

Electronic ISSN: 2579-7263

CD-ROM ISSN: 2579-7549



Semarang, 6 May 2017

ELLiC

1st English Language & Literature International Conference
Universitas Muhammadiyah Semarang (Unimus)

**“Innovation, Trends, and
Challenges in English Language Learning
in the 21st Century”**

**Faculty of Foreign Language and Culture
Universitas Muhammadiyah Semarang**

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**1ST ENGLISH LANGUAGE AND LITERATURE
INTERNATIONAL CONFERENCE (ELLIC)**

PROCEEDINGS

**“Innovation, Trends, and Challenges in English
Language Learning in the 21st Century”**

ELECTRONIC ISSN: 2579-7263

CD-ROM ISSN: 2579-7549

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Published by

FACULTY OF FOREIGN LANGUAGE AND CULTURE
UNIVERSITAS MUHAMMADIYAH SEMARANG

Jl. Kedungmundu Raya No.18 Semarang, Central Java, Indonesia

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Welcome from the Committee Chairperson

ELLiC is an international seminar held by University of Muhammadiyah Semarang (Unimus) discussing about Language and Literature, especially in English. Raising the theme - Innovation, Trends, and Challenges in English Language Learning in the 21st Century – this conference is designed to prepare the teachers in promoting English teaching and learning which demands them to choose the appropriate approach, strategy, model as well as material which is based on the students' needs and characteristics.

We proudly present a keynote speaker (Aslam Khan Bin Samahs Khan from Erican College, Malaysia), two invited speakers (Dr. Issy Yuliasri, M.Pd from TEFLIN Coordinator for Central Java, and Fabio Coelho from RELO Former), and four featured speakers in the field of language teaching and literature, they are Fazhuda Abd. Aziz (The Former of International Languages Teacher Training Institute, Malaysia), Lawren Yong Hon Chong (Ministry of Education, Malaysia), Ooi Choon Meng (Institute of Teacher Education, International Languages Campus, Kuala Lumpur, Malaysia), and Dr. Ratna Asmarani. (Diponegoro University).

There are 78 presenters and 24 participants who are teachers, lecturers, undergraduate, graduate, and postgraduate students from Indonesia will be discussing various important issues on English Language and Literature in the parallel presentation sessions.

The committee would like to thank the Rector of Unimus, Prof. Dr. Masrukhi, M.Pd and the Dean of Foreign Language and Culture Faculty, Yesika Maya Ocktarani, M.Hum for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join the 2nd ELLiC next year. Thank you.

Siti Aimah, S.Pd., M.Pd

Chairperson of the Conference Committee

Dean's Remark

Welcome to 1st English Language and Literature International Conference (ELLiC).

We are delighted to have you here at Universitas Muhammadiyah Semarang (Unimus) to participate in this seminar. That many of you come from many different regions serves to remind us how important our work is.

This seminar is held based on the urge of scientific dissemination for English language researcher particularly those who focus on English Education, Linguistics, Translation and Literature. In this occasion we can share our concern on Innovation, Trends and Challenge in English Language Learning in the 21st century; so that we can have better perspective and innovation to do the next researches and apply them to our communities.

We are honoured to have your presence in this seminar and welcoming all the presenters to kindly share their knowledge and experience. We hope that in the future we can work together in a broader field.

Thanks to the committee, for all the hard works to bring this seminar a great success.

Yesika Maya Ocktarani, S.S., M.Hum
The Dean

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SPEAKERS' ABSTRACTS

KEYNOTE SPEAKER

21ST CENTURY ENGLISH LANGUAGE EDUCATION **Revisiting Idealism and Realism in Enhancing Pedagogical Skills**

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Abstract

21st Century English Language Education is currently the focus and concern among English language practitioners and policy makers in ensuring success in all aspects of English Language endeavors. Since English language teaching is evolving in this rapidly changing world of education, numerous platforms are being used to discuss the latest developments pertaining to 21st Century Pedagogical Skills in English language education. As we move forward, this conceptual framework is being deliberated from various perspectives and levels to ensure that the outcome of any classroom practice should be significantly reflecting the principles of teaching and learning being advocated. Therefore, in enhancing pedagogical skills among practitioners of English language education, innovations and best practices will be the subject of discussions in trying to find the right formula for effective teaching and learning of English language aligned to the 21st Century educational framework. This presentation aims to revisit idealism and realism in enhancing pedagogical skills in English language teaching and learning, in accordance to the notion of 21st Century education conceptual framework. Other pertinent issues related to 21st Century pedagogical skills in English language education will also be discussed with the hope of finding common grounds in enhancing contextualized English language teaching.

Keywords: 21st century, English language education, pedagogical skills

FEATURED SPEAKER

TO ASK OR NOT TO ASK! THAT IS THE QUESTION!

Scaffolding Thinking through Questioning

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Abstract

Education in general is a very dynamic field. It is constantly changing, developing, and evolving to suit, match and fulfill the demand of current trends. The current trend in education today is the 21st century skills; critical thinking, communication, collaboration and creativity, the teachers need to equip the students with. As teacher, our goal is to provide an opportunity for students to make the transition from learning to thinking to creating. Questions as a form of thinking tool to provoke students' thinking and their schemata stimulate their curiosity, attract their attention and providing a more structured way of making that transition from learning to thinking to creating. Asking question can be beneficial in scaffolding learning especially in ELT. Questioning has always been regarded as an effective tool to enhance and stimulate students' learning. It acts as a stimulus to promote thinking, enquiry and in depth processing of concepts as well as promotes classroom interaction between teachers and students. There is certainly an art to questioning effectively and learning to ask question is essential for both teachers and students. Thus questioning plays an essential role in creating an environment conducive to learning. This paper will look at how teachers can use questioning tools like taxonomies (Bloom's Revised Bloom COGAFF and Revised COGAFF) to guide and assist them in formulating effective question in meaningful ways in order to scaffold students' thinking.

Keywords: question and questionings, scaffolding, taxonomy, Revised COGAFF, thinking

FEATURED SPEAKER

USING FACEBOOK TO TEACH AND LEARN ENGLISH

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Abstract

Practically every teacher and student has Facebook which they use for posting or sharing news, information or even playing games. In fact almost everyone we meet today has a personal Facebook account and this research will uncover how many Facebook chat groups a day personal pages have been used by educationists or people with a passion for promoting English learning or usage. Sites that deal with the teaching and learning of English are identified and discussed. Emphasis is given to the ENGLISH LANGUAGE TEACHERS CUM LEARNERS ASSOCIATION of which the Researcher is the Founder and Chief Administrator. This English group has over 5500 members comprising lecturers, teachers and students from all over the world. It is a platform to bring together those who teach and learn the English Language. This result was conducted by using Facebook itself to reach out to friends who have visited useful Facebook groups which help them to improve their language usage. Useful contents for improving English are also researched to have helped them in their use of the English language.

Keywords: Facebook English, ELTLA, English language teachers cum learners association

FEATURED SPEAKER

GOOGLE DOCS

Enhancing Collaborative and Cooperative Learning in the 21st Century

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Teaching of writing has been an uphill task for teachers, as students find writing as the most difficult and boring task. Students are basically sitting quietly writing paragraphs after paragraphs on paper and hand it in at the end of the lesson. There is hardly any collaboration and cooperation among the students. Those who are weak in writing struggle to complete their work for there is barely any interaction or discussion among the peers.

In the perspective of 21st century education, learning needs to be more interactive with teachers as facilitators, while students collaborate and cooperate in their writing task. Students are empowered to write creatively and effectively through collaboration and group discussion. This could be done via Google Documents, one of the apps which allow students to comment, edit, collaborate, share and view the revision history of learners' work. Writing has taken a step further, as it is going paperless.

This workshop introduces participants to 21st century teaching writing via Google Documents, which will help to enhance writing lessons.

**** Laptop and Internet connection are required.**

INVITED SPEAKER

COOPERATIVE LEARNING FOR UNDERGRADUATE TRANSLATION AND INTERPRETING CLASSES

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Abstract

Cooperative learning has been widely applied and studied in the field of English Language Teaching (ELT) and its advantages have been acknowledged, both in school contexts and in tertiary education. Although some scholars believe in the distinction between cooperative learning and collaborative learning, and that collaborative learning is more suitable for tertiary education, some others also believe that the terms are actually interchangeable. Despite the different ideas of the distinction and interchangeability of the two terms, there are evidences of the use of cooperative learning in tertiary education. Among the studies on the use of cooperative learning in higher education are those on the application of cooperative learning in the teaching of translation and interpreting. This paper discusses how cooperative learning is used and studied in the context of translation and interpreting classes in undergraduate program.

Keywords: cooperative learning, interpreting, translation, undergraduate

Introduction

Cooperative learning has been described as “an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom” (Richard and Rodgers 2001, p. 192). It is also described as “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.” (Olsen and Kagan in Richard and Rodgers, 2001, p. 192). In other words, cooperative learning is a learning strategy where learners work in groups to achieve a certain learning goal, and in which each member of the group is not only responsible for his/her own learning, but also for the learning of other members in the group. Unlike the traditional group works, the varied structures of cooperative learning techniques allow each member of the group equal participation and mutual interdependence. In a more detailed fashion, Kagan and High in Astuti (2016, p. 134) give the description of cooperative learning as “a teaching method in which students work in groups and their social interaction

in the group is structured to ensure positive interdependence, individual accountability, equal participation, and simultaneous interaction.”

Studies on the successful application of cooperative learning (CL) have been widely conducted. Slavavin Wang (2012, p. 109) even claims that CL is one of the most successful learning strategies explored in the history of education research. The advantages of cooperative learning have also been acknowledged. Cohen in Nejadghanbar and Mohammadpour (2012, p. 21-23) has proven that the CL strategies contribute to the promotion of higher order thinking, socially acceptable behavior, and interracial acceptance. In the school contexts, it has been proven that cooperative learning strategies are effective in increasing student achievement across all grade levels and subject areas (Johnson & Johnson, 1989). In Indonesian schools context Cooperative Learning was explicitly mandated for use in the 2006 curriculum. In more recent curriculum, the 2013 curriculum, it is not explicitly stated as one of the learning strategies in school, but it is suggested that student-centered learning, active learning and learning in groups are used, which also means that CL is

applicable. My study on the applicability of CL in different classroom contexts (Yuliasri, 2012) proves that the group of teachers (of different courses/subjects) under study did not have knowledge and understanding of CL techniques prior to treatment (CL workshop), but were then able to create teaching scenarios demonstrating their ability in applying CL in their classroom contexts upon completion of the workshop, which also shows applicability of CL in different contexts across subject areas. Practicing CL in the context of Indonesia, however, some challenges are faced. In her article about Indonesian novice teachers' professional identity as practitioners of cooperative learning, Astuti (2016) suggests that unavailability of community of cooperative learning practitioners is one among the challenges that English as a foreign language (EFL) novice teachers in Indonesia may face in developing a professional identity as practitioner of cooperative learning.

This paper will discuss the applicability of cooperative learning to teach translation and interpreting at undergraduate level. To have clear idea of what cooperative learning is, prior discussion will also be made on its interchangeability with and distinction from collaborative learning and evidences of how CL is used in higher education.

Cooperative Versus Collaborative Learning

Barkley et al (2005) state that in terms of group learning some authors use the term 'cooperative' and 'collaborative' interchangeably, which mean that students work interdependently on a common learning task. However, they also suggest that there are some authors who distinguish between the two. In view of the distinction, cooperative learning is understood as a group learning strategy that requires students to work together on a common task, sharing information, and supporting one another. The teacher acts as a facilitator of learning and traditionally has the authority

over the class and be the subject matter expert. In this case, the teacher takes control over the class through designing and assigning group learning tasks, managing time and resources, as well as monitoring students' learning by checking to see that students are on task and that the group process is working well (Cranton; Smith in Barkley et al, 2005). Collaborative learning, on the other hand, requires that students learn independently and do not depend on the teachers as the authority on the subject matter content or group process. Bruffee in Barkley et al (2005) suggests that in collaborative learning the teacher is not responsible for monitoring the group learning; the teacher acts as a collaborator, becoming a member of the learning community in search of knowledge.

Not only based on the process of learning, the distinction of the two terms is also based on the goal of learning. Bruffee quoted in Barkley et al (2005) suggest that the goal of cooperative learning is to work together in harmony and mutual support to find the solution, whereas the goal of collaborative learning is to develop autonomous, articulate, thinking people. He also suggests that cooperative learning may be appropriate for school children, while collaborative learning is more appropriate for college students.

In addition to the authors who believe in the interchangeability and distinction of cooperative and collaborative learning, other authors believe that cooperative learning is a sub-category of collaborative learning (Cuseo in Barkley et al, 2005), while others believe that cooperative and collaborative learning is a continuum, from the most structured cooperative learning to the least structured collaborative learning (Mills & Cottell in Barkley et al, 2005).

Despite the distinction made between cooperative and collaborative learning as discussed above and the growing practice of using the term collaborative learning in higher education, there are some authors who use the term cooperative learning in higher education. With this regard, Barkley

et al (2005) use the term *CoLTs* for the techniques they introduced. *Co* stands for either “cooperative” or “collaborative” and *LTs* stands for “Learning Techniques”. In other words, cooperative and collaborative learning are used interchangeably. In this paper, the term cooperative learning may also be interchangeable with collaborative learning.

Cooperative Learning in Higher Education

As mentioned previously, some authors use cooperative learning in higher education context. Some studies have also been made on the use of cooperative learning in this context. For example, in the field of teacher education, some studies on the use of CL includes the one conducted in 2002 by Venman et al cited in Alabekeet al (2015, p. 69), which examined the attitude of prospective teachers about CL and the potential effects on them. The findings of the study reveal that prospective teachers have a positive attitude to cooperative learning and that it has a significant impact on the students’ involvement in the classroom. Another study was one conducted by Mahmood and Ahmad (2010) which studied the effects of Cooperative Learning vs. Traditional Instruction on prospective teachers’ learning experience and achievement. The use of Traditional Instruction (TI) was compared with Cooperative Learning Loosely Structured (CLLS) and Cooperative Learning Students Team Achievement Division (CL STAD) model in Master’s Program of Education in Pakistan with thirty-two student teachers used as the subjects of the study. The study concludes that cooperative learning enhances prospective teachers’ academic achievement as compared to traditional instruction. It also promotes enriched, enjoyable and interactive learning experience.

There are some underlying situations of the two studies above. Venman et al cited by Alabekee et al (2015) suggest that even experienced teachers fear to use CL for

the following reasons: fear of losing control of the class, lack of teacher confidence, limited time for content coverage, the feeling of difficulty in the assessment, fear that participation is not the same with students. In the case of Pakistan (Mahmood and Ahmad, 2010), most teacher educators used traditional instruction, which means teacher-centered lecture plus question session during or after lecture. This is, perhaps, similar to the case of Indonesian tertiary education, as observed, which needs further study. Mahmood and Ahmad (2010) suggest that CL is better conducted in less structured fashion during the transitional phase between traditional instruction and more innovative, learner-centered teaching.

In an informal interview with one of my colleagues, in her witness of the use of CL in her Ph.D program in the US, she admits that most of her class discussions (with prior requirement of students’ reading) were carried out in CL format even though her professors did not always explicitly tell the students the names of CL structures/techniques used in their teaching. This shows that CL is applicable in higher education context, even at post-graduate level.

Cooperative Learning in Undergraduate Translation and Interpreting Classes

As has been discussed above, CL is also commonly applied in tertiary education. In the case of undergraduate program, CL can also be used to teach translation and interpreting. In the EFL context of Indonesia, most undergraduate English Studies Programs offer separate courses of Translation and Interpreting. It is therefore important to see the possibility of applying CL in Translation and Interpreting Classes in Undergraduate Program. This section will review the use of CL in teaching Translation and Interpreting as has been applied and studied by some authors.

Lee (2012) studied the use of CL (collaborative learning, in her term) in translating a travel guide. She used 32 junior students majoring in Applied Linguistics

and Language Study at a university in Northern Taiwan. To structure deliberate learning activities to reach the goal and enhance collaborative learning, a series of preparatory activities were done to familiarize the students with concepts of translating travel guides. Firstly, the instructor-researcher made the students do text analysis of the source text and discuss in the groups the function of the source text and the possible readers as well as the corresponding function of the target text and the target readers. Then, the instructor-researcher joined the discussion to see the suitable strategies that might be used to translate, and real examples were given. Afterwards, students were given the translation assignment to be completed in group by a deadline. The research findings show that collaborative learning can to some extent improve students' translation performance. It should be noted, however, that instructor's constant guidance and feedback were still needed during the step-by-step process of learning before doing the independent work, so students did not get lost. It is therefore suggested that during the preparatory activities teacher join the discussion from time to time to give support and design follow up activities. To avoid 'safe' translation, it is also suggested that teacher lead analysis of complicated sentences for translation. This study confirmed some previous studies that revealed students' need for teacher's feedback and guidance.

A study of the use of Cooperative Translation Task (CoTT) done by Wang (2013) in undergraduate Translation class focuses on the student interaction during the translation class. The class was designed using Prototype II of CoTT consisting of 5 sessions: written peer-response; student seminar and teacher seminar; oral peer response; oral teacher response; and final revision. She based her research on Communicative Translation Teaching (CTT), which implies the need for the teacher to integrate multiple tasks such as cooperative learning and peer tutoring,

which all encourage interactions. She also referred to the official guidelines provided by the Ministry of Education for the teaching of Translation which encourage teachers to utilize (a) group discussion and presentation, (b) peer correction, (c) error analysis, (d) translation criticism, and (e) comparative analysis. Finding of the research shows that with CoTT interactions among students and teachers benefited students in a deep learning of translation, development of critical thinking, and cooperation between/among translators.

Another study on the use of CL in translation class was a classroom action research applying CL techniques in Indonesian-English translation class (Yuliasri 2014) reveals that the application of CL techniques, specifically *think-pair-share* and *jigsaw*, in the Translation class could improve the students' diction, grammar, and rendering of message/content of the texts. The students were also more active, motivated, enthusiastic, interested, and they gained better understanding of translation techniques. Inputs from their teammates were useful in improving the quality of their translation as they became aware of their mistakes. Additionally, students perceived that varied translations were gained from the group works. Interestingly, despite their appreciation of the use of CL, the questionnaire also revealed that they also wanted lecture and needed more teacher's feedback as well as more varied practice.

The discussion of the studies on the use of CL in undergraduate Translation classes imply that despite the need to shift from the traditional teacher-centered class to a more learner-centered one, teacher's guidance with examples and also feedback are still needed. It is therefore suggested that in undergraduate program Translation class is done by optimizing the teacher's role as a moderator and collaborator, while gradually minimizing the students' dependence on teacher's 'lecture'. Further research is needed to see how different structures of CL work in Translation class, and what kinds of

teacher's guidance and feedback are effective for the improved learning process and outcomes in translation class.

Interpreting, as an older activity than translation, has been the object of research less often than translation (Schaffner, 2004). It also seems that less has been written on interpreting than on translation. It is therefore reasonable to assume that there are also less studies on the pedagogy of interpreting compared to translation. In the teaching of Interpreting, which is the oral form of translation, classroom action research was done by Krouse (2010), applying CL techniques. The research aimed at finding out whether employing CL activities would improve participants' perceptions of working in small groups. Her basis for using CL in her interpreting class is the fact that interpersonal skills and critical thinking are important for interpreters and that CL is one approach that addresses interpersonal and critical thinking skills. Johnson and Johnson in Krouse (2010) argue that working in cooperative groups increases student achievement and has significant effects on the development of positive social relationships and improved social skills. In the research she incorporated Jigsaw technique. Open-ended questions were used to survey students' attitudes before and after the courses. Findings of the research show the reduction of student resistance to working in small groups. It is expected that with students being more open to small group work, they will develop better interpersonal skills and peer learning.

The study on the use of CL in interpreting class above puts emphasis on the collaborative skills in the learning process. Further studies are needed to see whether CL techniques are applicable in enhancing the interpreting skills. I would propose that some structured techniques are adapted. For example, adapting Jigsaw technique by replacing the individual working session into pair-work interpreting session before the home group work session. Three-step interview technique may also be adapted by changing the interview activity

with interpreting activity. Similarly, think-pair-share technique might be adapted for interpreting practice and peer feedback.

Conclusion

Cooperative Learning (CL) has been widely studied, and the benefits of using it have also been acknowledged. Research studies show applicability of CL across different subject areas and at different levels of education. This is also true with the context of teaching Translation and Interpreting at undergraduate level, although interpreting has been less explored than translation. Further adaptation and studies of CL in Translation and Interpreting classes are needed.

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FEATURED SPEAKER

THE EMBODIMENT OF THE BLACK FEMINIST SPIRIT IN IOLA LEROY, THE FEMALE MULATTO PROTAGONIST, IN FRANCES HARPER'S *IOLA LEROY*

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Abstract

The aim of this paper is to analyze how the female protagonist in Harper's novel entitled *Iola Leroy*, although a mulatto, embodies the spirit of black feminism. To carry out the analysis, feminist literary criticism is used as the frame of analysis linked with gynocriticism. Several concepts concerning black feminism including empowerment, solidarity and sisterhood are used to support the frame of analysis. The result shows that the female mulatto protagonist, who does not know that she has black blood, all of a sudden experiences real slavery. This harsh turning point on her previously comfortable life leads to her new insight about slavery, about her race, and about her personal existence as a woman. The last point results not only in the emergence of the spirit of black feminism but also in the application of this spirit to other blacks, especially the black women. The convergence of thought and action makes the female mulatto protagonist turns out from the victim of slavery into the agent of change for the black race.

Keywords: mulatto, black feminism, empowerment, slavery

Introduction

Frances Harper's (1825-1911) novel entitled *Iola Leroy or Shadows Uplifted* (1892) is about its female mulatto protagonist, Iola Leroy, who suddenly experiences slavery after the deliberate concealment of her black heritage by her white father is countered legally by her father's male white cousin soon after the sudden death of her father. The turning point of her life makes Iola has a new personal view on slavery which eventually leads her to struggle for the betterment of the black race especially of the black women. This paper will argue that although Iola herself is a mulatto having a chance to pass into white, her personal thoughts and her actions personally or collaboratively with the others, male or female blacks and mulattoes, embody the spirit of black feminism.

Bearing in mind that the setting of Harper's *Iola Leroy* is mostly in the South before and after the Civil War, some important elements during that period are briefly presented. The first one is a specific

rule for the blacks in the South, called "one-drop rule" in which "a single drop of "black blood" makes a person a black" (Davies, Excerpt par. 1). However, this racist rule, on the other side "galvanized the black community" (Wright, 1994: par. 16).

Another racist rule is called "Jim Crow" which segregate the black and white people in "restaurants, hotels, theaters, bus stations,..." (<http://www.loc.gov/teachers/classroom>

[materials/primarysourcesets/civil-rights/pdf/teacher_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/pdf/teacher_guide.pdf) accessed July 13, 2015). Due to these racist rules, after the Civil War many blacks moved to the North but they "discover that they faced discrimination in the northern states" (http://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf accessed July 13, 2015).

