts within a category, as well as the uniqueness of each word. If the students use this strategy, can help the students find compare

characteristic subject that learning. It means that the students can know the similarity and different concepts from a vocabulary that they are studying.

Based on the explanation above, the writer concludes that the definition of semantic feature analysis is a strategy that can help the students get or find similarities and differences in new words information. Semantic feature analysis used the students in order the students can similarity and different characteristics of the subject.

2.4. Research Questions

Related with the phenomena above, it is important to know the students Linguistic and Extra Linguistic competence strategy in describing objects by using Semantic Feature analysis Strategy. The research question c an be seen as follow: "How is teaching Linguistic and Extra Linguistic competence strategy in describing objects by using Semantic Feature analysis Strategy?".

3. Research Method

3.1. Research Design

The design of this research was descriptive research because the researcher knew about the teaching Linguistic and Extra Linguistic competence in Describing objects By using Semantic Feature Analysis Strategy. According to Gay and Airasian [5] a descriptive study determines and describes the way things are. In this research, the researcher analyzed the Linguistic and Extra Linguistic competence of the Vocational School. The respondents in this research were 32 students in vocational school. 32 questionnaires were distributed and analyzed.

3.2. Finding

Based on thematic data analysis that the researcher used, the researcher found the student explained about the object, then gave the example of an object. From the example of describing an object, there are some words that the students do not know. There are 2 themes of students' competence in linguistics toward their English teacher using semantic Feature Analysis Strategy in teaching English. The themes are 1) describing object is useful in teaching English, 2) Semantic Feature Analysis Strategy is an interesting strategy in teaching English.Linguistic and Extra Linguistic competence.

Level of Category	Range of Score	Total of the students	Behavioral aspect
Linguistic	81 – 100	12 students	Positive motivation
Extra Linguistic	66 - 80	17 students	Positive motivation
Semantic feature	45 – 65	3 students	Negative motivation

As shown in table , the behavioral aspect of students linguistic and Extra Linguistic in learning English showed positive and negative motivation and it was also proposed that the reason of such a negative motivation might have been reaction to the conventional techniques used by some of the English teachers and the current study can also assist language teachers to improve their teaching methods.

4. Discussion and Conclusion

Based on the finding above, the researcher found, the Effective teaching and learning processes, focusing on teacher competencies. This includes support to enhance continuous professional development for in-service teachers, analyzing and strengthening professional preparatory programs for pre-service teachers, so the teacher have to modify the materials and creative, after the teacher teaching describing an object by using semantic feature, some student feel enjoy and understand the materials.

Having a students with their special needs in the classroom is both challenging and rewarding for teachers (and other students in the classroom). Knowing what to expect can be helpful, though many teachers learn a bit each day and become specialists through experience in teaching English.

1. Linguistic

Linguistics enable students to control their cognition in language. Based on the findings, it can be interpreted that students prefer to control their way to learn by themselves outside of reading class. Most of 12 students from 32 students as the sample of this research prefer to use Minang language as their language in mastering English skills. The data analysis from questionnaire score intended that student had centering the learning by over viewing and linking the lesson with they already known, then they set the lesson goals and objectives, they also identifying the purpose of the lesson, planning to learning time at home, seeking time to practice about the lesson, they are monitoring their progress and also evaluate their ability.

2. Extra Linguistic

Extra Linguistic is the way which was used by the students to deal their emotional problems such as using progressive relaxation, deep breathing or meditation. Then, using music or laughter to decrease anxiety in learning. Students also discussed their difficulties with each other or with the teacher or lecturer to decrease the difficulties. Based on the findings, it can be found that students prefer to solve their problem by finding the comfortable way based on their need to deal with their emotions. There are 17 students from 32 students in the session prefer to use Extra Linguistic in mastering English skills. The data analysis from questionnaire score intended that students had tried to lower their worried toward their nervous or afraid did not master the lesson. Then, students encouraged themselves in finding the comfortable way to decrease the worried and nervous and they took for their emotional temperature to deal with the fear of their difficulties.

3. Semantic features

Semantic Features strategy is the strategy which was the minimal used by the students involved interpersonal behaviors to increase their English ability by sharing and communicate each other about their problems during the learning. Students had asked questions for clarifying about their hesitance to the lesson. But students rarely sit with peers or cooperating with others in sharing about their difficulties in learning. There are 9 students from 32 students in the session use Semantic features strategies in mastering English skills. The data analysis from questionnaire score intended that only few students had tried to communicate their learning problems to others.

Conclusion. Generally, the researcher concludes that students use the three categories in describing object in mastering English Skills. It is proven by the result of data analysis that showed students who used various language learning strategies had improved their understanding of English Skills. The data also explained that the students tended to use linguistic and Extra Linguistic during learning English because this enables students to control their language and improve their vocabulary. And also, in making themselves created comfortable feeling before, during or after in facing the difficult material in English learning. Actually, the using Linguistic and Extra Linguistic gave students support in understanding many various types of text. In short, students will be ease in mastering English Skills when the students had strong motivation to learn outside of English class and use various indirect learning strategies during the learning Process.

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