Another characteristic of that time is called "the Cult of True Womanhood" in which respectable women should "have four cardinal virtues - piety, purity, submissiveness, and domesticity" (Welter, 1966, p. 1). However, this rule is only for

the white women since “In the eyes of the 19th century white public, the black female was a creature unworthy of the title woman; she was mere chattel, a thing, an animal” (hooks, 1992, p. 159). The female mulatto protagonist of Harper’s *Iola Leroy* who is first seen as a high-class white woman and later as a black slave experiences these two extreme ideologies.

According to hooks, a black feminist and theorist, “Feminists are made, not born” (2000, p. 7) in which “to be “feminist” ... is to want for all people, female and male, liberation from sexist role patterns, domination, and oppression” (hooks, 1992, p. 195). In line with hooks, Nickie Charles emphasizes “a shift from a view of women as victims (of social structure as well as of men) to seeing women as active agents” (Charles, 1996, p. 23). Meanwhile, Sapiro states that feminist ideas usually proposed by those who have high social class (1986, p. 425).

Collins emphasizes “the importance of self-definition in resisting oppression” (Collins, 1991, p. 16) which agrees with hooks’ statement that “black women can renew our commitment to black liberation struggle, sharing insights and awareness, sharing feminist thinking and feminist vision, building solidarity” (1990, p. 49). Some elements supporting black feminism are solidarity, sisterhood, and empowerment. According to hooks “Solidarity strengthens resistance struggle” (hooks, 1984, p. 44). Meanwhile, Dill explains sisterhood as “a nurturant, supportive feeling of attachment and loyalty to other women which grows out of a shared experience of oppression” (Dill, 1995, p. 278). hooks concludes that “Feminist sisterhood is rooted in shared commitment to struggle against patriarchal injustice, no matter the form that injustice takes” (hooks, 2000, 15).

Empowerment, according to Oxaal and Baden, is “essentially a bottom-up process ... Women must empower themselves” (1997, p. 6). They propose four kinds of power: “power over, power to,

power with, and power within” (Oxaal and Baden, 1997, p. 5). In relation to empowerment, Sophie proposes “four aspects of empowerment”; they are “Assets (power to); Knowledge and know-how (power to); Will (internal power); Capacity (internal power and power with)” (2007, p. 13). “Power to” is avoided by feminists because they prefer not to use conflicts which are counter-productive to the betterment of the blacks especially black women.

Methodology

Considering that the topic of analysis of this paper is about the female protagonist, the frame of analysis used is feminist criticism which “reads writing and examines its ideology and culture with a woman-centred perspective” (Humm, 1995, p. 51). Meanwhile, since the writer is a woman, then this analysis is also a gynocritics which “is concerned with *woman as writer*” (Showalter, 1986, p. 172). Gynocritics is used to help analyzing the writer’s purpose of constructing a specific female character from the perspective of a female writer. The analysis is a library research using contextual analysis which borrows theories from outside the field of literature and its intrinsic elements (<http://www.unl.edu/english/sbehrndt/StudyQuestions/ContextualAnalysis.html> accessed February 17, 2014).

Finding and Discussion

1. A Brief Glance of Iola’s Social Background

Iola Leroy, the protagonist of Harper’s *Iola Leroy*, is one of the three children of a Creole father, Eugene Leroy, who is a plantation owner in Mississippi, and Marie, a mulatto woman used to be Leroy’s slave. She has a brother, Harry Leroy, and a younger sister, Gracie Leroy. The three Leroy’s children have very light skin that they can be easily identified as whites for those who do not know the presence of their black blood.

Around twenty years before the Civil War, Eugene Leroy, a tender and loving man, falls in love with Mary who tenderly takes care of him when he was seriously ill and nobody pays attention to him. He legally marries Marie but before that he "... take her North, manumit, educate" her (71). He is different from other plantation and slave owners. He "did not believe in the rightfulness of the institution" (86). However, he realizes that society in the South thinks that "his marriage the great mistake of his life" (76).

Iola's parents live happily although being avoided by other whites. The father who is "especially careful to conceal from his children the knowledge of their connection with the negro race" (82) asks his wife to "let them go North, learn all they can, aspire all they may" (83). Thus, Iola and Harry study in the North and their parents occasionally spend time with them in the North to prevent them from going home in the South.

If Iola's father treats his slaves well and "was in favor of gradual emancipation" (86), Iola's mulatto mother thinks that "Neither wealth nor education can repair the wrong of a dishonored birth ..." (78). She also thinks about other slaves who are not as fortunate as herself (80). Iola's mother cannot shake the anxious feeling about her own existence and the existence of her children if something happened to the sole protector of the family, that is, Eugene Leroy, the loving husband and father. She is aware that Leroy's cousin, Alfred Lorraine, is a true racist and opposes strongly Eugene Leroy's marrying legally his ex slave. Marie's anxiousness is finally uttered to her husband: "the children and I might be reduced to slavery ... Your cousin was bitterly opposed to our marriage" (80-81). This premonition is not just sentimentality on the part of Marie, but due to being smart and critical, she fully realizes the vulnerable position of the mulattoes in the South at the time of slavery.

2. The Mulatto Iola's Spirit of Black Feminism

Iola's happy and comfortable life as the daughter of a wealthy Southern plantation and slave owner has to end abruptly near the end of her graduation from the prestigious school in the North. This part will analyze Iola's changing perspective and opinion concerning slavery and her own existence.

3. Towards Her Race

While she is still studying in the North, Iola does not take sides with the colored. Iola defends slavery in front of her northerner friends: "Slavery can't be wrong ... for my father is a slave-holder, ..." (97). However, her alignment on slavery is shattered after the sudden death of the father due to yellow fever (93). Tricked by her father's cousin, Alfred Lorraine, to return home, Iola has to face the unimaginable fact from her crestfallen mother: "I have negro blood in my veins. I was your father's slave before I married him ... The courts have declared our marriage null and void and my manumission illegal, and we are all to be remanded to slavery" (105). Since then, Iola's life is turned upside down, from the free, educated, known-to-be-white girl she becomes a mulatto slave, a chattel liable to be sold.

After changing masters several times, Iola's is saved by the Union army during the Civil War owing to the information given by a male slave who wants to protect Iola from the cruel master (39). She becomes a nurse in the field hospital. Her harsh personal experience triggers her purpose in life, as indicated by her words to Dr. Gresham "I intend, when this conflict is over, to cast my lot with the freed people as a helper, teacher, and friend" (114). From the decisive words it can be said that Iola, the female mulatto, consciously identifies herself as black and she wants to empower the black race by applying the "power with".

Iola's firm sidedness with the black race makes her able to see critically the relation of white and black: "I was abased, but the men who trampled on me were the degraded ones" (115). Iola points out that white people are not as noble as they think, even they are lesser in character. Iola also points out the cowardice of the "power over" executes by the white people "you only use your superior ability to victimize feeblers races" (116) in her critical conversation with Dr. Gresham. Her decisive words to Dr. Gresham clearly indicate Iola's strong determination to be with the black race "I intend spending my future among the colored people of the South ... I must serve the race which needs me most" (234, 235). Thus, it can be said that Iola determines to struggle with the blacks for the better future of the black race.

4. Towards Her Own Existence

After her ruthless personal degradation, Iola has a new perspective about her own life. Personally, she decides that "she had never for a moment thought of giving or receiving love from one of that race who had been so lately associated in her mind with horror, aversion, and disgust" (111). This decision emerges when Dr. Gresham, a white man, shows certain interest to her. Iola tells Dr. Gresham that she does not belong to the white race "Instead of coming into this hospital a self-sacrificing woman ... I came as a rescued slave" (113). Still he proposes to marry her but Iola can detect that he is not prepared with the consequence of having a child with the possible trace of the negro blood (117). Although actually Iola also has certain feeling to him, she politely refuses his offer. Iola, who is proud of her black heritage, says with dignity that, "I have too much self-respect ... and I would never enter a family where I would be an unwelcome member" (117). Iola shows strong independency in determining her own life even though she can be said to have nothing in the world.

Iola's another personal decision concerning her life is that "I have resolved never to marry until I have found my mother" (118). This shows that Iola is not an egoistic person who cares for her own happiness and safety. Family is important for her. After the Civil War, while looking for her mother by advertising in newspapers (143), Iola decides to "offering myself as a teacher in one of the schools which are being opened in different parts of the country" (142). She confides her plan to Robert Johnson, a mulatto man, whom she nurses in the field hospital during the Civil War. Her critical opinion concerning slavery is also expressed to him, her only friend. She rejects any form of slavery for the blacks "My father and mother were very kind to their slaves. But it was slavery, all the same, and I hate it, root and branch" (149). Being alone and a female, Iola is unwavering in her decision to find her family, her brother and mother, since her little sister dies soon after they are given the status of slaves.

A happy reunion of the Leroy's family soon happens. Iola who often visits church gatherings to find information concerning her mother accidentally meets Harry who is also looking for her (195). Before that Harry has accidentally meets his mother in the hospital while he is seriously wounded in the Civil War (191). This happy reunion is multiplied by the fact that Robert Johnson, Iola's only friend, is the brother of Iola's mothers (201). Thus, Robert Johnson, Iola's uncle, who has found her mother who is also the mother of Iola's mother, asks them all to live with him in the North (203) so that they can enjoy the togetherness after the chaos in their lives.

Eventhough they have lived happily and face no financial problems, Iola wants to work to earn her own living. She tells her uncle "I have a theory that every woman ought to know how to earn living" (205). Iola's decision indicates that she wants to develop the "power within" so that she can possess good self-esteem. It also indicates that she breaks in the cult of true

womanhood emphasizing the domesticity for women. It also indicates that Iola has an advanced vision for women to be independent in their life. Iola's spirit of black feminism begins to emanate.

However, even in the North, Iola still faces racism at work. She loses two jobs because she does not want to hide her racial identity (206-207). Losing two jobs because of racism makes Iola momentarily feel disheartened as can be seen from her words to her uncle "It seems as if the prejudice pursues us through every avenue of life, and assigns us the lowest places" (207). However, Iola still determines to overcome the racial barrier at work without concealing her racial identity because "I am not ashamed of it" (208). Iola's racial pride is very obvious. Finally she gets a job in a firm out of town although she is refused to live in house "conducted by professed Christian women" (209) after she tells them her racial identity. All these incidents show that racism permeates everywhere and affects even religious people.

Iola still thinks that she should work for the progress of the black race. She often has critical discussion about the future of the black race with her uncle, her mother, Dr. Gresham, and Dr. Latimer, Dr. Gresham's friend. Iola's metaphor for slavery is "Slavery ... was a fearful cancer eating into the nation's heart, sapping its vitality, and undermining its life" (216). According to Iola, the basic solution of slavery is the correct interpretation and application of religion (216) so that Iola prefers to avoid conflict in her idea of a better future and better place for the black race. In other words, Iola keeps off any conflict inherent in "power over". Widening her intellectual circle for the sake of the black race, Iola is active in *conversazione* (243), a kind of scholarly social gatherings attended by many black intellectuals, males and females. Iola also presents a paper entitled "Education of Mothers" at the *conversazione* (253) which shows that Iola is developing the "power with" in which

she prepares the empowerment of the black women by joining an intellectual circle.

During these hectic days of intellectual meetings and discussions, Iola is getting closer to Dr. Latimer. Iola's admiration to Dr. Latimer's bright idea for the black race is heightened by the fact that Dr. Latimer refuses to pass as white even though it gives him not only wealth and fame, but also high-class white family circle (266). Iola confides to Dr. Latimer that the brutal turning point in her life has "roused all the resistance of my soul" (274) that enables her to pass it without losing her mind due to its atrocity. Thus, Iola has been able to transform miseries and misfortunes into useful form of power; namely "power within" leading to "power with" for the sake of herself and the black race. In other words, Iola has changed from a victim of slavery into an active agent of change with feminist ideas for the black race as will be further analyzed in the next discussion.

5. Towards Other Blacks Especially Black Women

Iola greatly supports Miss Delany, a young black woman, who works as a teacher and opens a school for the blacks (200). After Iola and Dr. Latimer get married, both of them continue their ceaseless effort to promote the life of the blacks. Iola herself is loved by everyone and the house is open for everyone "Little children love her. Old age turn to her for comfort, young girls for guidance, and mothers for counsel. Her life is full of blessedness" (270). In accordance with her personal commitment, Iola develops empowerment, solidarity, and sisterhood in every form. She applies the "power to" form of empowerment. Dr. Latimer, as his wife, is a helpful leader (279). He dreams of having a harmonious relationship among blacks and whites everywhere.

Thus, this young couple, Iola and Dr. Latimer, completes each other, empowers each in their struggles for the betterment of the black race and race relations. Their purpose in life is greatly

supported by their relatives. Harry, Iola's brother, and his wife, Lucille Delany, administer a promising school for the blacks (280). Iola's mother and uncle help the blacks in their own ways. However, all of them commit to one purpose; that is, the "racial uplift" for the black race.

6. The Writer's Purpose of Creating the Female Mulatto Protagonist with the Spirit of Black Feminism

In creating a certain imaginary protagonist, a fiction writer consciously or unconsciously has a certain purpose. By making her female mulatto chooses not to pass as white Harper is against the literary trend at that time about selfish female mulatto protagonists who prefer to pass as white for better status, wealth, and assuredness. By making her female mulatto clutches tightly on her black heritage, Harper propagates the racial pride among the blacks. By making her female mulatto has a decisive purpose in her life and succeeds in realizing her goal, Harper diverges from the stereotype of weak and tragic mulatto common in literary works. Harper indicates that a mulatto who is stereotyped as internally torn between two cultures, black and white cultures, can avoid the calamities by having a life goal. By making her female mulatto becomes an agent of change for the black race, Harper wants to indicate that the privileges possessed by mulattoes can be used as an asset to boost the progress of the black race. By making her female mulatto has high education and a mind open and critical for changes, Harper indicates that female mulattoes are not just a representation of deadly beauty as in the literary stereotype of "femme fatale". By making her female mulatto exerts the spirit of black feminism, Harper breaks in the convention that the spirit of black feminism is usually proposed by blacks since it is usually the black females who experience many forms of injustice because of her blackness.

Thus in *Iola Leroy*, Harper inserts a novelty in the stereotype of female mulatto

by attributing her female mulatto protagonist with non-stereotyped characteristics. Refusing to pass as white, becoming an agent of change for the black race, having a clear goal in life, applying the spirit of black feminism, are the newness added by Harper. It makes Iola a different and unforgettable female mulatto protagonist among other female mulatto protagonists by other writers.

Conclusions

Slavery and its accomplice called "one-drop rule" are the sources of countless unimaginable miseries to the blacks or those light-skinned people with one-drop of black blood in their veins. The tragic turn of life that casts free mulattoes into victims of slavery may not just make the victims accept hopeless lives. Iola in Harper's *Iola Leroy* has attested the agency of a female mulatto used to be the victim of slavery.

A legacy of struggle in the form of resisting spirit to the racial humiliation serves as the foundation to struggle. Embodying the spirit of black feminism, the path taken to uplift personal existence is through "power within", while for the betterment of the race is through "power to" in the form of various applications of solidarity, and sisterhood. The "power with" is realized by welding any worthwhile elements, such as intellectual circle, familial support, religious faith, and strong personal will. Thus by interlacing all those power while excluding "power over" which is potential for conflict and humiliation, the peaceful and productive struggle for the progress of the race, male and female, is realized step by step. Iola in Harper's *Iola Leroy* has embodied and actualized all of those successfully.

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LANGUAGE TEACHING

TEACHERS' PERCEPTIONS TOWARDS SOCIAL MEDIA USE TO IMPROVE PROFESSIONAL DEVELOPMENT AND INTEGRATION IN ENGLISH LANGUAGE TEACHING

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Abstract

Social media such as Facebook, BBM, Whatsapp, Instagram, Youtube, Twitter, E-mail, LinkedIn, Edmodo, Blog, and Skype have significant impact on aspect of life, including English education. Teachers need to know not only social media use as a tool to enhance professional development but also integrate social media in English Language Teaching (ELT) because the students who are 'Digital Natives' are already familiar with social media and they feel quite comfortable with each innovations and changes. This study aims at investigating the teachers' professional development as well as her perspectives toward implementing the social media into EFL teaching and learning. It is formulated in order to answer two research questions: How was the teacher's familiarity and frequency use of social media? How EFL teachers' perceptions towards social media in developing their professional and its integration in ELT? Data of these qualitative and quantitative studies were taken from survey through questionnaire and written interview which was administered to 20 respondents. The findings of this research show the respondents have positive perspectives about the implementation social media as a helpful learning tool to develop their professional. Moreover, social media can be applied with a variety of advantages in ELT. The recommendation is that the EFL teachers is worth trying to find the available social media for their professional development and implement social media to create more effective teaching and learning activities.

Keywords: social media, perception, teachers' development, integration, ELT.

Introduction

Indonesia has a population close to 260 million people. Based on graphic from *Digital in 2016*, More than 80 million people in the country use social media. Almost 90% of Indonesia's social network users are under the age of 34 (54% of them between 11 and 24). The existence of social media plays an important role in our lives, including learning. Social media becomes a need in our daily basis and making over the nature of learning. For example; teachers and students have a wide range of options to study what they need, they can access any time they like, and they can find any place from formal to informal situations. School is one of important units of the society should be provided various technological tools to access social media, because the students of this century, which are "digital natives" as Prensky (2001), called, learn better via

technology. They are already familiar with all social media such as Facebook, BBM, Whatsapp, Instagram, Youtube, Twitter, E-mail, Blog, Skype, and so forth and they feel quite comfortable with each changes and innovations. Social can enhance learning by connecting groups, communities, and online classrooms to engage in critical dialogue and tackle 21st-century issues. In addition, by growing number of social media, students are now becoming critical and autonomous learners. And, of course based on those cases, teachers have been expected to use, integrate the social media in their classroom in order to improve their professional development.

1. Social Media

Social media is generally defined as "forms of electronic communication as websites for social networking and micro

blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos” (Merriam-Webster dictionary, n.d.) and “integrates technology, social interaction, and content creation to collaboratively connect online information” (Types of social media, 2013, Para.1). Kaplan and Haenlein (2010) created a classification scheme that consists of six different types of social media: collaborative projects (e.g., Wikipedia), blogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g., Second Life). Davis III, Deil-Amen, Rios-Aguilar, and Gonzalez Canche (2012) defined social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to create, engage, and share ideas or existing content in various forms of communications in digital environments. Inshort, social media is the online communities in which people interact with each other. Social media users can create and organize a profile for themselves, edit and comment on each other’s posts and share information with others.

There has been various overview and opinions which recognized many advantages of social media use in education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative learning. Alison Black (2010) noted that Millennials are more comfortable using online community platforms to work collaboratively than face-to-face groups because social media such as Facebook and Instagram have become well-integrated into their world and society in general. This means that social networking activities have the possibility of enhancing teachers’ professional and adding richness to the learning environment. But, a principle challenge for effective in implementing the social media in classroom is the inadequate

teacher toward the advantage of social media. The teachers often feel uncomfortable apply social media in the classroom and are unaware of the teaching and learning pedagogies that social media are able to support. It is wise to discuss expectations and best practices concerning, identity protection and privacy before students publish any work that involves social media. Considering the time limit that students and teachers have during English lesson in Classroom; especially students of Junior High School only get 4 hours in a week and Senior high school 2 hours in a week, social media could possibly be a good solution for addition of communication. The students and teacher can organize activities search the material, do assignments, quiz, etc through social media, and this can be done inside and outside of the classroom.

2. Teachers’ Professional Development

Evans (2002) states that teacher development as the process of the improving teachers’ professionalism. He defines that teacher do reflection with his teaching, it will obtain intellectual development. In addition, Richard and Farrel (2005) define teacher development as teachers’ reflectivity review aimed to get depth understanding of their teaching. According to Gebhard (2005), Teacher development is needed by experienced teachers to explore their teaching. In line with Gebhard (2005), Rodriguez and Mckay (2010) experienced teachers need opportunities to develop their role changes, explore their teaching in the classroom by conducting some experiments, and enrich their knowledge and skills.

Teachers’ professional development concern globally, because teachers have a duty and a role not only provide information, science and technology, but also shaping the attitude and spirit that can survive in the era of competition. The task of the teacher is to help students to be able to adapt to the challenges of life as well as the insistence that developed in him.

Empowering learners include aspects of personality, especially the aspect of intellectual, social, emotional, and skills. Noble task becomes heavy because not only do teachers have to prepare the younger generation entering the century of knowledge, but must be prepared to remain in existence, both as individuals and as professionals.

Teachers of the 21st century must master a lot of knowledge (academic, pedagogical, social and cultural), able to think critically, to respond to any changes, and able to resolve the problem. Teachers must not only come to the school to teach the course. The ability to manage a class is not enough anymore. Teachers are expected to become leaders and agents of change, which is able to prepare students to be ready to face global challenges outside of school. In addition, beside parents, the teacher's role in directing the future of their students is very significant. You can imagine what would happen if teachers are not ready to face all the challenges of the 21st century educational dynamics, which still continue to change.

Teachers in the present dimension portrayed as human noble, wise, prudent, stable personality, solid, disciplined, polite, honest, objective, responsible, charming, empathetic, authoritative, and exemplary. A teacher must be widened dynamic human and thinking to the future with signs of its informative nature, modern, vibrant, and commitment to the development of individuals and together. And last but not least, teachers are required to be able to master IT, or at least able to operate it.

3. The use of Social Media in ELT

Social media is one of the most important issues facing today, including English education in which social media is used to support learning activities. Pedro (2005) argued that technology helps to increase educational benefits. Moreover, his research showed that students are allowed to learn more and more effectively. The use of social media in ELT also can develop

teachers' professional that teachers can acquire the skills to find the most of the digital resources available in their classroom. Another study on social media use in ELT contexts was conducted by Chik and Breidbach (2011) who used the combination of wikis, Facebook and Skype in their study of the Language Learning History of two student cohorts from Hong Kong and Germany. Saleh (2013) in Innayati (2014) also states that Semiocast, a global social media agency based in Paris, has rated Jakarta, Indonesian capital, as the number one users of Twitter. Besides Twitter, Facebook has also enjoyed a considerably high popularity in Indonesia, which is ranked as the highest three Facebook user country by a leading media industry provider in New York, Mediabistro (2013).

Methodology

1. Research Objectives

The study had three purposes, those are: First, this study explore teachers' familiarity second, this study to know the teachers' frequency use of social media. The last, this study wants to analyze the teachers' perception towards the implementation of social media in developing their professional development and integration in ELT.

2. Research Questions

The research questions of this study are stated as following:

- a. How was the teacher's familiarity and frequency use of social media?
- b. How EFL teachers' perceptions towards social media in developing their professional and its integration in ELT?

3. Research Methodology

The study was administered to 20 respondents in Riau, Sumatra, Indonesia. The respondents of the study were 11 English teachers at Junior High School, 5 English teachers at Senior High School, 4

English teachers at Vocational School. The participants were selected randomly and sent e-mails. The willing teachers participated in this study. The data collection was conducted from February - March 2017.

The data were analyzed by using quantitative and qualitative standard of research. The first, the data of this quantitative study were taken from survey through questionnaire. Survey is a procedure in quantitative research that involves the use of a questionnaire to explore a population's characteristics, attitudes, behaviours, and opinions (Creswell 2012). The second, qualitative research used data collection instrument was the written interviews. Dornyei (2007) says the most frequently used qualitative data collection instruments include observations and interviews to have thick and rich data, and to explore the situation. This study used a rank scaled and open question to get the data and the result would display in both statistic and descriptive data.

The data were analyzed in terms of four parts: The first part is about the profile of respondent such as grade level, gender, age, tenure, and qualification; the second part is about the respondent's familiarity; the third part is about the respondent's frequency use; the last part is about teachers' perceptions towards social media use to improve professional development and integration in English language teaching. The respondents completed profile of the respondents is presented in table 1.

Table 1. Profile of Respondents

Variable	Value	Percentage
Grade Level	SMP	55%
	SMA	25%
	SMK	20%
Gender	Female	75%
	Male	25%
Age	25-34	60%
	35-39	25%
	45+	15%
Tenure	2-5 years	5%
	6-9 years	60%

Qualification	10-15 years	20%
	>16	15%
	Completed bachelor degree	68,4%
	Currently doing master degree	21,1%
	Completed master degree	10,5%

Findings and Discussion

Table 1 showed that grade level of the teachers at SMP was 55%, grade level at SMA was 25%, and grade level at SMK was 20%. The profile of respondents was dominated by female respondents was 75% and male respondents was 25%. Next, 60% of them were younger than 35 years of age, 25% of them were at the age about 35-39, and it was about 15% more than 45 years old. In the term of length of teaching, there were 5% of the new teachers with less than 6 years experience, 60% of the respondents have been teaching for 6-9 years, 20% of the respondents have been teaching for 10-15 years, and the rest 20% have been teaching more than 16 years. In the term of education background, there were 68,4% have completed bachelor degree, 21,1% are currently doing master degree, and the teacher who have completed master degree were about 10,5%.

Table 2. Respondents' Familiarity

Social media	Facebook	WhatsApp	Instagram	Twitter	YouTube	LinkedIn	Google	Other	Unknown
Availability	3	2	3	2	2	1	1	1	1
Frequency	2	9	1	5	7	8	6	7	3
Usage					5	5			8

Note

The value indicate for Familiarity;

1=unfamiliar, 2=familiar, and 3=Very familiar

Respondents' familiarity were to analyze if they were 1=unfamiliar, 2=familiar, and 3=Very familiar with social

media and Table 2 presents the summary of the responses. It can be seen that an average Facebook, BBM, Whatsapp, Email get positively dominant result (Facebook = 3.2, Whatsapp = 3.1, BBM = 2.9, Email = 2.85, Youtube = 2.75). The next respondents reported the level of familiarity were Instagram = 2.5, twitter = 1.85, Blog = 1.7, Skype = 1.6. Several respondents reported that they are not familiar with Edmodo = 1.4 and Linked = 1.3.

Table 3. Respondents' Frequency of Use

Social Media	Facebook	BBM	Whatsapp	Instagram	Twitter	Blog	Skype	Edmodo	LinkedIn	Email	Youtube
Average	4.3	3.9	4.5	2.5	1.85	1.7	1.6	1.4	1.3	2.85	2.75

Note

The value indicate for Frequency of Use;
1=Never, 2=Rarely-less than once in month,
3=Sometimes-one to three times a week, 4=Often-once a day or more, 5=Very often-everyday

Table 3 showed the result of respondents' frequency in using the social media. The respondents chose the appropriate answer by ticking 1=Never, 2=Rarely-less than once in month, 3=Sometimes-one to three times a week, 4=Often-once a day or more, 5=Very often-everyday. Table 3, Average reported the most respondents visited or use the social media with Whatsapp = 4.5 and Facebook = 4.3 that showed the respondents use social media once or more a day. The second highest frequency use were BBM = 3.9, Youtube = 3.2, Email = 3.1, Instagram = 3.05. The average indicated that respondents' frequency of use one or three times a week. The last types of respondents' frequency of use were Blog = 1.9, Twitter = 1.75, Edmodo = 1.5, Skype = 1.3, and LinkedIn = 1.2, which generally visited less than once in month.

Respondents' Perception towards social media use to improve professional

development and integration in English language teaching as follows;

1. Advantage of social media use in developing the teachers' professional
 - Social media will increase teacher's knowledge in getting more sources or materials in teaching especially ELT.
 - Social media show many new methods of teaching English to improve the ability in teaching
 - Through social media, teachers can share the experience from other teachers to get the solution of problem that they face in class.
 - Social media use as good communication
 - Teachers can always upgrade the skill
 - Teacher can up-to-date the information in professional development
 - Make work is easier, simple and faster
2. Disadvantage of social media in developing the teachers' professional
 - The teachers could not control the time to access social media or waste the useful time.
 - The teachers found many useless articles or issues
 - The teachers could not focus on their work
 - Teachers only copy and paste some articles without thinking deeply
 - There is a porn video and photos.
 - There is hoax information
3. The way of social media integration.
 - Using social media as a tool to find interesting materials
 - By creating class group to facilitate the students to ask everything about the lesson have learned.

- Making a group of discussion (MGMP) to share learning problem in teaching
 - Create Email to share materials
 - Use social media in giving assignment to the student before start the material for the next meeting.
4. The barrier in integrating social media in ELT
- Not all the teachers and students have smart phone
 - Not all the teachers and students use social media
 - Less skill in using social media
 - The limited network or internet connection is not good
 - The price is too expensive
 - School does not allow teacher and student bring mobile to class
5. The teachers' future plan to study.
- The way to integrate social media in ELT
 - Learning to make blog so that the teacher can share their knowledge
 - The way to use social media effectively in teaching
 - Learning research about linguistic, English teaching material, method and technique from kinds of social media that the teachers used
 - The way in integrating edmodo in classroom.

Conclusion

This study was intended to find out (1) How the teacher's familiarity and frequency use of social media, and (2) Teachers' perceptions towards social media in developing their professional and its integration in ELT. A mixed methods approach was used to explore the research questions. According to the finding of this study, it could be concluded that based on grade level, gender, age, length of teaching,

and education background, all teachers were familiar with social media and have used at least one type of social media. The teachers generally support social media although they have got some inadequacies and barriers in implementing social media for their professional development. In addition, the teachers have positive perceptions and always try to find ways to integrate social media in ELT.

The last, future research examine how effectively social media to improve teachers' professional in teaching. Teachers in the EFL field already acknowledge that social media as a tool and for academic or for formal teaching and learning. When teachers understand how social media affects their professional development, they can then utilize social media in ELT classrooms in the proper manner. Therefore, researchers should conduct further studies on how social media is helpful teachers in ELT.

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THE USE OF COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE LEARNING THROUGH LISTENING ACTIVITY BY USING WHATSAPP APPLICATION

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Abstract

Listening is one of the four skills taught to learners in foreign language learning activity. Yet, it is no rarely found that students are sometimes uninterested in the listening activity caused by repeated same technique delivered by teacher in the classroom. Besides that, the interaction among students seems to be forgotten when the listening activity is conducted. This paper is about to explain and describe how the communicative approach is applied in the process of foreign language learning activity specifically in listening activity through the using of WhatsApp application as the means for communication. This technique is used in order to make students feel more lively when doing their activities in the classroom and allow for the interaction among them. As the part of technology, WhatsApp plays quite important role in this activity to motivate students to interact with their partners. The application of this method is implemented in a class consists of twelve basic-level foreign language learners and using the materials contained in their textbooks. Also, the teacher takes part in the activity to monitor and provide feedback to the result of the listening activity. By applying the communicative approach in the listening activity, teacher is expected to create an interesting learning atmosphere for students and allowing them to interact with each other. After the listening activity is conducted, questionnaires are distributed to see the response of the students telling their self-reflection regarding to this activity. As the result, besides improving the listening skill, students can also improve their communicative competence.

Keywords: Communicative approach, listening, students' interaction, communicative competence

Introduction

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9% (Mendelsohn, 1994). According to Anderson and Lynch (1988), arguing what is successful listening, "understand is not something that happens because of what speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he know to what he hears and trying to understand what the speaker means" (p.6). In learning English, students should study four skills: listening, speaking, reading, and writing. Listening is one of the receptive skills and believed as the first skill that is taught to students in order to improve their skills in English, yet the teaching and

learning about listening is not an easy thing to do. Listening is usually conducted as an individual activity where students work on their exercise themselves. This can cause problem when students who are introvert and have less knowledge cannot discuss their work and in the end they cannot do the exercise. Another problem that comes up is the teaching method which still uses traditional technique causes students to feel bored and decreasing their motivation in learning. Therefore, the student-student interaction must be optimized and also an interesting teaching method must be applied in the classroom. Listening can be brought to the class in a communicative way as the objective of learning language is to reach the Communicative Competence (Dell Hymes, 1962, 1972). Hymes states communicative competence as the aspect of competency which allows us to deliver and

make meaning in particular context (Hymes, in Brown, 2007). Michael Canale and Merrill Swain (in Brown, 2007) divides four components that build the concept of communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategy competence. To reach those competencies, listening strategies are used in the learning process. Some previous studies of listening identified items concerning the listening comprehension strategies. According to *Bacon's Coding of Listening-comprehension Strategies* (Bacon, 1992) and *Vandergrif's Listening Comprehension Strategies Framework* (Vandergrift, 1997), we can briefly mention the strategies as follows: metacognitive strategies, cognitive strategies, and social-affective strategies. Besides, the role of technology is quite important in gathering students' attention and improving students' motivation in learning English. So that, WhatsApp is chosen as the media in this learning process, where students' can use the record feature to put their voices and be heard by their friends.

Methodology

This is a small-scale study which was conducted in a once meeting to the students of and English course class. The methodology used is the qualitative descriptive.

1. Subject of the research

The subject of this research is English course students in Intermediate level. There are twelve students divided into groups of three, in each group there was one more-skilled student took role as the main listener of the activity. The other two members had role as the second listener. In this research, the researcher didn't manipulate or give special treatment to the variable, yet tried to clearly describe the whole activities.

2. Data collection procedure

The data was collected by doing field observation and interview. Observation was done as the procedure to identify the phenomenon when the listening activity was conducted, so the observation was done together along to the subject of the research. By doing this observation, data will be collected to find out if the communication approach in listening class is suitable to be used. The results of the procedure of this research are written and oral descriptive text, and the behavior of the subject. The oral descriptive text was collected by using the WhatsApp application and informal interview with the subject after doing the listening activity. By identifying the result we will know whether the communication approach is well-applied or not. The documentation was organized in the recording and picture format.

In a research, instruments are the tools which are chosen and used by the researcher to make the research more systematic and easier. The first instrument used in this research was the test problem taken from the students' handbook, and also the students' answer of the test problem. The second instrument was the interview.

3. Data analysis

The data of this mini research analyzed qualitatively. The data analysis was done by the process of data collecting, data interpreting to look for patterns within the data to explain the phenomenon. The aim of this data analysis is to determine if the communication approach is suitable in listening classroom activity.

4. Procedure of the research

The listening recording of this study consists of some dialogue between people talking about their opinion of some activities. Before listening, students were showed some pictures related to the recording and they took notes about the vocabularies. The students then listened twice and made notes for each dialogue. There was no interaction between the more-

skilled students until the recording ended. Then, students who stayed outside started to ask questions to the more-skilled student by using the WhatsApp group.

These are the procedures of the activity:

- a. Divide the students into group of three. Make sure a more-skilled student is put into each group.
- b. Ask WhatsApp number of each student from each group.
- c. Create WhatsApp group (four groups). The member of the group is the students and teacher. This WhatsApp group is used to communicate by using the voice recording feature. Students are not allowed to type text and teacher takes role to monitor and give comments.
- d. Teach the students about the topic, some pictures and vocabularies related to the main recording to build their metacognitive strategies before listening the main recording
- e. Let the more-skilled student stays in the classroom to listen to the main recording, take note, and give information while the other members stay outside the classroom with questions about the recording that will be asked to the main listener.
- f. Play the recording twice while the more-skilled students are taking notes.
- g. Ask students to start to communicate using WhatsApp. The outsiders ask questions to the insiders by using the voice recording feature.
- h. Tell the insiders that they have to listen to the question carefully.
- i. Tell the outsiders that they have to listen to the insider's answer carefully.
- j. Ask them to ask clarification to each other by recording their voice via WhatsApp and teacher may give help if needed.
- k. Check their answers after each group finished answering the questions about the recording.
- l. Give the interview to each group and interview them about the listening activity.
- m. Evaluate the data and result.

Findings and Discussion

This small-scale study focused on applying the communicative approach and optimizing the students' interaction by using WhatsApp application as the media to communicate in teaching listening. The learners participated in a communicative and fun activities designed to promote their student-student-interaction of L2 listening as a route to enhancing their listening comprehension and communicative competence ability. Finding revealed that the four groups of students can answer the test problem by using this approach. The findings can be seen from the comprehension test, students' voice recording, and interview result.

1. Listening comprehension result

Each group was given four questions related to the recording of the listening activity. The more-skilled student who stayed inside the classroom had to give as much information as they could to let his or her friends who stayed outside answered the questions. The information was given via WhatsApp by recording their voices. All of the groups can answer the questions correctly despite their mistakes in grammar usage. They used all the vocabularies that had been taught before conducting the listening activity. Some of the groups can answer the question in complete sentence yet the others only made a short answer. This condition seems to have been because their knowledge and skill in grammar are still need to be improved.

These are the questions of the listening comprehension and answers from each group:

Table 1. Answer for listening comprehension questions.

1. What is Joe watching on TV?	Group 1 Joe is watching football game.
	Group 2 Joe (is) watching football game on TV.
	Group 3 Joe (is) watching a football game.
	Group 4

	Joe is watching a football game on the TV.
2. Are both Susi and Maria reading interesting things?	Group 1 No, they aren't. Susi (is) reading a book, Maria (is) reading exercise magazine, (they are) is not interesting.
	Group 2 No, they aren't.
	Group 3 No, they aren't. Susi (is) reading a Japanese book and is it (it is) interesting. Maria (is) reading a (an) exercise magazine and is it (it is) not interesting.
	Group 4 Susi (is) reading a book about Japan and it's interesting. But, Maria, she's reading a sport magazine and it's not really interesting.
3. What does Richard think about his homework?	Group 1 Richard think (s) his homework is no (t) interesting but (it) is important.
	Group 2 He thinks it's boring.
	Group 3 Richard thinks a homework (the homework is) it's so bored (boring).
	Group 4 Richard is doing his computer science homework.
4. What does Richard want to do?	Group 1 Richard want (s) to Visit Dave.
	Group 2 Richard want (s) to visit Dem's (Dave's) house.
	Group 3 Richard wants to visit Dave.
	Group 4 Richard want (s) to visit his friend.

From the result above we can see that each group can answer the questions correctly except the answer of number 3 from Group 4, the main listener didn't get

the context of the question and he gave the wrong answer to his group. Despite of that mistake, students were confident to use the target language in asking and answering the question. Their communicative competence is improving while they were listening to their friends' sentences. The more-skilled students tried to listen to the main recording and took notes as well as the can then listened to the question given by his/her friends, while the students who stayed outside tried to listen to the more-skilled students' clues to answer the questions. It is so much different when we conduct the listening activity traditionally where students work individually without opportunity to interact with their friends. Krashen (in Mitchell and Myles, 2003) through his affective filter hypothesis stated that the second language acquisition will be successful when students have low anxiety. This situation is possible to happen because when students interact with their friends they feel comfortable and allow them to communicate to each other. The communicative approach proves that it can help students in doing the listening activity because students are allowed to deliver meaning in particular context, in line with the idea of communicative competence stated by Dell Hymes (1972, 1967)

2. Students' voice recording

According to the result of their activity in discussing the answer, the researcher found out that the activity can also encourage them not only in doing the listening activity but also to use the target language for communication. They tried to negotiate and deliver meaning without hesitate. According to Richard (2006) the communicative competence covers these aspects of language knowledge: (1) understand to use language for different purpose, (2) understand how to vary the use of language according to the setting and participant, formal or informal, oral or written, (3) understand how to produce and recognize different type of text, (4) understand how to keep a conversation

going by using the communication strategies. By doing this listening activity students can achieve their communicative competence because they did communicate during it. Here is script from one of the group while they were doing the listening activity using the WhatsApp application:

Group 3	
Student 1 (stay inside the classroom)	Student 2: (started to ask question) "What is Joe watching on TV?"
Student 2 (stay outside the classroom)	Student 2: (tried to clarify the question) "The question is number one."
Student 3 (stay outside the classroom)	Student 2: "Number two, are both Maria and Susie reading interesting things?"
	Student 3: (help to repeat the question for number one) "What is Joe watching on TV?"
	Student 1: "Joe is watching a football game."
	Student 3: "Are both Susie and Maria reading interesting things?"
	Student 1: (tried to ask the question) "What is number two?"
	Student 2: (add another question) "What does Richard think about his homework?"
	Student 2: (tried to ask the answer for number two) "Number two, can you repeat?"
	Student 3: (giving another question) "Number four; what does Richard want to do?"
	Student 1: "(ask for clarification) Can you repeat the question number two?"
	Student 3: "Question number two, are both Susie and Maria reading interesting things?"
	Student 1: "Answer for number two, No,

	they aren't. Susi (is) reading a Japanese book and is it (it is) interesting. Maria (is) reading a (an) exercise magazine and is it (it is) not interesting. (tried to ask the question for number three) Can you repeat question number three?"
	Student 2: "OK. Question number three, What does Richard think about his homework?"
	Student 1: "Richard thinks a homework (the homework is) it's so bored (boring)."
	Student 1: "Answer for number four, Richard wants to visit Dave."
	Student 3: "Can you repeat please?"
	Student 1: "Richard wants to visit Dave."

3. Interview result

After doing the activity each group were given some questions orally. From the interview result, we can see that the students feel more comfortable if they can interact with their partner or groups while doing a listening exercise. Teacher as the facilitator helps students to interact and achieve the listening comprehension by giving advice and feedback. By using this method, the students enjoy the learning process and they can achieve their competence. Here is what they say:

1. What do you think about the topic of the listening?	Group 1 "We think the topic is interesting and easy to understand."
	Group 2 "The topic is not so different from what we have learned."

	Group 3 <i>"The topic is very interesting and it gives us a lot of new vocabularies."</i>
	Group 4 <i>"It is not difficult and we enjoy learning about it."</i>
	Group 1 <i>"Yes. It helps us to find the answer."</i>
	Group 2 <i>"Yes. It is a good strategy."</i>
1. Do you think the interaction among students in listening activity help you a lot?	Group 3 <i>"Yes. It helps us to do the discussion so we can use English more."</i>
	Group 4 <i>"Yes. We can know how to ask for clarification."</i>
	Group 1 <i>"When we want to say something but we don't know it in English."</i>
	Group 2 <i>"When our friend doesn't understand the question."</i>
2. What is the most difficult part of this listening activity?	Group 3 <i>"When we don't understand what our friends say and we have to repeat it many times."</i>
	Group 4 <i>"When we lost the signal and we missed our friend speech."</i>
	Group 1 <i>"Yes, it does."</i>
	Group 2 <i>"Yes. But we think we still need some more exercise and</i>
3. Does this activity help you to improve your listening skill?	

	<i>add our vocabularies."</i>
	Group 3 <i>"Yes. But we need to listen more carefully."</i>
	Group 4 <i>"Yes, sure. We can use the taking note strategy and the interaction is really helpful."</i>

Conclusion

This was a small-case study that specifically focused on comprehension of recording dialogue and examined only twelve intermediate level students where four of them are more-skilled than the others, the findings provide some empirical data for the notion that communicative approach using the optimization of the students' interaction can be useful for guiding students toward developing their listening comprehension ability. The implications of this small-scale study for teachers in other contexts are that communicative approach appears to offer an interesting teaching method that can be exploited for skills development in listening lessons. Besides, the use of technology is very important to attract students to be active and technology savvy learners. However, communicative approach and the choice of the application may not necessarily be equally beneficial to all learners in a class, and the teachers should consider how to best implement it in combination with other types of listening activity in order to improve the listening comprehension skills of the learners.

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WHY NOT THEIR WAY?

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Abstract

The way information is disseminated and learned is changing rapidly. What used to be meaningful sources of information in the past may be less preferred these days. As this trend has been touching nearly all aspects of life, it also brings about vast impacts in the teaching and learning process. Moreover, we are now dealing with the Y generation which obviously has distinct characteristics compared to the previous ones. Unfortunately, in the university where I teach, the way the material presented remains unchanged: a workbook prepared by the academic committee for 29 diverse study programs. This paper, hereby, aims to explore a variety of ways in which this book can still be utilized but taking students' learning preference into account all at once. Needs analysis containing students' learning preference were then distributed at the end of the first meeting, followed by a small discussion for better clarification. Then it is analyzed and clustered in order to obtain a clear picture on how the material available can be developed into a meaningful interesting source. Several activities and additional materials were next designed to cater for students' dynamic participation in exploring the workbook. Students were asked to express their impression on material discussed after each meeting, and this was then discussed in week 7. It is revealed that with activities they like, classroom materials can be turned into something interesting.

Keywords: learner's preference, classroom activities, teaching Z generations.

Introduction

With the speeding passage of time, enormous changes have occurred in many ways, including teaching learning process. Infiltration of technologies, great access to a wide range of divergent sources, and the arrival of the millennial students in our classrooms are, indeed, influential factors that need to be taken into consideration. To provide challenging but thought-provoking learning environment these days, accordingly, attempts have to be made in accordance with the present situation.

It has been widely known that good learning environment is a crucial issue in a language classroom. It is this factor that leads learners to enjoy learning the material, be enthusiastically engaged, and furthermore, take over the responsibility on their own learning (TCB, 2015). Thus, classrooms which offer various learning activities, provide opportunities for students to practice and experience the language are often mentioned to be the ideal ones (Heick, 2014). Having these, expectantly, language

learning will be more meaningful and hastily to take place.

Concurrently, we cannot ignore the presence of millennial students in our classroom – the ones encompassing their own distinct characteristics compares to the previous ones. Working with them in our classroom these days means making attempts to recognize them better in order to be able to facilitate learning in a better way so that language learning can occur fruitfully.

Methodology

The subjects of my study are the first year students (approximately 19 years old) of Diploma level, majoring at Informatics and Environmental Management, learning basic Academic English. The skills taught include grammar, reading, speaking, and writing. To learn English, two types of classes need to be attended: the lecture and the tutorial classes. The former is a one-hour lecture class, holding in a class containing more than 60 students, mainly conducted in one way communication, discussing theory. The

later, however, is a four-hour class, smaller than the first class (generally contains 30 to 35 students), aiming to review the theory, do exercises related to it, and discuss the answers. The assessment covering Quizes (first Quiz testing the theory in reading and grammar, while the second is speaking), Mid-Test, and Final Test, consisting of theory (Structure and Reading) as well as speaking and writing materials, answered in writing.

A workbook, containing theory and excercises, requires to be used to teach all students in Diploma, irrespective of their major (there are about 29 dissimilar majors). This workbook is essential for students as the assessment mentioned above will be similar to the exercises presented in this workbook.

To obtain the idea how the teaching process can be meaningful, a questionnaire pertaining students' learning preference were distributed to be filled up by the students at the end of the 1st meeting, so that students have experience being in the lecture and tutorial classes. This questionnaire was written in Indonesian and explained by the teacher to avoid misunderstanding and confusion. To ensure that what have been experienced in the classroom is able assisst students in understanding the materials, students were asked to submit their impression on their learning experience they wrote after each meeting. Why does this matter?

Millenial students are distinguished from previous generations for their distinct characters, both in negative and positive ways (Main, 2013). These students are characterized as easy to have their attention shifted (Bart, 2011), but "optimistic and multi tasking" (Rivera and Huertas, 2006). They are good at current technology, and enjoy doing rather than just knowing, and goal-motivated (Howe and Strauss, 2003, Gleason, 2008). Roberts (2015), therefore, predicted the forthcoming trends in language teaching by recommending various material sources to obtain from and ways to deliver the material. He suggested that

teachers have to find "innovative ways", incorporating technology and various applications to utilize. Similarly, Boraie (2013) pointed out that to teach millennials teachers require to develop their professional competence and ability to equalize with students' new perspective. (Norton (2014), went on further uses of technology which are close to today's students' characteristics and explain how the devices can be beneficial for language teaching. The above studies indicate that teachers play an essential role in teaching these Y generation – the ones we are facing in our classroom now to cater for their specific needs.

Finding and Discussion

The followings are the results of the questionnaire, which can be divided into three primary categories. The first category is the type of classes the students prefer to attend, the second is the way they learn the language, and finally the activities the students favored.

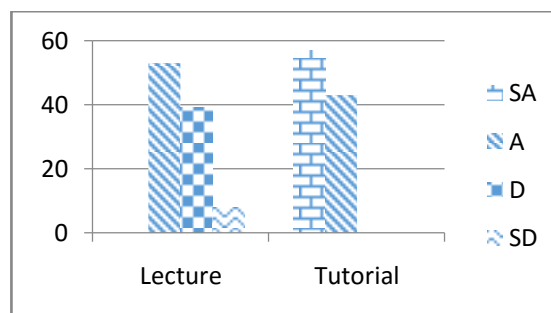


Figure1. Preferable class to attend

In regard with the type of the class, learning in the tutorial class is preferred by my students for a number of reasons: smaller number of students, more stress-free environment, more opportunity to explore and discuss materials for better understanding, and more confident to apply the skills being taught. It is crucial, therefore, to provide a variety of ways to trigger students so that they can gain much knowledge and skills being learned.

The second category shows:

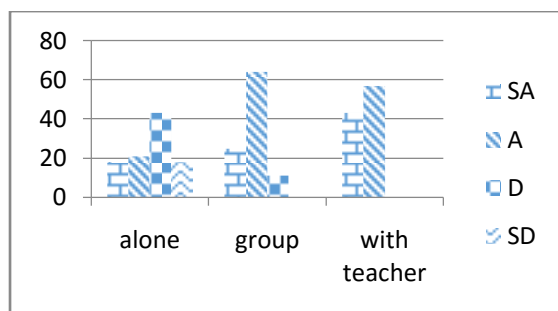


Figure 2. Preferable way of learning

It was exciting to find out that students in my class love conducting learning in many different ways: alone, in a group, and guided by a teacher. What is more attention-grabbing, though, is the fact that certain way of learning is favored by several students but disliked by others at the same time. This, again, leads to a great challenge to make every student can take the advantage of classroom activities.

The third category:

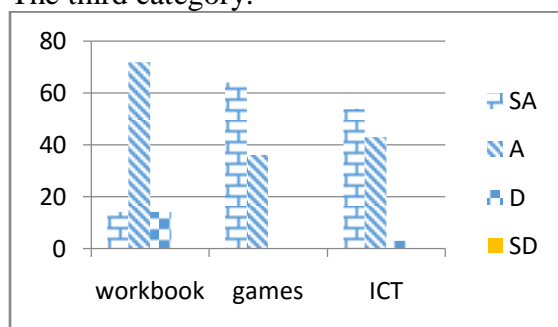


Figure 3. Preferable Classroom activity

The figure indicates that the most favoured activity to perform in the classroom is playing games, followed by using mobile phones and other information and communication technology, and finally doing exercises on the workbook. While admitting that the last activity is important to check their comprehension upon the theory learnt, students thought this would be a tedious activity to perform. Certainly, activities need to be created to turn this image into something challenging, one of which is by combining the less preferred activity with the favored ones.

The above findings demonstrate that teachers these days are faced with a variety of challenges in meeting demands of the

students— particularly the millennial ones. Bearing in mind that these students are risk taker, optimistic but easily shift their attention, teachers can make their own formula to maintain students' focus on their learning material. Teachers' innovation, creativities, open mindness, and willingness to learn more, are indeed required. As an attempt to incorporate my students' preferences, the following learning activities were carried out in my classroom:

1. Combining the ways to do exercises

As some students prefer to work by themselves, most of the activities performed individually first so as to provide an opportunity for each every student to struggle on their own. This is particularly done when coping with structure and reading exercises on workbook. When finished, checking can be conducted with pairs, small groups, or with the teacher directly. At another time, students (individually, pairs or even in groups) were asked to come forward, write their answer in the laptop connected to the classroom monitor. In this way, other groups are able to give their comment and correction so that finally everybody can contribute their opinion. Otherwise, class is divided into eight groups of 4 with a leader appointed by the teacher in each group. It is this leader who leads the discussion and keeps his/her group member participation.

Another activity that allows group work but also cater for individual need is by doing jigsaw activities in which students have to work in a small group first but need to pay great attention to the exercises being discussed. After that this group is dismissed and every individual has to make a new group to share the answers to the exercises they had discussed in the previous group. Variations can always be made in this kind of activity, for instance using bingo game, group competition, and the like.

The above activities were made to challenge students to have courage in expressing their opinion as friends are generally seen as a good counterpart to share with. Once feeling comfortable,

students are expected to be responsible for their own learning. By sharing answers with other groups, it is expected that students have adequate understanding on the materials and confidence in disseminating them.

2. Games and the use of Information and Communication Technology (ICT)

Learning through games has, indeed, been used in classroom teaching for years. As Roberts (2015) suggested, however, that the method with which students taught can be the same but there is a need for teachers to be creative and innovative. Even millennials are in favor of games as they are often viewed as fun and relaxing activities; thus, reducing anxiety.

A relatively vast number of games can be carried out – particularly when dealing with speaking and writing skills. Mobile phones which save lots of event, pictures, people, and songs in it can also be used as a great source to develop speaking materials on workbook.

Another valuable interesting source is social media like twitter, facebook, and the like. The most salient thing to note is that the games should be appropriately selected in order to

Games like twenty questions (to practice yes/no questions), guess who I am (to practice wh-questions), cross-word puzzle (to improve vocabulary), are we thinking the same (to describe person and personalities), are some common ones but can be conducted in a variety of ways. Mobile phone can also be used to tell about past activities, describe persons or things, fixing schedule, comparing and contrasting, and the like. In addition, facebook and twitter are used to practice writing; for instance writing daily activities and home town, suggesting some things to friends, etc. Another game to play is Kahoot which can be used to practice grammar exercises.

Conclusion

There are numerous ways for us, teachers, to teach our students, whoever they are. One salient aspect to keep into consideration is

that we want our students to take advantages from the learning process in the classroom so that they can finally be capable of using English in the real world. Hence, what we can do is to make our lessons as meaningful as possible by disseminating information, designing proper materials, and conducting various relevant activities. To reach this target, it is essential to identify who our students are, what and how they like to learn, and what activities make them understand and improve more. In this way, we will make language learning in the classroom meaningful and beneficial for our students.

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TEACHING ENGLISH GRAMMAR TO YOUNG LEARNERS THROUGH NURSERY RHYMES APPLICATIONS

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Abstract

In this technological era, young learners are exposed to various kinds of technologies. This phenomenon has led young learners' interest in learning through technology rather than conventional teaching. Addressing to this context, Nursery Rhymes applications exist to facilitate the wants and necessity to learn in young learners. Nursery rhymes teaches grammar, word order, vocabulary, rhythm and pronunciation altogether. There are claims that young learners have short attention span. Hence, these applications provide tools that attracts young learners' attention as supporting media for teachers. The sample consists of three young learners age 6 to 7-year-olds. The result of this two week study shows that the students have better attention and willingness to learn English grammar. Undoubtedly, this will also lead to the progress of their grammar use.

Keywords : nursery rhymes application, grammar teaching, young learners

Introduction

GRAMMAR. What would be the first thing that comes into your mind when you hear that word? Pretty sure most of you would imagine a set of rules or restrictions in language use. This would then lead to the thought of boring lessons of teachers explaining the rules followed by grammar drilling. Some might think grammar as unimportant and discouraging. However, grammar is not meant to discourage learners from learning a language, but as Widdowson (1990) and Cullen (2008) would say "a liberating force". Grammar is taught to help learners to form sentences that could convey their message clearly. Therefore, grammar is taught since early school age to enable young learners to express themselves clearly too.

However, teaching grammar to young EFL learners can be challenging. Children are physically active, imaginative, easily distracted and have short attention span (Shin and Crandall, 2014). Explaining grammar rules elaborately to young learners and giving written practices that engages no imagination might bore them. In addition, the practices that are involved usually stay in the classroom without the learners

actually practicing or using it again outside the classroom. Therefore, in this case, nursery rhymes could be incorporated as a tool for teaching grammar to young learners.

Nursery rhymes are simple traditional songs or poems for children. They contain word order and grammatical sentences that children can learn from. Prosic-Santovac(2015) pointed out that nursery rhymes abound in partial repetition at the linguistic level, with 'many repetitions of word sequences containingslight variations, which from the child's point of view, may aid the perception of abstractlinguistic categories' (Crystal, 2001) and language patterns (Gordon, 2007). Most nursery rhymes are short, repetitive and rhythmic. This helps children recall what they have learned easily. Through nursery rhymes, children will seamlessly acquire grammar (Pinter, 2006) and functional chunks (Curtain & Dahlberg, 2010). As Shweta (2013) pointed out that the foundations of grammar can be internalized unconsciously in their learning patterns, although young learners do not realize the importance or need for grammar in a language.

Young learners' interest in learning a language can be gained by incorporating technology. Nursery rhymes can be taught through computers, cellphones or tablets. There are plenty of nursery rhymes applications that teachers can use as a teaching aid in introducing the nursery rhymes. These applications provide a wide range of nursery rhymes videos containing lyrics that children can sing along to. Animated videos provide visual aids to children to help them understand words that are abstract. Hence, the usage of nursery rhymes applications will help create a more enjoyable atmosphere for the children to learn grammar.

Methodology

This small-scaled descriptive study presents an attempt to teach young learners English grammar through nursery rhymes applications.

1. Participants

This study involved one 6-year-old who was a grade 1 student and two 7-year-olds who were grade 2 students. The students were private tutoring students whom each studied for an hour, twice a week.

2. Limitation

This brief study was conducted only for two weeks. For the 6-year-old student, the grammar focus were limited to teaching subject-verb agreement, plural-singular nouns, adjectives and possessive nouns. Meanwhile, the grammar focus taught to the 7-year-olds were limited to present and past tense (simple and progressive form). The grammar was taught with the aim of the student in raising awareness in their grammar use.

3. Data collection procedures and instrument

In conducting this study, data were collected through oral and written pre-test and post-test. The pre-test and post-test for the 6-year-old student was a short-answer test. Meanwhile, the pre-test and post-test

for the 7-year-old students were telling a short story and short-answer test. These tests were audio recorded. After the pre-test, the treatment was given for 4 meetings.

4. Task-design

The students were shown one or two nursery rhymes from either the computer or the cellphone. Then, they were asked to sing along to the rhymes so they become familiar with the song. The teacher explained briefly about the grammar that they were going to learn. The students will practice the grammar points orally or written through the nursery rhymes.

Findings and Discussion

The pre-test was not given to find the score of the students but for the writer to analyze and describe their grammar use before the treatment was given. The 6-year-old student was given a Short Answer oral assessment based on pictures that the writer showed. The purpose was for the writer to analyze the student's awareness in her use of subject-verb agreement and singular-plural nouns. The written test was given to analyze her ability to identify adjectives and nouns as well as her understanding in the subject-verb agreement, singular-plural nouns and possessive nouns. All the grammar points being tested had been taught to her at her school. Thus, this pre-test is given to confirm whether the grammar points had been achieved or not.

Her oral test showed that she was still inconsistent in her grammar use of subject-verb agreement and singular-plural nouns. The following is the example of her responses extracted from the oral test.

R = researcher, S = student

R : ...(Showing a picture of three cats) How many cats do you see here?

S : Three little cats

R : ...(Showing a rhino picture) how many rhino do you see here?

S : **One rhino**

R : Now here...(showing a picture of two rhinos)

S : **Two...umm...two rhino**

R : And then...in this picture (Showing a picture of four elephants)?

S : **Four...four elephant**

R : How many boys do you see here?

S : Two boys

R : Okay...now how many boys do you see here?

S : **Umm...one boys.**

R : (Showing a picture of girls playing a ball) What are these girls doing?

S : **She is playing** with a ball.

R : What are these boys doing?

S : the **boys is** eating ice cream

Her written pre-test also showed that she required more practice in the grammar points being tested.

Meanwhile, the 7-year-old students received a different pre-test. The grammar point being tested is the past simple tense as the purpose is mainly testing their past simple tense use in telling and writing narrative story. However, simple present tense was also taught as a comparison to the use of past simple tense. Table 1 shows the verbs used in the students' oral story test. Table 2 shows the verbs used in their written story test.

Table 1. Verbs used in the oral pre-test

	Present Tense	Past Tense
Student 1	celebrate, is trying, try, find, look, run away, keep, disappear, tell, doesn't, keep, don't, go, give.	was trying, saw, looked up, was going, said, saw, were, was shrinking.
Student 2	is, is walking, see, want, say, ask, show, take, is showing, jump, run away	was, didn't know

Table 2. Verbs used in the written pre-test

	Present Tense	Past Tense
Student 1	swim, try, bite, bring, take, tell, save.	was walking, said, was, decided, did
Student 2	Is, think, talk, say, call, count, land	was, didn't know

Both table 1 and 2, shows that both students are still mainly use the present simple form compared to past simple form in writing a narrative story regardless that they had been taught to use simple past tense in writing narrative story.

The treatment was then given for 4 meetings. The procedure for both the 6-year-old student and the 7-year-old students were similar. The grammar points being taught are adjusted to their needs and the aim of the study. The students were introduced to the nursery rhymes at the beginning of the lesson. Then they were then asked to sing along to the song a couple of times. To make the activities more interactive, the writer asked the students to answer the questions based on the nursery rhymes or retell the nursery rhymes so they have the chance to practice grammar use orally for the writer to observe. Students were also asked to replace the words with new nouns, adjectives or tenses to practice their grammar understanding. Worksheets were also given at the end of the lessons. The nursery rhymes taught at the first meeting were asked to be repeated at the next meeting before a new rhyme is being introduced.

At the first two meetings, the progress was not visible as the students were still adjusting to memorizing the nursery rhymes. However, some progress was shown at the last two meetings as the repeated sentences in the nursery rhymes do help them recall what was taught at the

previous lessons. When given a corrective feedback, the students were quite aware of what their mistake was.

The post-test given was similar to the pre-test. The following is the extract of the oral post-test of the 6-year-old student.

R = researcher, S = student

R : (Showing a picture of some monkeys)

How many monkeys do you see in the picture?

S : two monkeys

R : Ok...(Showing a picture of three cats) How many lions do you see here?

S : four lions

R : how many mouse do you see?

S : **two mouse**

R : Two mouse? If it is more than one mouse, it becomes...

S : Mice

R : So?

S : Two mice

R : Now, how about this one? (showing a picture of six kittens)

S : Ooh...cute...six kittens

R : What is this man doing? (Showing a man swimming)

S : He is swimming.

R : What are these girls doing? (Girls playing a ball)

S : She **is playing** ball.

R : How many girls do you see here?

S : (Counting) Five girls.

R : So, if it is five girls...does it become she or they?

S : Oh, they are playing the ball.

R : Okay...What are this woman and her daughter doing?

S: The woman and the daughter **is cooking**.

R : The woman and the daughter means there is one person or more than one person?

S : More than one.

R : So that means...

S : The woman and the daughter are cooking.

R : Good job...What are these boys doing?

S : The boys are playing football.

R : How about...this lion?

S : the lion is sleeping.

The post-test of the 6-year-old students. Some progress was shown. She showed lesser mistake in the subject-object agreements as well as the singular-plural noun. She was able to correct mistake in grammar use too. Her written post-test

showed that she was able to identify the nouns and adjectives better. She also started to recognize the subject-verb and singular-plural nouns.

The progress made by the 7-year-old students in using the correct grammar use in narrative story is shown in tables 3 and 4.

Table 3. Verbs used in the oral post-test

	Present Tense	Past Tense
Student 1	cannot, is, climb, hide, sleep	got, went, saw, came, sat, played, said, tried, ran away, cut, fell
Student 2	hatch, hide, become, call	was, wanted, said, stayed, saw, went

Table 4. Verbs used in the written post-test

	Present Tense	Past Tense
Student 1	leave, is, knock, try, feel,	Were, went, was, saw, said, ate, came, were, found, ran away
Student 2	Wakes up, catch, laugh, bite	was, came, bumped, became, said, let, could

The results of the post-test in both oral and written form showed that they used the past tense form more than the present tense. Although the progress was not significant, it did show that the students made a progress using this teaching technique. It needed to be reminded that this was a brief study. The treatment was given for only a short period of time. The nursery rhymes are required to be taught consistently for the grammar to become internalized.

Meanwhile, the reaction towards the activity were positive. The students enjoyed having a technology being incorporated into their lessons. The

singing made them more relaxed at learning the grammar and they seemed less bored in learning compared to having a whole hour of paper and pencil activity.

This study was done on only 3 participants and done for a brief period. For further study, the writer suggests it to be done in a classroom situation and a longer period as the results may vary.

Conclusion

Nursery rhymes can be used as a tool for teaching grammar to young learners. Nursery rhymes applications provide various nursery rhymes that can be accessed by teachers and used as visual aid. The presence of technology in teaching and learning process sparks the children's interest in learning. It makes learning grammar more enjoyable for them. The study showed that nursery rhymes could lead some progress in children's grammar use. However, like any other teaching technique, learning grammar through nursery rhymes is not an overnight solution for children to internalize grammar. It required consistent exposure and practice of nursery rhymes to help children internalize grammar. That is where the nursery rhymes applications become beneficial. The students could still listen to and sing along to the nursery rhymes outside the classroom. They are able to practice the grammar unconsciously through repetitive sentences in the nursery rhymes.

In conclusion, the writer hopes that this study can help provide ideas or teaching alternatives in teaching grammar to young learners.

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EXPLORING EFL LEARNERS' VOCABULARY LEARNING STRATEGIES

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Abstract

This research is aimed at exploring vocabulary learning strategies used by EFL students. This research will try to explore vocabulary strategies used by EFL students in the range between 16 – 18 years old. 15 students with the same ability of English are used as the subject of this research. This is a naturalistic research. The data for this research is collected by using questionnaire. Data were analyzed using simple descriptive percentage calculations. The questionnaire was written in Indonesian which is consisted of 30 statements. Those statements are grouped under 9 categories. Those nine categories are adapted from Gu and Johnson vocabulary learning strategies. Thus, the research questions are: 1) what strategies are used the most by the EFL learners? 2) what strategies are used the least by the EFL learners? The result of this research are the strategies most often used by the EFL learners in this study were memorization (in terms of social strategies) and dictionary strategies, while the least used strategy discovered is note taking strategies.

Keywords: vocabulary learning strategies, learning strategies

Introduction

English as a foreign language becomes a common language in many different fields. Internationalization plays an important role to bring English becomes the first international language spoken in many different countries. No one denies that English as a foreign language is a universal language at the present (Nirattisai and Chiramanee, 2014). As English becomes an international language, it is important for people nowadays to have ability to speak and communicate in English. The importance of the English Language continue to gain the attention of all parties - students, parents, teachers, politicians, educators and academicians in all education institutions. In order to function reasonably well in the second language, learners should at least have 2000 words. Without possessing the minimum thresholds of vocabulary learners will face difficulties in all the four language skills - listening, speaking, reading and writing (Subon, 2013).

Communication without vocabulary is considered to be meaningless. English proficiency has been found to be closely

related to vocabulary knowledge (Laufer, 1998; Nation and Meara, 2002). Vocabulary is considered as a very essential component of any languages (Waring and Nation, 1997). Lack of vocabulary obstructs learners' language development as a higher language level requires a higher amount of words (Waring and Nation, 1997, Hu and Nation, 2000). Using vocabulary learning strategies is one of effective tools to enhance learners' vocabulary size (Cunningsworth, 1995; Nation, 2001). According to Nation (2001), large vocabulary can be acquired with the help of vocabulary learning strategies and they are useful for learners in all language proficiencies. Cunningsworth (1995) also stated that helping learners develop their vocabulary learning strategies is a powerful approach to help learners acquire large vocabulary repertoire. Davies and Pearse (2000) suggest that vocabulary in communication situations is usually more essential than grammar as it is annoying for language users when they cannot communicate effectively due to the lack of needed vocabulary. The same opinion is proposed by Fauziati (2015) that vocabulary

is central to language and important to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, they often lost interest in learning.

Many researchers said that it is important for English as foreign language (EFL) learners to possess good knowledge of vocabulary in order to be able to speak and communicate effectively in English. Having good storage of foreign language is not a simple thing. Vocabulary is a fundamental element of language proficiency and its acquisition is a main factor of effective communicative skills. Developing a rich vocabulary is an essential and continuing challenge for language learners. Language learners need to use strategies to help them acquire new lexical items and to have rich vocabulary. The use of suitable strategies makes a distinction between experienced learners and beginners in many learning areas. It is a necessity for language learners to increase their vocabulary knowledge and to understand words to use them correctly (Rabadi, 2016). Vocabulary learning strategies have been shown to help learners develop their vocabulary knowledge. Thus, it is worthwhile to study vocabulary learning strategies (Nirattisai and Chiramanee, 2014). Studies of the vocabulary learning strategies used by L2 learners have demonstrated that learners differ in the range of strategies they use and in the effectiveness with which they apply those strategies (Gu & Johnson 1996). In addition, to help learners function well in L2, they need to know strategies that may help them acquire L2 vocabulary. Vocabulary learning strategies stem from language learning strategies. Learning strategies refer to what learners do to achieve their learning tasks. These strategies are used by them when they learn grammar, literature, vocabulary and others (Nayan & Krishnasamy, 2015).

Vocabulary learning strategies (VLS) are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades (Gu, 2009). The research that has been done by Noor and Amir (2009) also showed that there are different strategies used by EFL learners to learn vocabulary. The findings of the data showed that the strategies most often used by the EFL learners in this study were memorization (in terms of mental images), dictionary strategies and linguistic clues. However, the least used strategy discovered is note taking strategies. The implications of these findings suggest that EFL learners would need to engage more strategies to enhance their learning and memory of the vocabulary. Although the subjects in this study were discovered to have knowledge of certain strategies, yet they failed to practice what they have learned. It is important to make students aware that learning does not only involve having knowledge of a particular strategy (competence), but rather it will become enhanced when we make use of that knowledge (performance).

Zarrin and Khan (2014) on their study to 46 students of undergraduates Aligarh Muslim University in India explains that memory strategies were most used by them. In the other side, meta-cognitive strategies were the least strategies that were used. They adopted Schmitt taxonomy in their study. In their research, they gave suggestion that the EFL learners need to be trained on vocabulary learning strategies. They also suggested that effective vocabulary teaching and learning should be included in their learning process. Both previous findings investigated vocabulary learning strategies used in University. The subjects are EFL adult learners. It is presumably important to explore vocabulary learning strategies used by young learners. This research will try to explore vocabulary strategies used by EFL students in the range between 16 – 20 years old. It reported some findings of the vocabulary strategies employed by 15 students. Thus, the research

questions are: 1) What strategies are used the most by the EFL learners? 2) What strategies are used the least by the EFL learners?

Methodology

Questionnaire is the most efficient method which is frequently used to identify learner's learning strategy. This instrument has been used extensively to collect data of mostly foreign language learners (Fauziati, 2015). This study used an adapted version which is proposed by Gu and Johnson (1996). The questionnaire was written in Indonesian which is consisted of 30 statements. Those statements are grouped under 9 categories: 1) Beliefs about vocabulary learning, 2) Metacognitive Regulation, 3) Guessing Strategies, 4) Dictionary Strategies, 5) Note-taking Strategies, 6) Memory Strategies, 7) Activation Strategies, 8) Source, and 9) Anxiety and Motivation. The subjects responded using a 4-point Likert scale, ranging from strongly agree (1) to strongly disagree (4).

Findings and Discussion

The data showed that the EFL learners believe memorization (100%) and repetition (86%) to be one of the ways to learn vocabulary. All learners (100%) believe memorization is the best ways to learn vocabulary. While 86% of learners agree that repetition is a good way to learn vocabulary. Besides, most learners also agree that reading can improve their vocabulary. At the same time, they would also employ the strategy of guessing based on the context the word if located. This finding might indicate that the student could identify with the strategy of using contextual clues to guess the meaning of the word. In terms of self-reflection strategies, these subjects responded positively to thinking about their progress in vocabulary learning (87%). It was also discovered that when it came to examinations, 73% responded that they would not just focus on things that were related to exams. On the other hand, there was still a number (27%) who responded otherwise. This finding could imply that

students are still very influenced by examinations.

The data showed that a majority of the students (87%) used their background knowledge such as experiences and common sense in guessing the meaning of the words. About 67% of the students mentioned that they would not skip unknown words unnecessarily while reading. Although they would not skip the words they don't understand, they didn't try to guess the meaning of the words by using their prior knowledge about the topic. Dictionary is one of the popular media for students to identify or look for the meaning of the word. Instead of using monolingual dictionaries, learners tend to use bilingual dictionaries. Approximately students (86%) mentioned that they referred to the English-Indonesian dictionary. There were several purposes of using the dictionary. The highest score came from using the dictionary to find the appropriate usages of the word (87%).

There were many ways of note taking strategies employed by the students. Approximately 10 students claimed that they had a vocabulary notebook in contrast to 7 students who mentioned that they did not have one. The most common ways to take note of vocabulary was the writing of the unknown English word and its Indonesian translation (11 students). This data could imply that the students were unaware of the impact of note taking or keeping a vocabulary note book for vocabulary enhancement purposes. Moreover, the strategies that they employed such as writing the English words and translations as well as noting the meaning of words are insufficient for enhancement and memory of words. In terms of memory strategies, the students were discovered to employ the strategy of oral repetition and creating mental images most often (13 students). It was interesting to note that about 11 students also employed the strategy of written repetition of a word. In relation with mental image, most of them (13 students) would remember words well if they imagine it with some images. Most of the students agree that they often use

memory strategy to learn vocabulary. In terms of anxiety toward learning the English language, the findings showed that 80% of the subjects felt anxious about reading English text. This indicated that the English language is not widely used in their studies. About 9 students just skip the words that they don't understand. However, 9 students responded that they still do not know how to learn vocabulary. In terms of activation strategies, most students (66%) responded that they would employ the new words that they have learned in their speech and writing. This finding showed that these learners have confidence and put in effort in using the words.

From the result of the data, it shows that the most strategy used by the learners is memorizing. The learners tend to remember vocabulary by memorizing and repeat the words. In terms of memory strategies, the students were discovered to employ the strategy of oral repetition and creating mental images most often (13 students). It is supported with theory of oral strategy to learn vocabulary. Oral story telling helps students acquire vocabulary with or without teachers' explanation of words meaning (Elley, 1989). Besides, most learners also agree that reading can improve their vocabulary. They would also employ the strategy of guessing based on the context the word if located. This finding might indicate that the student could identify with the strategy of using contextual clues to guess the meaning of the word. This result is in line with the statement proposed by Nayan & Krishnasamy (2015) that learners find contextual clues useful when they try to find meanings of words from reading texts. 42.30% find it very useful and 3.85% think that it is slightly useful. It can be concluded that learners find this strategy helpful to help them further comprehend any passage read.

In terms of anxiety toward learning the English language, the findings showed that 80% of the subjects felt anxious about reading English text. This indicated that the English language is not widely used in their studies. Vocabulary development

emphasizes that students seek purpose in learning. Thus purposeful learning in vocabulary development means that students perceive reasons for achieving good vocabulary knowledge. As educators and teachers, we need to understand that learners develop their vocabulary learning over a period of time. Knowing a lot of words does not guarantee that the learner is able to read efficiently (Noor & Amir, 2009). There are some students that still do not know how to learn vocabulary. Teachers should realize how and what important vocabulary learning strategies are and encourage learners to apply them in vocabulary learning. Students themselves need to be informed of the benefits of vocabulary learning strategies, to know their limitation in using vocabulary learning strategies, and to take more responsibility for their own vocabulary learning. The use of vocabulary learning strategies can lead students to large vocabulary size (Nirattisai and Chiramanee, 2014).

87% of the students responded that they would employ the new words learned in everyday situations. This finding showed that these learners have confidence and put in effort in using the words. It is also considered as social strategy. It supports the statement from Asgari & Mustapha (2011) that one of the more significant findings to emerge from this study was that the respondents applied new English words in their daily speaking. It can be considered as a social strategy. They practice new words among friends in the class, ask questions in the classrooms, and interact with native speakers. A possible explanation for this might be that these students benefitted from the receptive and productive knowledge of vocabulary learning in second language. Using social strategies are rather popular; this data also revealed that social strategies are frequently used by subjects of this study.

Conclusion

To conclude, the findings of the data showed that the strategies most often used by the EFL learners in this study were

memorization (in terms of social strategies), reading, and dictionary strategies. However, the least used strategy discovered is note taking strategies. EFL learners still feel anxious about reading in English. The reason of this point is because they have lack vocabulary knowledge. The implications of these findings suggest that EFL learners would need to engage more strategies to enhance their learning and memory of the vocabulary. Although the subjects in this study were discovered to have knowledge of certain strategies, yet they failed to practice what they have learned. It is important to make students aware that learning does not only involve having knowledge of a particular strategy (competence), but rather it will become enhanced when we make use of that knowledge (performance). Besides, Teachers should realize how and what important vocabulary learning strategies are and encourage learners to apply them in vocabulary learning. As educators and teachers, we need to understand that learners develop their vocabulary learning over a period of time. Students themselves need to be informed of the benefits of vocabulary learning strategies, to know their limitation in using vocabulary learning strategies, and to take more responsibility for their own vocabulary learning. The use of vocabulary learning strategies can lead students to large vocabulary size.

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AN ANALYSIS OF WRITING PROBLEMS OF PGSD UNNES STUDENTS

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ABSTRACT

Writing is considered a productive skill and useful tool for learning process. It is the most used skill in evaluating students' performance in almost all levels of education. In Indonesia, tertiary level students still face enormous writing problems in English. The objective of this present study aims to explore writing problems of students of PGSD (Primary School Teacher Education) Department, Faculty of Education, Semarang State University (UNNES), and the study is also intended to share some recommendations how students can get overcome those problems. The study was conducted on 160 students of PGSD UNNES from the same level. The data were taken through document collection and questionnaire. Moreover, a semi-structured interview on two lecturers has been conducted to reflect their attitudes and opinion on students' English writing problems. The results of this study showed that students face many problems when writing English. The problems could be classified into some categories. In addition, a few recommendations are provided on the basis of the result. This study could help the teachers/lecturers to resolve the problems and find some strategies to improve students' writing in English.

Keywords: writing problems, students of PGSD UNNES, the same Level

Introduction

In communicative language teaching, writing is one of the four basic language skills, and it holds a major part of learning a language because students are to sit for examination to prove their competence by writing properly. In Indonesia, English is taught as a compulsory subject from primary level to higher secondary level. Even the English language has been adopted as a medium of instruction in some universities because English has become "the medium of a great deal of the world's knowledge" (Crystal, 2003). Nonetheless, the frustrating news that most of the students at the tertiary level, especially in primary school teacher education department (PGSD) of Semarang State University (UNNES) are very weak in the writing skills. After completing their secondary and higher secondary level, they fail to show their expected competency. In this regard, Hoque (Khan & Akter, 2011)

notes, "Despite the considerable amount of time devoted to English instruction, the general proficiency and achievement of the majority of the students graduating from high schools is unsatisfactory and disproportionately low."

In Indonesia, many state and private universities offer different English language courses along with the core courses in various departments to teach writing as a skill, and the objective of these courses is to sharper learners' language skills for academic, professional or personal purposes. However, the outcome is not satisfactory. The proficiency level of English among students is very low due to their educational background. Most of the students are not able to write effectively. That's why it is more challenging teaching writing skills in English language, especially whose English language course/study is non-major (especially PGSD Department Students.

They are not motivated, and feel burdened in the English language classroom. They also feel daunted by the classroom activities. That's why writing skills to non-English major students is really problematic.

At Semarang State University, especially as PGSD Department, the subject/course of English is taught for two semesters. This course has an objective to give students competencies to master four skills of English (especially writing) to support their educational knowledge through mastering of English.

This study aims to find out the writing problems of PGSD Unnes students. The study is also intended to share some recommendations how students can get overcome those problems.

Writing skills are an important part of communication for students throughout their academic life because it allows them to organize their feelings and ideas clearly as well as to convey meaning through well-constructed text. David Nunan (2003) defines:

Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

In the recent years or more, there has been a growing concern in developing writing skills in the higher education as education diversifies at this stage. Learners go on to more specific knowledge acquiring situation where their writing has to more focused and specific oriented (Rahman, 2009). According to Bjork and Raisanen: We highlight the importance of writing in all university curricula not only because of its immediate practical application, *i.e.* as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines (Khairy, 2013).

It is mentioned earlier in Indonesia English is taught compulsorily in all levels of education. Khan and Akter (2013) note in their study:

In our teaching-learning context, writing skill is usually considered as a clear proof of whether learners learnt English well or not. Learners sit for different examinations and get grades/scores on the basis of writing ability. Although other three skills are more or less practiced in the class, only writing ability is assessed for grades or scores in the examination.

University students must be able to write clearly about topics related to their research fields (Mustaque, 2014). Even after practicing writing for a long time students face numerous writing problems when they join university for higher education. Uddin (2014) writes in his study, "Writing is the most focused but the least developed English language skill among the university learners. At tertiary level the situation is not different". It is an assertion that the importance of writing is not unique to liberal arts or social sciences alone but is also germane in science and technology courses (Bodunde and Sotiloye, 2013). Dudley-Evans and St. John (in Khairy, 2013) states that success in the relevant fields depends on the factor that how effectively the students handle different writing genres like summaries, essays, reviews, etc. This is applicable to the students of all disciplines in English-major and non-major students in particular.

Students may face many problems in their English writing as L2/foreign writers. In this regard, Alam mentioned, "It is often found that students may have knowledge about vocabulary and grammatical aspects (e.g. using the right tenses, collocation, and prepositions) but face problems in writing coherently and restructuring ideas after evaluating them" (Mustaque, 2014).

According to Heaton (1979): The writing skill in a foreign language is complex and difficult to learn not only the ability to use structures, but also conceptual of varied skills such as stylistic and mechanical skill. Stylistic skill is the ability

to manipulate sentences and use language effectively whereas mechanical skill is the ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.

A growing mass of research has offered valuable insights into the significance of this skill for academic success. In Indonesia many researchers have studied on students' writing problems. In their research, Khan and Akter (2011) identified undergraduate students' word and sentences level mistakes in English writing. In this regard, they suggested,

"In the training curriculum, aims and objectives should be appropriately designed and utilized to make sure it is effectively linking the praxis of writing which is inevitably essential in today's English teaching and learning context."

Ahmad (1999) found in his study that students are seriously prone to making mistakes in English articles. He pointed out that mistakes occurred because of the differences between Indonesian and English languages. In her study, Mustaque (2014) reveals undergraduate students' writing samples exhibit innumerable errors, *i.e.* lexio-semantic errors, errors with verbs, prepositions, articles. She illustrates that the participants write without any planning, purposeless.

In another study by Fahmida (2010) identifies Indonesian tertiary level students' common errors in their academic essay. Different types of errors are spelling, punctuation and organizational problems. She recommends that more intensive English courses should be there before they take their major course of their respected area.

Various studies have been carried out focusing on error analysis of ESL learners in different language and culture contexts. Seyabi and Tuzlukova (2014) investigate the gaps in English language teaching and learning that exist between post-basic schools and universities in the Sultanate of Oman. They also identify that, "Majority of students, representing both educational contexts struggle with lexical

and content aspects of writing; however, university students' perceptions of the kind of problems they encounter and of the strategies to address them are more assertive."

After doing research on Chinese students Darus and Ching (2009) showed that the four most common errors made by the Chinese students are the mechanics of writing, tenses, prepositions, and subject-verb agreement. Another research of Javed and Umer (2014) revealed that students have serious problems in their academic writing due to their weaknesses in using appropriate lexical items, organization of ideas and grammar. The other weaker areas are prepositions, spellings, irregular verbs, articles, punctuation, suffixes and prefixes.

Therefore, we can see that many researchers have found that writing in a second language poses many problems for the majority of English as a foreign language (EFL) learner. In Indonesia (especially at PGSD Unnes students) undergraduate students have still an alarming tendency to make mistakes in syntactical and lexical level. Many researchers have also offered valuable insights into the approaches of teaching writing skills.

Methodology

1. Participants

All the participants in this study are students of PGSD Unnes (primary school teacher education department of Semarang State University). The number of participants are 160 students (four classes). The age of the students ranges 18-19 years. They are all the students in year 1 of PGSD Department of Semarang State University. This study was conducted in 2016 (semester 1 and 2) at Campus of PGSD Department of Unnes. These learners have already finished their secondary and higher secondary level where English was a compulsory subject. On the other hand, the researchers also provided a questionnaire of eleven close-ended statements to the selected students from the same Institute to elicit their responses. A

semi-structured interview is taken as well from two lecturers who are currently teaching the students.

2. Data Collection

Data were collected through writing sample analysis, questionnaire and interviews.

a. Writing Samples

As instruments the researcher used to collect data from writing samples of the participants and questionnaires. Writing samples were chosen as a research instrument to get a clear picture about the writing problems of PGSD Unnes students. For collecting data, two descriptive topics were given in a time pressure of sixty minutes. The participants were assured that their writing samples won't be counted in exam, and it's just a writing activity. This made the participants feel free and comfortable in writing a paragraph. The participants were informed that they had to start with prewriting then a final draft. The students did not know that their writings are going to be under investigation. In the first topic, students were asked to write a descriptive paragraph about "Their Motivation to Study at PGSD Unnes", and the second topic students were asked to write about "Their Opinion about Conservation at Unnes". The students were asked to write freely and to express their ideas clearly about those topics. The writing samples presented a vivid picture about the students' composing & writing problems. As all the participants were the direct students of the researcher, she managed to collect writing samples and questionnaire in her scheduled class time.

b. Questionnaire

Another research instrument used by the researcher to collect data was a written questionnaire which included eleven close ended questions with fixed alternatives covering the research questions as well as subject related. The questionnaire was delivered to each of the 160 students. Each student completed and returned the

questionnaire. While filling up the questionnaire, students were asked that writing their name was not mandatory, it is optional. The questions in the questionnaire were set to obtain information about their attitude, problems, opinions and motivations as a PGSD Unnes student. These questions were designed to gather information about the problems which they are facing while writing and their way of dealing with them. The result of the survey conducted among the participants was counted into percentage. From the responses of the participants the researcher finds out the reasons of their writing problems.

c. Interviews

Two lecturers who were offering courses to first year undergraduate students & currently teaching were interviewed to find out their perceptions of the PGSD Unnes undergraduate students' writing problems. Each interview lasted about twenty minutes. The interviews were audio taped and then transcribed by the researchers.

Findings and Discussion

1. Findings from Writing Samples

The results of this study showed that students face many problems when writing English. It is an undeniable fact that an understanding of a language grammar is essential, and as it is said vocabulary is the flesh of the language and grammar is the skeleton. An analysis of the students' paragraphs revealed that various kinds of mistakes made students writing weak. Sentence levels grammatical mistakes committed by the students, namely spelling, subject-verb agreement, articles, preposition, capitalization, fragments, punctuation, tense, etc. they have also problems with paragraph structure, coherence and cohesion, etc. By examining the writing samples of the students, it can be presumed that a significant number of the students that is 88% cannot organize their ideas. While writing they show more concern for language related problems.

a. Category of Writing Problems

Table 1 gives a statistical summary of the main writing problems noted from the students' writing samples arranged on the basis of raw frequency rank order starting with the highest to the lowest frequencies.

i. Spelling Mistakes

As can be seen from Table 1, the spelling mistakes are the most common writing problem noted throughout this study 822 (20.64%). It ranks number one out of eleven. Students have a tendency to spell words according to their pronunciations. They commit spelling errors of letter omission, addition, transposition and substitution, etc. For example, attractive (attractive), together (together), favorite (favorite), famous (famous), etc. Presumably a lot of spelling mistakes occurred because of L1 interference. Actually, in Indonesian language students usually learn to spell words, according to orthographically rather than phonetically. That's the main reason to spell wrong words in English.

Table 1. Classification of writing problems and percentage per category

Category of writing problems	Frequencies of writing problems	Percentage (%)
Spelling	822	20.64
Tense	687	17.25
Subject-verb agreement	564	14.16
Punctuation	410	10.30
Fragment	324	8.14
Preposition	285	7.16
Number	231	5.80
Pronoun	178	4.47
Misuse of words/wordiness	172	4.32
Articles	166	4.17
Capitalization	143	3.59
Total	3982	100

ii. Misuse of Tense

The second most common problem faced by students is the misuse of tense of their writing 687 (17.25%). They are unaware about mixing both present and past tense in the same paragraph or sentence. On the other hand, English does have numerous possible tenses (verb forms), and their uses are not always helpful to the learner. The past simple tense, for example, can be used to talk about the future: If I had a lot of money, I would buy you a new car. So Many students get confused which tense (verb form) is required to express clearly the meaning that they wish to convey.

iii. Subject-Verb Agreement

Students have always been taught to use a verb which should agree with its subject. In spite of that, many errors were made in this area 564 (14.16%). They use a plural verb with singular subject and *vice-versa*.

iv. Punctuation & Fragments

Some students made fragments when they wanted to write complex sentences. Because of wrong punctuation, so many sentence fragments, comma splice and run-on sentences were found. Sometimes their long sentences became over-loaded sentence without proper punctuation. Punctuation mistakes were made by students which constitute 410 (10.30%), and mistakes made with fragments were 324 (8.14%).

v. Preposition

Most of the students were found to use an unnecessary preposition in their writing 285 (7.16%). In some cases, they added inappropriate preposition.

vi. Number

The total mistakes made with regard to the number were 231 (5.80%) which proof that undergraduates students' still had difficulty in understanding the concepts of the singular and plural number in their writing.

vii. Pronoun

The number of mistakes related to the right use of pronoun agreement and references 178 (4.47%).

viii. Misuse of words & word choice

Students had mother tongue interference in their writing. They often misuse translation from Indonesian to English. They also make errors in the choice of the suitable words or phrases that add nothing to the meaning. The total mistakes that occurred in relation to misuse of words & word choices were 172 (4.32%).

ix. Misuse of articles

Undergraduate students still had difficulty in understanding the concepts of definiteness and indefiniteness. Some students had a tendency to use “the” where it is not necessary. In some cases, our students over-corrected themselves by using articles hastily. The number of total mistakes made with regard to article was 166 (4.17%).

x. Capitalization

The number of mistakes related to capitalization 143 (3.59%), especially pronoun I & writing a letter as an uppercase and others as a lower case based on specific rules.

b. Organizational Problems

When we talk about effective writing, we often think first about elements like word choice, grammar and mechanics, and content or evidence. However, a really important part of effective writing is logical organization. The researcher analyzed the problems from the content of the paragraph writing. At first, the students were asked to write a descriptive paragraph. Most of them did not follow a beginning, middle, and an end. Students failed to write an effective topic sentence, supporting details and concluding line. These samples create the impression that the participants fail to form

any clear idea about their writing topic. They fail to generate ideas and lack appropriate information. Lack of structure, unity and irrelevant ideas were found in their writings. Both paragraphs were lack of transitional phrases. The majority of the students had limited vocabulary and struggled to express their ideas. Plagiarism was a serious writing problem among most of the students. Repetition was another problem. It is evident that that students struggling when they write in English. They never bother to plan their composition and all they think just to pass exam which lead to poor and ineffective writing at the end. Only a few students able to organize ideas coherently, fulfilled the required word limit, fewer errors, and seldom include any irrelevant ideas.

2. Findings from a Questionnaire

Table 2 shows the questionnaire administered to the students and the number of respondents per each degree of response. The majority of students do not have sufficient command over the necessary sentence structures for writing in English (90%). They do not feel confident to express their ideas in writing (76%); they cannot write on any relevant topic easily (79%). The majority of the students do not use prewriting techniques (65%). They do not practice in home for writing (93%); however, they like the courses in which they are taught writing English (72%). They are encouraged by the teachers to practice writing in English in the classroom (94%); nonetheless, they are not motivated in non-English major Classes (72%). Students are not more concern about grammar rather than organization patterns of writing (68%). Some students reveal that they like the English language courses for developing their skill (71%); however, the majority of the students think their English is not better now than it was at the college (72%).

On the other hand, a few students use prewriting techniques (39%), they can write easily on any relevant topic easily (25%). A few students practice at home for

writing (11%). They do not like the courses in which they are taught writing English (32%). The minority reveals that they do feel confident to express their ideas in writing (28%); they have sufficient command over the necessary sentence structures for writing in English (14%). Some students do not like the English language courses for developing their skill (33%). A few students are encouraged by teachers to practice writing in English in the classroom (10%) and motivated in the English language classroom (32%). Some students are (36%) more concern about the organizational patterns of writing rather than grammar and think their English is now better than it was at the college (32%).

Table 2. Summary of findings from a questionnaire

Questions Topic	Answer Type	Number of Students	Percentage (%)
Do you have sufficient command over the necessary sentence structures for writing in English?	Yes	16	10
	No	144	90
Are you more concern about your grammar rather organization pattern of writing?	Yes	51	32
	No	109	68
Can you easily write on any relevant topic?	Yes	33	21
	No	127	79
Do you use prewriting techniques?	Yes	56	35
	No	104	65
Do you practice at home for writing?	Yes	11	7
	No	149	93
Do you feel confident in your ability to express your ideas in writing?	Yes	38	24
	No	122	76
Do you feel motivated in your non-major English classes?	Yes	45	28
	No	115	72
Do you like the English languages courses for developing your writing skill?	Yes	115	72
	No	45	28
Do you like the way in which you are taught English writing skill?	Yes	109	68
	No	51	32

Do your teachers encourage you to practice writing in English in the classroom?	Yes	150	94
	No	10	6
Do you think your English now better than it was at the college?	Yes	51	32
	No	109	68

3. Findings from Interviews

The responses of the interviewees were counted into percentage after conducting the semi-structured interviews. The assorted responses from interviews with ten lecturers and two senior lecturers tended to agree in many ways.

- All the interviewees in this study mentioned that grammatical weakness was the main problem of PGSD Unnes undergraduate students.
- Lack of vocabulary and motivation are the reasons behind the weakness in English writing skill. Students do not participate in the classroom. They are just mute spectators and do not reveal their writing problems. Sometimes students do not ask for the teacher any kind of clarification or solution.
- Another problem was knowledge and understanding. Students do not know the process of writing and how to write a topic. Overall, they do not know how to develop supporting details.
- Lecturers believe that almost most of the students never write outside the classroom even for assigned assignments. That is the major problem for students because this practice makes them becoming a weaker writer. They just write in the classroom and exam hall.
- Lecturers believe that students' educational background plays a major role of their weakness of writing. In Indonesia majority students are from Indonesian medium and curriculum designs are exam oriented. That is why they feel comfortable with Indonesian writing.

- f. Memorization is only one tool to get good grades for Indonesian medium students which hampers their English writing capabilities.
- g. All the interviewees, 92% acknowledged that their emphasis had been on semester course content coverage and presentations. They also expressed because of time limitation it becomes difficult to attend to individual writing problems.
- h. All lecturers (100%) blamed that students are more concerned about their major English study, and one of the most common allegations from students is that they do not have much time for studying their English course and always show excuses for not improving their writing skill. They used to find out how to manage to get a medium grade for an English course. Thus, make them becoming a weak writer and do not feel comfortable with their study at an English medium university.

4. Limitations of the Study

The research was conducted on four classes (each class consisting of 40 students) where 160 students took part in the research process, and they were all private university students and from the same Institute. Another limitation of the study is that the students' data is collected through questionnaire and the writing samples. Through the questionnaire, the findings reflect mere opinions of students about their problems in writing. Interview of the students could have been more helpful to collect appropriate data. The findings of this study do not have the required authenticity to be generalizable. Another demerit of the study was that we just found out teachers' opinions about causes of students writing problems. However, the study does not reflect what teachers do in the classroom based on these problems. So, further extensive research through classroom observation is required to validate the outcomes of this study.

5. Recommendations

It is not very easy to draw general recommendations based on the findings of this study that investigated all the participants; however, relevant solution or suggestion may support to some extent:

- a. The findings suggest that the numbers of English language courses (studies) that are offered for PGSD Unnes students as well as the opportunities of writing practice in the classrooms are not sufficient. It is strongly recommended that the language courses should be increased for PGSD Unnes Students to strengthen all the language skills in general especially in writing.
- b. In fact, the students who are taught writing in the traditional way do not know how to write standard paragraphs and essays. The way they practice writing in their academic setting, make them to focus on the finished written product rather than the writing process. Many undergraduate students are still weak in Indonesian writing let alone in writing English because they are not taught how to write academically even in their first language (Indonesian). If these students are taught the basics and strategies of writing in general, they will learn to write in the exam as well as acquire the ability to produce coherent writing on any topic.
- c. Actually, the traditional teaching method is a major cause for students' weak writing, and it is strongly recommended that lecturers should provide their students with as many opportunities to practice the target language as possible. No doubt good writing depends on the mastery of the grammar of the target language.
- d. To enrich vocabulary, learners should spend some amount of their time based on their limitations. They should follow a good ESL learners'

English to English Dictionary such as Oxford Advanced Learner's Dictionary to look up the meaning of unknown and difficult words. In addition, they should maintain a diary to note down the usage of these words.

- e. Adequate teaching aids and modern equipment should be provided in university to motivate the students to use English with the teachers/lecturers.
- f. Motivation and attitude are not only related to the learners, but to the teacher/lecturer him/herself. Curriculum design should be revised for PGSD Unnes students. The questions set for the exams should be creative, not repetitive. Improving writing problems should be treated as a long-term job.
- g. Feedback is intended to help our students improve their own writing. The weak students should be divided into small groups and put under the supervision of the teachers/lecturers for the whole period of their study at the university. It is always helpful to encourage students to use different activities and strategies to improve their writing, e.g. keep a journal, poster presentation, use a word processor, etc. The English teachers/lecturers need to spend a great deal of time checking, marking and giving feedback to their students.

Conclusion

The study has tried to identify major writing problems of PGSD Unnes undergraduate students. It has been also found that grammatical weakness, less practice, lack of motivation and educational background were the main reasons behind the weakness of PGSD Unnes students. To overcome those problems, students need the proper guidelines, and at the same time students have to find out their own writing problems to become a good writer. The curriculum

should pay more attention to learners' needs as well. It is useful to raise the learners' confidence, and to do that the task of developing English language, especially writing skills cannot be done by the English course teachers/lecturers alone. All other course teachers/lecturers should share the work.

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DESIGNING *LET'S LISTEN* MULTIMEDIA CD FOR LISTENING CLASS

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Abstract

Teaching listening in a language laboratory can be a beneficial or even a challenge for a teacher, especially in elementary school. It is beneficial since the laboratory is equipped by sophisticated aids to support the listening learning process. On the other hand, choosing an appropriate material which can be supported by the aids and meet with students' need is the challenge must be aware by the teacher. This study proposes an answer for the challenge. This study describes a development of multimedia CD for listening class which is intended for engaging students in listening class.

In developing the multimedia CD, the steps proposed by Thiagarajan, Semmel, & Semmel are the basis of conducting the study. Some adjusted stages were conducted such as the define stage, design stage, and develop stage. The multimedia CD was designed interactively so that the students can involve actively in the listening learning process, since it also provides interactive feedback. Some suggestion and revision from some experts completed the process of the development. Based on the experts' analysis, *Let's Listen* multimedia CD has met the criteria to be a teaching material for listening comprehension especially for fifth graders. *Let's Listen* multimedia CD has a positive effect in listening class and it also allows the students to have student-centered learning and lead them into independent learning. Overall, the multimedia can enhance the students' motivation in listening class.

Keywords: developing, multimedia, listening

Introduction

Listening has important role in communication. To sustain the conversation, people need to understand what other says by listening before they respond to the speaker. Listening is an active skill which means when people are listening, they are also creating meaning in their mind about what the speaker says. Therefore, language learners need to develop their listening competence.

Developing listening competence means developing listening comprehension. Listening comprehension does not only play role as understanding process, but also as psychological process in learning language. With a greater understanding of language quality and the development of teaching theory, there has been recognition of the process of listening comprehension as needing greater emphasis. It is explained by Rost (2002, p. 8) that listening

comprehension in its broadest sense; as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning and responding (collaborative orientation); and creating meaning through involvement, imagination, and empathy (transformative orientation). Therefore, listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages.

Teaching listening in school, however, still encounters some problems. Listening is considered as difficult skill in teaching and learning process. Harmer (2008, p. 12) groups four general categories of listening difficulties. They are characteristics of the message, the delivery, the listener, and the environment. In line with the importance of listening, School

Based Curriculum has been designed to develop students' listening competence. In Elementary School, fifth grade students need to be able to respond instructions in their daily context. Besides, they also need to be able to respond instructions and in their daily context verbally. As a matter of fact, most students get difficulties in listening English as their foreign language.

Engaging the use of media is important to support the teaching and learning process in listening class. The teacher needs an appropriate media in order to make the students to be active and motivated in listening class. Furthermore, Harceleroad (1977, p. 17) states that educational media off all types play increasingly important roles in enabling students to reap benefits from individualized learning. It is fortunate that the potentialities of modern technology may be combined with educational planning to provide resources needed for this purpose. Murcia (2001, p. 461) also assists media help teachers to motivate students by bringing a slice of real life into classroom and by presenting language in its more complete communicative context.

The use of multimedia have significant effect in education field. Several benefits derived from the use multimedia are also pointed out by Cigerci and Gultekin (2017), Ampa (2015), and Babiker, Mohd. Elmagzoub A (2015).

Considering the benefits served by multimedia above, this study aims to describe the development *Let's Listen* Multimedia CD for listening class.

Methodology

Research Design

In developing the multimedia CD of listening, research and development approach was carried in this study. The major purpose of research and development was not to formulate or to test, but to develop a product for its use in classroom. Gay (1981, p. 1) stated that research and development was not only to make or test a

theory but also to develop the effective products that could be used in teaching and learning activity.

The research and development by Thiagarajan et al (1974) is conducted in this study. There were four steps: 1) define; 2) design, 3) develop, 4) dissemination. However, this study limited the steps into the first three steps; define, design, and develop. The study omitted the dissemination stage because it consisted of packaging, diffusion, and adoption. The distribution of material widely, in this case is CD, was not necessary yet in this study. The following figure was intended to illustrate the research and development procedure.

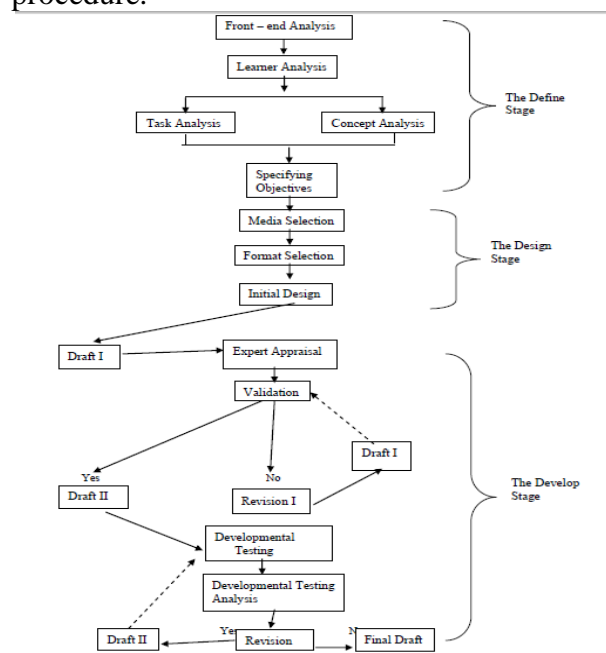


Figure 1. Research and Development Procedure by Thiagarajan et al.

Participants

In this study, the participants were an English laboratory teacher and 34 students in fifth grade.

Data Collection

Questionnaire, observation, and interview were used to collect the data. Closed and open-ended questionnaires were carried in this study. The questionnaires consisted of five aspects related to the multimedia CD, they were the validation of

substance of material aspect, multimedia design aspect, visual communication aspect, media quality Aspect, and users' opinion.

For the observation, the students' exploratory behavior observation scale adapted from Ward (1999, pp. 328-433) was used. There were three components of behavior which were observed, they were awareness and attention, inquiry and discovery, and communication. Each component had measurement criteria and the scale ranged from 0-5.

In the interview, a semi-structured interview was conducted. The interview was used to gather information from the teacher about the listening teaching and learning process before and after the observation/

While the observation was used to have the document about the class situation. In conducting the observation, the student exploratory behavior observation scale adapted from Ward (1999, pp.28-433) as cited by Creswell (2005, p. 158) was used. There were three components of behavior which were observed, they were awareness and attention, inquiry and discovery, and communication.

Data Analysis

In analyzing the closed questionnaires, firstly, the writer prepared and organized the closed questionnaire data. After that, the writer counted the total score and found the average score. The average value of each score was followed. Having such purpose the following rules would be applied:

Table 1. Rating Scale for Questionnaire

Scale Range	Value
0.00 – 1.99	Not well at all
2.00 – 2.99	Not so well
3.00 – 3.49	Somewhat well
3.50 – 4.00	Very well

(Budiningarti as quoted by Prabowo,2008)

The next step was representing the result in tables and discussing it descriptively. In the other hand, the writer analyzed the opened question by

summarizing the respondents' answers descriptively.

In analyzing the opened question, the questionnaire was analyzed by using description method, which involved the description and the interpretation of the data. Before describing and interpreting the data into sentences, it was analyzed by the following steps: grading the items of the questionnaire, tabulating the result of the questionnaire, finding the mean, determining the graded score, matching the mean to the criterion, and concluding the questionnaire result.

After analyzing the questionnaires, the interview was analyzed. The interview was done by videotaping. This would give an accurate record of conversation. Since the interview was conducted in the form of semistructured interview, there were two steps of analyzing the interview. The first step was analyzing the closed-form question. As suggested by Borg, Gall, ad Gall (2003, p. 249) that the analysis of responses to closed-form interview questions was straightforward. It was typical to calculate the percentage of respondents who indicated each response option for each item. So, the writer calculated the percentage of the respondents' answer of each item.

For the analysis of responses to open-form questions, it required the development of a category system. Some categories of questions were made. The categories were syllabus, methods used by the teacher in teaching process, material and sources used by the teacher, steps of the teaching process, preparation for the teaching process, students' competence, and also goal of the teaching process. Then, the responses to open-form questions were entered into the categories. Finally, the responses were summarized.

The last analysis was analyzing the observation data. In analyzing the data, the rating scales suggested by Wragg in Cohen, Manion & Morrison (2007:402) was used. The writer entered the rating scales

according to a 5-point scale of observed behavior. But in this case the writer added the scale with 0 point. It ranged from 0 to 5. The data from the notes were analyzed and put into the scale range. Then, the results of observation after and before the use of interactive multimedia CD. were analyzed and summarized.

Findings and Discussion

In developing the multimedia CD, some adjustment process proposed by Thiagarajan et al was done. The adjustment was done dealing with the real condition in the process of developing the interactive multimedia. There are three stages that have been developed in this study. They are Define, Design, and Develop.

In the define stage, four steps were conducted. They were front-end analysis, learner analysis, task and concept analysis, and also specifying instructional objectives. This stage was the initial stage which was intended to get the initial data and also the need of the students in the listening teaching and learning process.

From the front-end analysis, some basic problems were found. The basic problems arose in the listening teaching and learning process was that the students did not get the actual atmosphere in the listening activities. They did not get any chance to get involved or to participate directly opinion in the listening activities. It caused the students were less in paying attention and made them difficult in understanding the instructions from the teacher. The other problem was the facilities. The teacher was not equipped with a suitable multimedia source to support the teaching process.

In the learner analysis, there were found that the students' awareness and attention during the teaching and learning process was only 57.65%, their inquiry and discovery was 44.70%, and their ability in communication was 32.35%. It can be concluded that the students need some listening activities which can increase their awareness and attention, their inquiry and

discovery, and also their encouragement to communicate in English.

In the task and concept analysis, identifying the main skill to be acquired by the students and analyzing it into a set of necessary and sufficient sub skills were conducted. It was done by mapping the syllabus. Based on the syllabus, there are two sub skills which should be acquired by the students in the listening competence; they are responding to very simple instructions by doing actions acceptably in the students' context and responding to very simple instructions verbally. Besides, the students' characteristics were also considered in constructing the tasks for the students in the media developed.

In the other hand, the concept analysis was done by analyzing the result of the learner analysis. Based on the learner analysis, the students were less active and less in concentration in the listening teaching and learning process. It can be concluded that the students need some listening activities that encourage them to get involved in the teaching and learning process. Based on the curriculum, the learning activity for the fifth grade students tended to be thematic, and hobby was one of the theme which was chosen was chosen as the initial concept in developing the multimedia CD.

Meanwhile, the validation result towards the aspect of the material substances indicates that the media developed has corresponded positively toward all of the indicators under the intended aspect. It indicates that the multimedia developed is already relevant toward the instructional objectives; the topic proposed is already relevant toward the material content, truth and concept, the terms used is considered appropriate, the material thoroughness is considered good, and the ideas' actuality and originality is adequately maintained.

Following the validation of this aspect, the revision had further been made. It included replacing the indicators. Next,

revision was adding the objectives of the learning. Hence, according to the aspect of substance of the material, the media developed has been met the required qualification.

While from the instructional design aspect, the validation result indicates satisfying result. Overall, the instructional design aspect is categorized as “somewhat well”. The revision had been carried out. It covered changing some pictures in the “Vocabularies” menu with more appropriate pictures for the fifth grade students and simplifying the monologue text in the “Choose It” menu.

The validation result toward the aspect of media quality indicates that the media developed has corresponded positively toward all of the indicators under the intended aspect. The media developed had already fulfilled the qualification of the easy understanding of the program objective, the simplicity of the multimedia operation, the clear and directed learning instruction, the sufficient thoroughness of the material, the easy understanding of the material presentation, the helpful and complete navigation, the clear and readable text, the interesting color choice, the narration facilitates understanding, the audio facilitates learning concentration, the easy understanding of the language used, the sufficient interactivity of the multimedia, the exercise facilitates understanding, the sufficient quality and quantity of the exercise. Overall, the instructional design aspect is categorized as “somewhat well”. The revision had been carried out. It covered completing the instructions for every menu in the media developed.

In line with the validation result of the questionnaires above, the validation result of the questionnaire of the visual communication aspect also shows a positive respond. It indicates that the proposed multimedia had already fulfilled the qualification of the communicativeness, creativity, simplicity, unity, illustrating the object in the form of representative image,

the appropriate choice of color, typography (font and letter orders), lay out and familiar and consistent navigation (icon). The instructional design aspect is categorized as “somewhat well”. The revision had been carried out. It covered completing the instructions and guideline, changing the color of the letters, adding some related pictures in the “Dialogues” menu, and also changing the instruction using English only.

Further, to find out about the students’ opinion during the use of the multimedia CD a questionnaire was distributed to the students. The questionnaire covered five aspects, which were students’ interest, students’ motivation, the advantage of the use of the multimedia CD, the relevancy between the material in the multimedia CD and the material given by the teacher, and the sustainability. The result indicates a positive respond from the students. It shows the high interest of the students in learning by using the CD, high motivation of the students in learning English by using the CD, and the CD could help the students in understanding the learning materials. It seems that the use of the CD influenced the students’ motivation in the listening teaching and learning process.

From the observation result, it shows that there are an improvement from the students in their awareness, attention, inquiry and discovery, and communication ability in the listening teaching and learning process. It shows that their awareness and attention increased from 57.65% to 70.58%, their inquiry and discovery increased from 44.70% to 57.64%, and their communication ability increased from 32.35% to 39.41%.

Conclusion

Referring to the development and implementation of the multimedia CD, four points are taken as the conclusion.

First, in the need analysis of the define stage, the result of interview between the teacher and the writer shows that the teacher has difficulty in conducting the

listening teaching and learning process because the teacher is only equipped with a book with limited source for listening such as multimedia source. Besides, the result of interview shows that the students have difficulty in understanding the materials given by the teacher. It is caused by their lack in understanding the instructions giving by the teacher.

Second, from the front-end analysis, it shows that the students have difficulty in responding the instructions from the teacher. It seems that they did not get what the teacher said. They are lack in responding any short texts of spoken language such as instruction or command. It can be concluded that the listening skill that is needed by the students is responsive listening. So, in developing a multimedia of listening, the skill should be a consideration as the students' need to fulfill.

Third, an interactive multimedia CD has been developed, in which already relevant to the material substance, media design, visual communication design, and media quality. The three stages have been conducted, they are the define stage, design stage, and development stage. The multimedia material is developed by combining various types of media format. It provides the material by combining audio, pictures, animation, video, and text. In develop stage, the product then is evaluated by some experts until it has reached the final revision. The experts of the aspect of substance of the material, media design aspect, visual communication aspect, and media quality aspect have been asked to conduct validation toward the relevant aspects.

Fourth, the use of the multimedia CD of listening gives some positive influences for the students in the listening class. It can increase their interest and motivation in listening class. Besides, the use of the multimedia CD also influences the students' awareness, attention, inquiry and discovery, and communication ability in the listening class.

Furthermore, the improvement for the multimedia CD needs to be done in the future studies in order to improve the quality of the multimedia CD.

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THE PROBLEMS OF ELECTRICAL ENGINEERING STUDENTS IN LEARNING BUSINESS ENGLISH SPEAKING

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Abstract

The ability of speaking in English is needed in this era. In dealing with that reason, English for Specific Purpose (ESP) becomes the compulsory course in every faculty in university. The material in ESP should meet the student's need; therefore the lecturers should find the material which is appropriate to their students. One of material which is given in ESP is Business English. Business English is a part of ESP branch which gives vocabulary, text and communication in business area. The material in Business English may in a form of application letter and job interview. This paper tries to elaborate the students' problems during the learning of Business English and to find out the factor of the problems.

This study used qualitative method. The students of first semester in electrical engineering department were asked to write an application letter. Then, they made a role play video to practice a job interview within the group of 4-5 students with own position: interviewer, interviewee, and secretary. After that, they upload their video in YouTube. The data was collected through observation and writing technique. The researcher observed the role play video made by the students. Then, the researcher wrote the problem from that observation. The researcher then identified the problems found during the role play and found the factor of the problem. The data were analyzed using speaking assessment category by Brown (2004).

Based on the analysis, there are some problems in four categories, namely grammar, vocabulary, fluency, and pronunciation. The students frequently made errors in terms of grammar, inadequate vocabulary or word choice, level of fluency, and errors in pronunciation.

Keywords: speaking problem, ESP, business English, interactive speaking

Introduction

The ability of speaking in English is needed in some companies recently. Thus, the university facilitates English for Specific Purpose (ESP) for students so that they can compete with others. English for Specific Purpose becomes the compulsory course in every faculty in university. It appears to fulfilling the language needs of university students, nurses, engineers, and so on (Richards, 2015, p. 78). The material in ESP should meet the student's need. English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty (Eddine, 2016).

It would be more efficient to teach ESP's students with the specific material, language and communicative skill (Richards, 2015, p. 77). One of material which is given

to Electrical Engineering is Business English. It is a part of ESP branch which gives the students vocabulary, text and communication in business area. The material in the Electrical Engineering's Business English is application letter and job interview. They are given to the engineering students in order to make them understand how to write application letter and face the job interview.

This paper focuses on the role play of job interview which has been done by Electrical Engineering students. Role play is one of techniques in teaching speaking which can make student perform actively. Role play urges students to communicate in a specific context in which students have a role to act (Arham, et.al, 2016, p. 239). Furthermore, Role play can emerge the creativity of students because students can create their own dialogue and practice it.

Hence, this technique is suitable to be applied in ESP class.

In speaking class, assessment plays an important role as the teacher will know the level of students' oral proficiency in English (Richards, 2015, p. 435). There are five basic type of speaking, namely, imitative, intensive, responsive, interactive, and extensive. The technique of role play assessment includes in interactive speaking. There are two forms of interactive speaking, i.e. transactional language and interpersonal exchanges. Transactional language has the purpose of exchanging specific information while interpersonal exchanges have the purpose of maintaining social relationships (Brown, 2004, p. 142). Teachers can use role play in assessing the students due to its wider language functions and different situation.

When it comes to oral production assessment, teachers should pay attention to students' oral language ability which is called fluency and accuracy. Fluency usually develops when students have a good grasp of grammar, vocabulary, and fixed expression. Meanwhile accuracy refers to features of grammar, pronunciation, and word choices (Richards, 2015, pp. 426-427). Researcher adapts the scoring categories proposed by Brown (2004). The scoring categories, then, will results the level of electrical engineering in speaking English.

Methodology

This study is qualitative descriptive research. This study uses qualitative approach because the data is in the form of video made by students of Electrical Engineering. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). This research includes in case study since this research develops an in-depth analysis of a case.

This research is focused on identifying the problem faced by students

in speaking performance and explaining the factors which caused the problem. The subjects in this research were the first semester students of Electrical Engineering who joined ESP in class C. They asked to make a role play video about job interview within the group of 4-5 students with own position: interviewer, interviewee, and secretary. After that, their video was uploaded in YouTube. There were four videos in this research.

The data was collected through observation and writing technique. The researcher observed the role play video made by the students. Then, the researcher wrote the problem from that observation. The data was analyzed by using speaking assessment category by Brown (2004, pp. 172-173). There are five levels of Brown's scoring categories in grammar, vocabulary, comprehension, fluency, and pronunciation.

Findings and Discussion

This research used scoring categories from Brown which is consisted of Grammar (G), Vocabulary (V), Fluency (F), Pronunciation (P), and Comprehension (C). The overall result of oral proficiency categories of electronic engineering's students are as follows:

Group 1	G	V	F	P	C
Student A	1	2	2	1	3
Student B	3	3	3	2	3
Student C	2	2	2	1	2
Student D	3	3	3	2	4
Group 2	G	V	F	P	C
Student A	1	2	2	1	2
Student B	2	2	2	1	2
Student C	3	3	3	3	4
Student D	3	3	4	3	4
Group 3	G	V	F	P	C
Student A	3	2	2	3	2
Student B	3	3	2	2	3
Student C	2	2	2	1	2
Student D	2	2	2	1	2
Group 4	G	V	F	P	C
Student A	4	3	4	5	4
Student B	4	3	3	4	3
Student C	3	3	3	4	3
Student D	3	2	3	4	3
Student E	4	3	4	5	4

The students of electrical engineering in class C mainly have a problem in grammar, vocabulary, fluency, pronunciation. Furthermore, some students in group 1, 2, and 3 have a problem in comprehension. Those problems can be seen from this data taken from group 1:

Situation: Student A and C is the applicant. Student A is arrogant. Student B is the receptionist.

Student C comes to the office after student A.

- C : Excuse me.
B : Yes sir, welcome to our company. What can I do for you?
C : **I am Dayat, the application in this office. Can I meet with Mr. Afif?**
B : Okay, you can wait here.
A : **Hi... do you think accepted here?**
C : Yes.. I am
A : **Ah..you should you will not be accept.**
C : Wear black and white not only show the intellectual. You must wear black and white.
A : Black and white? **It doesn't my style. My style is high level with you. The boss must be accept me seen from my skill.**

The data above shows that there are a problem with grammar such as in **do you think accepted here, you should you will not be accept, and the boss must be accept me seen from my skill.** Those problems are happened for the student cannot control the passive structure. She makes frequent error of grammar since the beginning until the end of her dialogue. Then, the problem of vocabulary choice is seen in **I am Dayat, the application in this office.** The student cannot differentiate the usage of *applicant* and *application*. Moreover, the problem of vocabulary can also be seen in **Black and white? It doesn't my style. My style is high level with you.** It seems that the student still use *Bahasa Indonesia* structure on that sentence. Furthermore, the problems of pronunciation are seen in the word 'style' and 'wait. The student pronounces /sti:l/ instead of /stail/ and /wait/ rather than /weir/ on the conversation. Besides, the data

below also demonstrate the vocabulary problem.

Situation: Student C comes into interview room. Student D is an interviewer.

- D : Please tell me about yourself and the reason you apply here!
C : Okay..my name is NurHidayat. I am graduated from English Engineer. **The reason why I apply the job in herebecause job is very matching with my background which is electrical.**

The vocabulary problem appeared in '**The reason why I apply the job in here because job is very matching with my background which is electrical**'. The use of the word 'matching' on that sentence is inappropriate. The student should change that word into 'suitable' or 'meet with my qualification'.

Comprehension also emerges as a problem in this class. Most of the students are on second level. Brown denotes that comprehension on this level is that the students can get the main point of the conversation of non-technical subjects i.e. topics that require no specialized knowledge. Students sometimes need repetition or slowed speech to understand the idea. The example of comprehension problem below is taken from group 3.

Situation: Student D is the interviewer and student B is the applicant.

- D : **What do you ideal company?**
B : **Because I have advertise work at security system.**
D : Where do you have last job?
B : No... Sir... I am graduator.
D : What do you know about this company?
B : This company had developer very good.

The comprehension problem is seen from the bold sentences. Student D asks student B about his ideal company. However, student B does not answer that question correctly. It seems that student B cannot get the point of student D's question. Student D actually wants to ask about the ideal company based on student B's perspective; however student B answers about his experience. The choice of word used by student B to tell about his

experience is also incorrect. He uses 'advertise' instead of 'experience'. Moreover, vocabulary problems of student B also emerge on 'No... Sir... I am graduator'. He, in this case, overgeneralizes the word 'graduate' into 'graduator'. It is happened because of student's understanding of -or/-er suffix to describe people and their job. Then vocabulary problem as well as grammatical problem also emerged in 'Where do you have last job?'. From that sentence, student D wants to ask about student B's working experience. He needs to change his question into yes/no question using 'Do you have any working experience?' or 'what is your last position before you apply in this company?'. Grammatical errors on that conversation are appeared in the question delivered by student D. Those errors are appeared on 'What do you ideal company?' and 'This company had developer very good.' They should be changed into 'what is your ideal company?' or 'Describe your ideal company?' and 'This company had a very good developer'. It gives the impression that the students still confuse how to create a good question word and create a noun phrase.

To sum up, the speaking proficiency level of electrical engineering in job interview topic can elaborated as follows:

Group	Level	Description
Group 1	3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topic.
Group 2	3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topic.
Group 3	2+	Able to satisfy most work requirements with

Group 4	4	language usage that is often, but not always, acceptable and effective. Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
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Conclusion

Above all, the main problem of the electrical engineering in learning Business English is their pronunciation. Almost all student still mispronounce the basic word such /həʊ/ into /knəʊ/, /weɪ/ into /waɪ/ and etc. This problem is happened since they seldom practice on their pronunciation. Then, the vocabulary problem in this case will influence their fluency and accuracy in speaking. Most of the students except in group 4 still have limited vocabularies and they speak with some circumlocutions. Their lack of vocabularies makes them grope for a specific vocabulary and it influences their fluency level.

It is suggested that in learning ESP, the lecturers should give them broader vocabularies in dealing with topic given. Drilling the students about structure will also be helpful to overcome students' problem n speaking. Then, the students should practice how to pronounce the word correctly like the students in group. They always pay attention to the pronunciation and ask the correct way in pronouncing the word.

Further research can also be conducted in dealing with this problem. It can criticize more deeply about the factor of the problem such as intralingual factor, interlingual factor and communication strategy.

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STUDENTS' PERSPECTIVES TOWARD THE USE OF INSTAGRAM IN WRITING CLASS

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Abstract

This study presents the students' perspectives of using Instagram in doing their writing assignments. Qualitative research method in the form of case study is conducted to obtain the data. Sixty students of writing class are employed as participants in this study. The result reveals that the students' perspectives cover two aspects that include benefits and barriers of using Instagram. One of the benefits shows that participants have positive perspectives of using Instagram in their writing assignments. Participants view that Instagram is a valuable social network platform that motivate them to write better. However, the participants face challenges in using Instagram for their writing assignments. The overall contribution of this article is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class.

Keywords: research 2.0, Instagram, students' perspectives, writing

Introduction

Teaching writing in digital age is one of challenges in teaching learning process. Lecturers of writing need to follow the development of technology in order to support their teaching. In this era, 21st century, the students tend to access their social media platform regularly. They often chat with their friends, update their social networks, and upload their pictures so they will be called as up to date person. Regarding to the phenomenon of using social media, it is needed to make use of social media platform in teaching and learning process of writing class.

In teaching writing, several approaches are able to be applied in classroom. One of the approaches in which it has recently been implemented is a discourse and genre approach. Richard (2015) contends that a discourse and genre approach connects to the way on how to teach writing for particular purposes and contexts. It shows that students need to write their text that fit to the purpose and context of writing topics.

In 21st century teaching of writing, the role of technology in teaching and learning process is notable due to it offers lecturers to give another way of teaching

writing, so the students will be more enthusiastic in writing. Richard (2015) views "many new technological tools and online resources are available to support student writing."

Nowadays, there are many technological tools in the form of Web 2.0 technologies, for instance wiki, blog, podcast, instant messenger, online social communities, online video sharing, an online video and audio conferencing tools in which they give contribution to teaching and learning in 21st digital age (Koc and Koc, 2016). These Web 2.0 technologies will help the lecturers to provide different teaching method by applying the type of Web 2.0.

One of types Web 2.0 that the students are familiar with is an instagram as online social communities. Instagram is one of social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing instagram captions. Alhabash and Ma (2017) state:

Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters to them, and share them on the platform itself. Instagram has over 400 million active monthly users who shared over 40 billion pictures.

Using instagram in teaching and learning process of writing class is an alternative way to apply 21st century skills. Ledward and Hirata in Fandino (2013) proposes 21st century skill consist of an integrated of content knowledge, particular skills, proficiency, and literacy of technologies which include skill in critical thinking, problem solving, communication, and team work.

Referring to the skill of 21st century of teaching and learning, this study captures a case of applying instagram in writing class in the form of submitting writing assignments. In this study, the researcher who is also the writing lecturer ask her students to post two writing assignments in instagram. The first instagram assignment is about writing a paragraph that consist at least eight sentences about certain topics. The second instagram assignment is about writing a reflective journal at least fifteen sentences toward the material of writing an outline.

Moreover, using instagram in writing class is not easy as it seems since several students have problems in using instagram for uploading their assignments. However, some students get benefits of instagram as a platform to submit their tasks.

Furthermore, the students have different perspectives about the use of instagram in teaching and learning process. The notion of perspective derives from the idea of viewpoints or perception about a case of applying instagram. Johnson in Alnujaidi (2017) proposes that perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation.

Considering such as an issue, this study aims at describing the students' perspective toward the use of instagram in writing class. The study is guided by a research question; what are the students' perspectives toward the use of instagram in writing class?

Methodology

To investigate the students' perspectives, a case study was conducted to describe a phenomenon about students' perceptions of using instagram in writing class. Heigham and Crocker (2009) propose "case studies are empirical investigations of contemporary phenomena within real-life contexts in which they comprise a bounded system, including an individual or entity and setting in which they act."

This case study also used the term of research 2.0. In this 21st century of research era, research 2.0 is becoming a trend due to the use of technology and social media in teaching and learning process is needed to be studied. Ratri and Given (2010) viewed "The concept of 'Research 2.0' is a focus to demystify this domain in Web 2.0 environment." It meant that the researcher of Research 2.0 describe a phenomenon of using Web 2.0 platform.

Furthermore, the subject of the study was sixty students of two classes of Writing 3 course. Writing 3 was one of compulsory writing course in Department of English Language Education at Tidar University. However, there were only fifty six out of sixty students who involved in the process of collecting the data due to four students were absent in the classroom. Therefore, there were fifty six students who fulfilled a questionnaire.

Open-ended questionnaire was used as the instrument of data collection. The questionnaire consisted of eight questions that covered the purpose of the study. Moreover, the data collection procedures of this study were as follows.

1. Making the questions for open-ended questionnaire.
2. Giving the questionnaire to the participants (students).
3. Asking the participants to fill in the questionnaire.
4. Collecting the questionnaire that had been answered.

After the data collection procedures had been completed, the data were analyzed

in order to answer the research question. For analyzing the data, the researcher had several data analysis techniques such as:

1. Reading all responses.
2. Sorting the data.
3. Organizing, coding, and analyzing the data in order to make the research themes.
4. Elaborating the analysis of the data to get the findings.

Findings and Discussion

Referring to the purpose of this study that was to describe the students' perspectives toward the use of instagram in writing class, this part delivered the findings and discussion of this study. The findings were based on the questions answered by the students that were displayed as follows.

The Format of Students Assignments in Instagram

As it was stated in the previous part, two writing assignments were given to the students for being posted in instagram. The instructions of the assignment were displayed in the following Table 1.

Table 1. Instructions of Writing Assignments

Assignments	Instructions
1 st	<ol style="list-style-type: none"> 1. Choose one of the writing topics. 2. Write a paragraph consists of 8 sentences (at least) about the chosen topic. 3. Post your paragraph in your instagram. 4. Give the photo to support your paragraph. 5. Tag your post to my instagram 6. Make the instagram hashtags #Writing3 #Class1 #Iloovewriting #FKIP #PBI #UNTIDAR
2 nd	<ol style="list-style-type: none"> 1. Post your outline picture 2. Write your reflective journal about what you have learned in this meeting in 15 sentences (at least). 3. Tag it to my instagram account 4. Your peer need to give

	comment
5.	Make the instagram hashtags #Writing3 #Class1/2 #ReflectiveJournal1 #ILOVEWRITING

The samples of the students' first assignment were as follows.

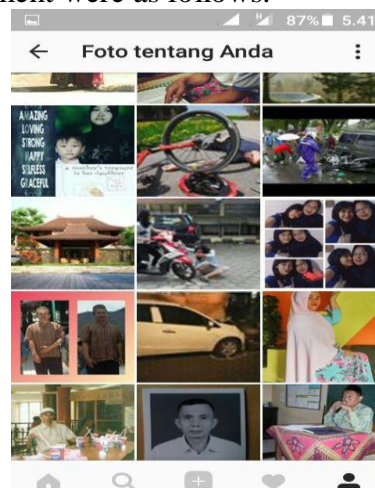


Figure 1. Compilation of Students' First Assignments

Figure 1 showed the first assignment that had been tagged to their lecturer's instagram account. The students were so creative by posting the assignment with the supporting pictures. Posting pictures in instagram were important since it reflected the content of writing assignment. Zappavigna (2016) proposed sharing pictures online in social networking platform such as instagram is an omnipresent practice. Moreover, the sample of student's first assignment was presented below.



Figure 2. Student's First Assignment

In Figure 2, it was one of the examples of student's assignment. She wrote the caption about her father. She described it well. She also got feedback from her friends. Furthermore, Figure 3 exposed the samples of students' second assignment.

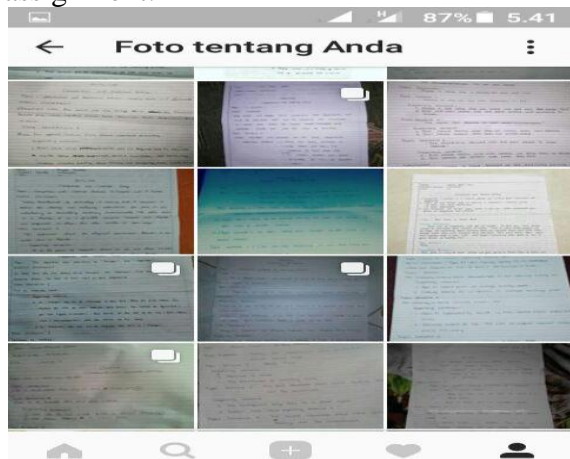


Figure 3. Compilation of Students' Second Assignment

The second assignment was about asking the students to post the image of their outline of comparison-contrast essay and they wrote the caption about it as their reflective journal. The sample of student's second assignment could be seen as follows.

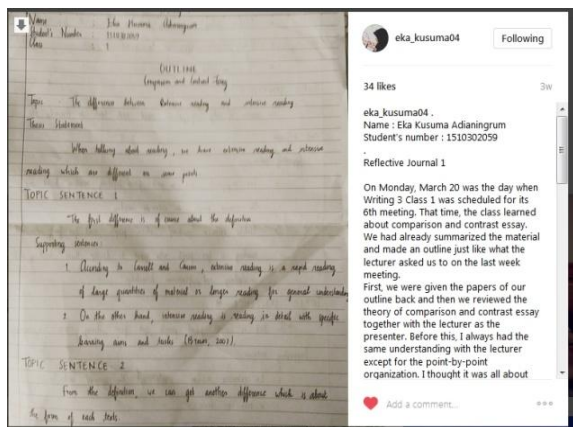


Figure 4. Student's Second Assignment

Figure 4 showed the student's reflective journal as her second assignment of writing. She shared about the aspects that she had already learned in the previous meeting of Writing 3 class. Besides, she was able to write the caption in cohesive and coherent writing. Her friends also gave feedback in her instagram.

Benefits of Using Instagram

Based on the open-ended questionnaire given, the students shared their positive viewpoints about general advantages of using instagram in their Writing class were as follows:

1. Students could improve their writing skill because they must write better.
2. Students were able to improve their confidence to publish their writing in public.
3. It was not time-consuming.
4. It was an easier way to do the assignment.
5. It could be done every time and everywhere.
6. Students got many comments or feedback from their friends or lecturer or followers in instagram.

These benefits were proved by the students' responses. The responses were as the following.

Data 1

It is a good way to improve my writing skill because if I upload my writing in instagram, all friends will see it, and I do not want to make mistakes. If I make mistakes, they will see it and I feel so shy. (Student 47)

Data 2

Uploading assignment in instagram can improve my confidence to write and to publish my writing in social media. My friends can give feedback easier. (Student 42)

Data 3

It saves my time because I can do my assignment everywhere. (Student 4)

Data 1, Data 2, and Data 3 were the samples of students' viewpoints toward the advantages of using instagram to upload their writing assignments. It meant that they had positive perspectives about the use of instagram for posting their assignment.

For the specific benefits of using instagram, four out of eight items in the questionnaire were administered to identify the additional students' attitudes toward the use of instagram. The

discussion of the results in Table 2 showed that the students had positive point of views about uploading the assignments.

Table 2. Specific Benefits of Using Instagram

No	Items	Total (56 participants)
1	Using instagram to submit the assignments helps me to improve my writing skill.	51 participants agree
2	Using instagram to submit the assignments motivates me to write better wrting.	54 participants agree
3	Posting writing assignment in Instagram is fun activity.	50 participants agree
4	Using instagram to submit the assignments can be a way for students-students and students-lecturer to communicate or to give feedback easily and effectively.	49 participants agree

The students also provided reasons why they agreed on those specific benefits of using instagram. The reasons were presented in the following data.

Data 4

It can improve my writing skill because when I read my friend's assignment is awesome, it forces me to improve my writing skill, so I can write it as good as my friends do. (Student 26)

Data 5

It motivates me to write a good writing. Uploading assignment in instagram means I publish my writing. I am so shy if my writing is bad or I make many grammatical errors since my followers or friends in instagram know that I am students of Department of English Language Education. (Student 12)

Data 6

Instagram is a social media for sharing photos and videos so it is fun to use current technology to do assignments. (Student 21)

Data 7

In this era, students and lecturers have already had an instagram account, so it ease them to communicate and give feedback via instagram. Instagram is the present social media and it is still hit. (Student 48)

Regarding to the data above, it could be inferred that the students took advantages of posting their writing assignment in instagram. Kikhuchi and Otsuka in Alnujaidi (2017) stated "Sosial Network

Sites facilitated dynamic communication inside and outside the classroom, created sense of community and belonging, provided authentic exposure to English, and stimulated motivation to learn English in an authentic fashion." Moreover, it was notable way to make use of instagram in teaching and learning process due to it was the era of 21st teaching of English that the use of social network sites and technology were growing rapidly.

Barriers of Using Instagram

In spite of the benefits, there were also found the barriers or problems faced by the students toward the use of instagram. The problems covered several aspects. They were:

1. The signal or internet access.
2. The use of time.
3. The quality of writing.
4. The violation of the privacy of instagram user.

Those problems derived from internal and external factors. The internal factors were about the quality of writing in which some students are not confident enough in writing and published it in the social media and about the violation of instagram users' privacy.

For the quality of writing, the students still had writing problems such as grammatical mistakes, typo, punctuation, subject and verb agreement, plural and singular nouns, and etc. For the violation instagram users' privacy, some of students disliked their instagram to be used as a media to upload their assignment since they thought it disturbed their privacy.

Besides, the external factors were the internet access and the time. The students could not post the assignment in instagram if they did not have a good internet connection. In addition, they also had problem in the use of their time in doing the assignments. Some of the students thought that uploading the writing assignments in instagram spent the time.

The barriers found in this study were in line with Vural in Alnujaidi (2017), he

contended that social media platform could waste the time, decrease socializing, violate privacy, and resulted addiction. The samples of participants' responses toward the barriers of using instagram could be seen below.

Data 8

Sometimes the signal does not support me to upload the assignment. (Student 54)

Data 9

It is hard to get good internet connection or Wi-Fi, so it takes time and I think typing in hand phone by using two thumbs take time too. (Student 38)

Data 10

I often make typo in my writing because I have to do it by using hand phone. (Student 1)

Data 11

Sometimes, my writing does not follow the writing rules such as the rules of singular/plural noun and punctuation. (Student 3)

Data 12

I don't like this type of assignment because most of my followers (friends in instagram) don't care about my assignment. The ones who pay attention are only my classmate. I also have problem in quota of my internet, if the deadline is closer, I don't have quota, there is no signal, I don't have much money, the Wi-Fi is error, so what should I do?

To solve those barriers, the students need to motivate themselves to write their best in doing the assignment. They had to practice their writing skill too. When the problems were about the internet connection, time, and violation their instagram's privacy; the students could find another way to get good signal, they must managed their time well, and they needed to know that there were many benefits to maximize the use of instagram in teaching and learning process.

Offline versus Online Assignment

Uploading writing assignments in instagram is one of the types of online assignments. Based on the students' responses in the questionnaire given toward the statement

"I prefer submit my writing assignment in the classroom (offline) to submit my writing

assignment in instagram (online)", it was found three groups of responses. The responses were 21 students agreed with the statement. They chose to submit the assignment offline. The students who disagreed with the statement were 25 students. It meant that they liked to submit the assignment online. Furthermore, 10 students chose to submit the assignments online and offline. Below were the samples of the students' perspectives.

Data 13

I choose to submit my assignment online because it is easier and my friends in instagram can give comments in the photos and my writing. (Student 27)

Data 14

Offline assignment is better because I can meet and consult my lecturer directly about my problems in writing. (Student 34)

Data 15

I like both, online and offline. I get clear feedback if I submit my assignment offline (classroom) and I think it is interesting to submit my assignment in instagram.

Data 13, 14, and 15 presented different perspectives about the notion of submitting assignments. It could be stated that the lecturer of writing needed to use those two ways of submitting the assignment. Therefore, the class would be more interesting and fun. Besides, the students had to try to do the offline and online assignments. Indeed, there would be many variations in giving the assignments so that the students would not be bored.

Conclusion

Throughout the writing assignments that should be submitted in instagram, there are benefits and barriers of using instagram in Writing class that are shown based on the students' perspectives. Regarding the benefits and barriers reflected in the use of instagram in Writing class, it is essential to use the proper portion of applying instagram in teaching and learning process. Furthermore, this study gives theoretical, practical, and pedagogical significances.

The theoretical significance is this study helps the readers to enhance their understanding about students' perspectives toward the use of instagram in Writing class in the era of 21st teaching and learning. The practical significance is this study can be conducted by students, teachers, lecturers, or another researcher to investigate the students' perspectives toward the use of instagram or another platform of Web 2.0.

The pedagogical significance is the lecturer and the students grasp the benefits and barriers of using instagram in Writing class, so they can apply the use of instagram in the teaching and learning process by considering the benefits and barriers. All in all, more critical investigation should be conducted in different context of study to enrich the data of students' perspectives toward the use of instagram in teaching and learning process.

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THE USE OF FACEBOOK TO IMPROVE STUDENTS' SKILL AND INCREASE THEIR MOTIVATION IN WRITING RECOUNT TEXT

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Abstract

This article is about the use of Facebook as learning media to improve the writing skill and increase motivation of tenth grade students of SMA N 1 Kajen in the academic year of 2012/2013. It aimed to investigate the way Facebook improved students' skill and increased their motivation in writing recount texts. It adopted an action research design which was carried out through pre-test, cycle 1, and cycle 2. The subjects of the research were 32 students of X 2 of SMAN 1 Kajen. A Facebook group was created as a place for students to write recount texts as well as to give feedback to their peers' writings. Writing tests, observation sheet, and questionnaire were used as the instruments of collecting the data. The results of the writing tests at the end of the three cycles showed a significant improvement of the students' writing. The result of the observation showed that after learning writing recount text using Facebook, the students became more attentive, active, and attracted in joining the lesson; and happier and more serious in writing. The analysis of the questionnaire showed that the students responded the use of Facebook in their learning positively. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students' skill and motivation in writing recount texts.

Keywords: action research, Facebook, motivation, recount text, writing skill

Introduction

Writing is one basic skill in learning English beside listening, speaking, and reading. Writing means producing or creating a piece of text. That is why it belongs to productive skills together with speaking (Harmer, 2001, p. 199, 246).

Meanwhile, producing something in a language other than our own mother tongue is quite difficult to do. This problem is clearly seen from the writings produced by the students I taught when I did my teaching practice (PPL). The short interview with an English teacher in my high school, SMAN 1 Kajen, also confirmed that students' production of writing is still below the standard expected by the teacher.

Along with the difficulty caused by the unfamiliarity with English as foreign language for them, writing itself is a quite complicated skill. To produce a piece of writing we need a quite long process starting from planning, drafting, editing, and final drafting (Harmer, 2004, p. 4). In order to write something, a writer needs to have an idea or memory of certain event or

phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text (Ruddell, 2005, p. 32). On the other hand, "a common response of many students when they are asked to write is that they have 'nothing to say' " (Harmer, 2004, p. 61). Students often find it hard to start writing because they have no idea about what to write. There are also students who have million thoughts and feelings to be written, but they do not do because they do not know how to start to write it.

Even when they have an idea of what to write and how it will be constructed, it is mean less without sufficient language components like grammar, vocabulary, punctuation, and spelling. The writing should be organized well, too, in order to be able to be easily read and understood by the readers (Harmer, 2001, p. 255).

The other problem found by the teacher in teaching English writing is the students' dislike of writing practice. According to Harmer (2004, p. 61), the students are reluctant to write because they

rarely write, even in their own language. The lack of writing practice makes them perform poorly in writing. Many of them also feel bored and uninterested in writing due to the use of conventional media in the learning process.

Dealing with those problems, the teacher does realize that she should more motivate the students to write as motivation can push them to achieve more. Indeed, it is one of teachers' roles to motivate the students (Harmer, 2001, p. 261). One of the ways to motivate the students is by creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can motivate students to write more and more so that their writing skill improves. As Harmer (2001, p. 51) stated, "The chances of success will be greatly enhanced if the students come to love the learning process." Moreover, practice writing regularly will build the student's writing habit. This writing habit is very important because when it had been built, students would get used to write without spending many efforts either thinking writing as a burdensome activity.

Actually, in everyday life, the writing habit has been built by the students themselves through social media, for example on Facebook. Facebook is a social networking site found by Mark Zuckerberg in 2004 which has become the leading social networking site in the world used by high school students, professionals inside corporate networks, and, eventually, everyone (Boyd & Ellison, 2007, p. 7). www.socialbakers.com reported that at the end of February 2013, there are 963.679.900 Facebook users worldwide. 47.165.080 of them are Indonesian. This number of users placed Indonesia as fourth in the highest number of Facebook users in the whole world following United States, Brazil, and India. It also shows that Indonesian, including the school ages, are quite active in Facebook. In that social network, they feel free and enjoy writing their thoughts, feeling, and opinions in informal way. They usually write about something happened to

them in a day as their Facebook statuses. It can be considered as simple recount.

Recount is one of genres taught in Indonesian schools. It is genre which retells events for the purpose of informing and entertaining (Gerot & Wignell, 1994, p. 194). In writing recount text, students can tell everything about their past experiences. Facebook status is one example of recount text that can be met in our everyday life. The experiences shared in Facebook statuses are usually typed in simple form and way. That is why Facebook users do not realize that actually they write recount text on Facebook almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their experience on Facebook.

Students' fondness and activeness to write in social networking site like Facebook can be benefitted by teachers to teach writing. According to Friedman & Friedman (2012, p. 17), "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning". Teachers can make use of Facebook to support the learning writing activity. The writing habit which had been built by the students themselves on Facebook can be enhanced by teachers by using Facebook in teaching writing. The application of this social networking site is supposed to motivate them to write more and more not only in Bahasa Indonesia, but also in English as a way to practice their English writing.

Therefore, I am interested to solve the problems students face in writing using Facebook as media of teaching recount text. Specifically, I will make use of Facebook group to enhance students' skill and motivation in writing recount text as Facebook group has the potential to give the youth a room to speak out and create a positive environment that is encouraging and conducive for aiding the writing process (Yunus & Salehi, 2012, p. 89). For that reason, an action research entitled "The Use of Facebook to Improve Students' Skill and

Increase Their Motivation in Writing Recount Texts” was conducted to the students of X 2 class of SMAN 1 Kajen to improve the students’ writing skill, especially in recount, and increase their motivation to write.

Methodology

This study is descriptive qualitative study aimed at improving students’ writing skill and increasing their motivation to write in English. It employed action research design. The subjects of this study are 32 students of X 2 Class of SMAN 1 Kajen in the academic year of 2012/2013. It was started by pre-test and followed by two cycles of treatments.

Pre-test was held on April 29th 2013, before the treatments, to see the students’ basic knowledge and ability of recount text. The treatments were given in cycle 1 and cycle 2. Cycle 1 was conducted in two meetings, May 4th and 6th 2013, with a formative test held at the end of it. Cycle 2 was in May 11th and 13th 2013, ended by a post-test.

There were three instruments used to collect the data: tests, observation sheet, and questionnaire. Three assessment tests were given to measure students’ progress in writing recount text: pre-test, formative-test, and post-test. The data collected from tests were scored using Brown and Bailey’s scoring technique which was cited by Brown (2004, pp. 244-245). Observation sheet is used to record the students’ behaviors during the research. Finally, the questionnaire was administered to obtain the data about the students’ perceptions towards the use of Facebook in learning writing recount texts

Findings and Discussion

1. The Implementation of Facebook in English Writing Activity

Here are the steps done to implement Facebook in the teaching and learning process:

Listing students as the members of the Facebook group

The students’ Facebook usernames were collected together with their writing in pre-test. They were then invited to the Facebook group “StoryBox”.

a. Preparing the material

The materials were prepared then posted to “StoryBox”. The students had to open the group first and try to comprehend them. It aimed to give the students basic comprehension about the materials before learning them with the teacher at school. Whenever they had difficulties in understanding the materials, they could ask the teacher to help them to solve it. There was no need to wait for the class to ask the teacher about the difficulties. Students could ask the teacher directly at the moment by commenting on the material either having a chat with the teacher to consult about their problems.

b. Reviewing the materials

Besides asking the students to read the materials in “StoryBox” by themselves, I also gave explanation about them in the class. This step did not only help the students to get a better understanding about the materials, but also helped them to solve their problems and difficulties in learning them. In this step, an example of recount text was discussed as well as the materials. Furthermore, the students were asked to observe and analyze the generic structure as well as the language features of the text.

c. Asking each student to write a recount text.

After having a discussion about the material and the example of recount text, the students were asked to write a recount text based on the given theme. I prepared the theme for each test: “Unforgettable Moment” for pre-test, “Unpleasant Experience” for formative test, and “My Holiday” for post-test. Then the students had to make their own recount text and post it to “StoryBox”.

d. Giving feedback

After posting the recount text, each student got review from me. The students were also asked to do peer review. It aimed to make the students able to recognize errors made by their friends so that they could give correction and advice to each other. Furthermore, the peer review activity was supposed to provide as much feedback as possible to the students so that they could realize their errors and write better later.

There were 32 students in class X 2. I divided them into eight groups of four. Each students had to review the recount texts written by friends from the same group by commenting on it. They might also comment on recount texts made by friends from different group.

The comment was based on the given criteria of organization, content, grammar, punctuation and spelling, and style. Besides reviewing, the students were also asked to read their friends' recount texts as many as possible and "like" whichever text they liked.

e. Asking each students to revise their recount text

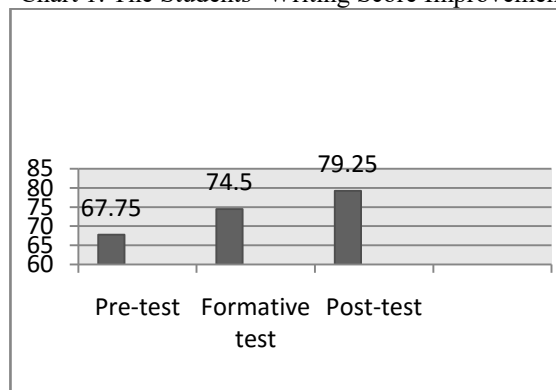
After getting review from me and their friends, each student read and studied the review. At school, I displayed the students' common errors and gave explanation about how it should have been. Finally, the students were asked to revise their texts to be the better ones.

2. The Improvement of Students' Writing Skill

In this study, Facebook is used as a tool to practice writing. After the pre-test was given and examined, a series of treatment based on students' need was given with the expectation that the students writing skill would improve and meet the English minimum score (KKM, Kriteria Ketuntasan Minimal). At the end of cycle 2, all students had been able to write well and reach the KKM. Furthermore, the analysis of pre-test, formative test, and post-test showed that students' writing skill improved

in all aspects of writing stated by Brown and Bailey: organization, content; grammar; punctuation, spelling, and mechanic; and style and quality of expression (Brown, 2004: 244-245).

Chart 1. The Students' Writing Score Improvement



In the aspect of organization, most students had provided the text with title, orientation, events, and reorientation in pre-test. However, they were still confused to organize the text well. It made the communication interfered. Some students picked up title which did not represent the text well. Some of them did not give clear separation between orientation, events, and reorientation. The orientation was not complete. In the events part, the order of ideas was chaotic. In the reorientation part, all students had put the conclusion of the events and their feeling about them. In formative test, the students had considered to organize their text well. They had put the orientation, events, and reorientation in sequence.

The ideas in their writing flew smoother because they had used sequential words such as first, then, next, after that, finally, etc. Only small number of the students still did mistakes; they did not use sequential words to keep their ideas coherent. In post-test, the students had considered to organize their text better than before. They had put the orientation, events, and reorientation in good sequence. All students had used sequential words to keep the ideas coherent.

One of the problems faced by most students in this aspect of content was the lack of ideas. In pre-test, some of them failed to regain their memories to be written. The others still had the memories but they could not express them well. Another problem was the students' inability in developing ideas into sentences. Most students only wrote the point of each idea without adding supporting sentences. This made the ideas were not fully developed, and the draft of the recount text was short.

In formative test, the most problem was still about the students' inability in developing ideas into sentences. Some students had started to add supporting ideas but most of them still only wrote the point of each idea without any supporting details. Finally, in post-test, most of them had tried to add supporting ideas to develop ideas into good writing.

Meanwhile, the students' mastery of grammar was low. They failed to differentiate the use of verb, noun, and adjective. It could be seen from their writing in pre-test. In their writing, I found many adjectives and nouns that were used like verbs. Many students repeatedly changed the adjectives and nouns into past form by adding -ed. Some verbs were also used as if they were adjective. Students also failed to differentiate passive form from active one.

There were many errors in sentence structure. They also failed to use past tense in retelling their experience. Some of them used the wrong *to be* or even did not put any *to be* where it should have been put. In other words, the students' grammar mastery was poor and it needed to be improved. In formative test, the students' mastery of grammar was still low. The problems found in their writing were the same with that in pre-test. However, the number of mistakes found much decreased. Their writing was getting easier to understand. In short, there was improvement in grammar aspect, but it still needed to be improved more.

Finally, the result of post-test showed that students' mastery of grammar improved, especially in the use of past tense

to retell past events. The number of mistakes found in students' writing decreased significantly. The problems of punctuation, spelling, and mechanic found in the students' writing in pre-test was the inability in using proper punctuation can be seen in the students' writing. There are many run on sentences. Students ignored to put period between ideas; they put commas instead. Some students ignored the importance of using capital letters. The errors in spelling were also found. In formative test, the student ignorance of using proper punctuation decreased. They started to be more careful in using punctuation. Some of them still ignored the use of capital letter in starting new sentences. The errors in spelling were still found in their writing. It was caused by their laziness in checking out the spelling of words in dictionary. In post-test, most of the student had used punctuation mark, capital letters, and spelling properly. Some errors in spelling were still found.

Furthermore, in the aspect of style and quality of expression, the students had problem in choosing the appropriate vocabulary in the pre-test. When they did not know the words in English, they just looked up their dictionary and chose the first word that they saw without checking the part of speech of the word. As a result, they repeatedly misused some vocabulary. Moreover, there were students who wrote vocabulary which do not exist in English. In formative test, their awareness of style in writing improved. They learnt new vocabularies by reading their friends' writing on "StoryBox". Moreover, students' difficulty in choosing proper vocabularies were helped by the list of vocabularies given by me.

However, the number of vocabularies given in the list were limited. So that the students were expected to bring along their dictionary in case they need other words that they could not find in the vocabulary list. Yet, many of them did not bring their dictionary. Finally, the students' errors and mistakes dealing with vocabulary

decreased significantly in post-test. They were happy to learn new vocabularies from their friends' writing. Their problems with vocabulary usage were also overcome by their activeness in looking up the list of vocabularies and dictionary.

3. The Increase in Students' Motivation to Write

The increase in students' motivation to write was showed by the result of the observation sheet and questionnaire. The observation sheet recorded some aspects on students behavior during the writing activities.

The first aspect which was observed was students' attention to the teacher's explanation. The second is students' active participation during the class. It covered students' activeness in asking question, answering questions, giving opinions, etc during the lesson. The third aspect is the students' positive response towards the media. The fourth is the students' motivation in writing recount text. The last aspect was students' seriousness in writing recount text. The analysis of observation sheet pointed out that the students' positive behavior in those aspects improved significantly from pre-test, formative test, until post-test.

The result of the questionnaire also indicated the improvement of students skill and the increase in their motivation in writing recount text. Referring to the analysis of the questionnaire, most of students responded the use of Facebook in their learning positively. The questionnaire consisted of 27 close ended items which were grouped into six general aspects.

The first aspect is the students' perceptions towards recount text and English writing. From the result of the questionnaire, it was found that most of the students agreed with the statements under this aspect. Most of them liked writing in English subject. There were 50% of students stated that writing recount text was easier than other text type and the rest did not think so. However, most of students often faced difficulties in writing recount texts.

Traditional method used by the teacher in teaching recount text was not good enough. Generally, they needed more attractive media to be used in learning recount text.

Based on students' perceptions towards the use of Facebook in their learning, it was found that most of students gave positive response to the use of Facebook in their learning. They believed that Facebook could be benefitted as media in learning recount text. They also liked the use of Facebook as media in learning recount text. Furthermore, they felt that the use of Facebook as media was very effective. The application of Facebook as media of learning writing recount text was quite easy. Finally, they agreed that Facebook was needed to be used in the following class activity.

The third aspect is the students' perceptions towards the use of Facebook in improving their language skills. The result of questionnaire showed that most of the students also agreed with the statements under this aspect. Most of the students agreed that Facebook helped them overcoming the difficulties in writing recount text. The use of Facebook in learning writing also improved their skill in writing recount text. Moreover, the way Facebook presented the learning materials helped them in acknowledging it. Furthermore, teacher and friends' comments helped them in revising their writings. Finally, their writing skill improved by commenting on friends' writing on Facebook.

Based on students' perceptions towards the efficacy of Facebook supported learning in comparison with traditional learning, it was found that most of students agreed that using Facebook in learning writing is better than traditional learning. They agreed that the use of Facebook as media of writing recount text was more effective than using paper. Using Facebook as writing media was more fun compared with using paper. In addition, learning using Facebook enabled them to learn anywhere and anytime. Furthermore, students felt freer

to comment on others' writing on Facebook rather than in face to face classroom activity.

Based on students' perceptions towards the efficacy of Facebook exercises, it was found that most of them agreed that assignation through Facebook decreased the possibility of forgetting doing homework. They also agreed that assignation through Facebook was more various. Furthermore, they felt that assignation through Facebook made them have two way communication with others in English.

The last aspect is students' perceptions towards the use of Facebook in increasing their motivation and feedback in writing. Based on the result of questionnaire, it was found that most of students agreed with the statements under this aspect. Most of the students stated that they felt motivated to write recount text on Facebook. The use of Facebook itself had increased their motivation to write. In addition, they felt more motivated by others' comments on their writings on Facebook. They also felt motivated by others' liking on their writings on Facebook. Finally, they felt motivated to write better since their writings would be read by many people, not only by the teacher.

Conclusions

The use of Facebook as teaching and learning media bring many benefits for students. Particularly it can improve students' skill and increase their motivation in writing recount text. At first, students enjoy the use of Facebook in their writing class. It increases their motivation to write because of its fun, non-bordered space, challenge, supporting features (comment, like, share, etc), and large number of audience. Furthermore, the use of Facebook in learning writing recount text also help them achieve more in writing. It is because the use of Facebook in learning was likeable, it presentes the material attractively, it enabled them write more imaginatively and creatively, it made them more scrupulous in writing because it would

be read by many readers, and it provided "comment" feature which enabled them review each other's writing for betterment.

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THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN VOCATIONAL HIGH SCHOOL 1 KUALA CENAKU

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Abstract

Teaching and learning are not complete without assessment which is needed to measure the students' capability and achievement in language learning. Assessment is an essential activity and as an integral part of teaching learning process and it is used to see whether the teaching and learning process can run as expected and reach the desired objectives. One particular form to assess the students' reading comprehension is by using authentic assessment. Authentic assessment requires demands on teachers' professional skills since it calls for independent judgment and interpretation of student performance. It takes times and careful planning to be used effectively. However, most teachers do not feel adequately prepared and mastered in assessing their students by using an authentic assessment. The problems appear while the teachers start to apply it. The main contribution of this study is to determine the problems of two English teachers in implementing and applying an authentic assessment on reading comprehension. Using descriptive qualitative method and semi-structured interview administered to five English teachers, the researcher observes directly to confirm the data obtained from English teachers who use authentic assessment in their reading comprehension class and this study highlights some findings those are the teachers' problems in implementing an authentic assessment. Based on the observation and interview the researcher finds several difficulties that faced by the teacher in preparing, applying and implementing the authentic assessment on students' reading comprehension.

Keywords: assessment, authentic assessment, reading comprehension

Introduction

The purpose of teaching reading is to develop students' competence in reading skills that cover the basic standard competence in Curriculum-Base Competence. In education field, reading is the key to enlarge knowledge since it presents various information of students' need in learning. As Levine et al (2010) stated that reading is one of the most important skills that should be acquire for English as second language students because it can develop language intuition and determine academic success for completing certain purpose such as gaining information or validate existing knowledge, enjoyment or to enhance knowledge of the language being read. It means that through reading a text, the readers can gain knowledge and information about many things.

Nowadays, Senior High School students are mostly taught reading comprehension through genre. It contains knowledge about language features, generic structure, and other characteristics that build a reading text perfectly. Since the students always face reading through genre, it forces the teachers to find the source of material that can develop students' communicative competence. One of the components of communicative competence is socio-cultural knowledge that relate to day-to-day living, share values, belief, histories, taboos of certain social group (Reid, 2012). In relate to this, authentic material is believed as the best material for teaching cultural aspects because it can bring outside world and reality.

It is generally true that using authentic material in reading should be evaluated by authentic assessment. Authentic assessments in reading tend to

enrich students with the real world tasks that emphasizing students skill for the real-problem solving. Authentic assessment in reading comprehension will give opportunity for students to be creative learners and enable them to develop specific graduate attributes (Wiggins, 2003). In regard to this, teachers have to design the real world condition to assess students' knowledge and comprehension on reading text. The authentic assessment describes the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instructionally relevant classroom activities (Malley and Pierce 1996).

In fact, in Vocational High School Kuala Cenaku Riau province, most English teachers are used to apply traditional assessment in measuring students' reading achievement. According to the researcher observation and interview with some English teachers, they said that that using authentic assessment is more difficult and complicated than traditional assessment. In designing authentic assessment, they should considered three essential factors such as firstly; it should clear articulating that expected learning out-comes of the unit. It means the teachers have to provide the assessment with clear criteria and performing standard. Secondly, authentic assessment should represent the real world condition such as in describing problems, finding placement in authentic setting, and designing learning environment. Finally, it requires managing the assessment load that includes students' situation, large portfolios and report.

In regard to the phenomena above, the researcher assumes that authentic assessment is important in connecting students learning and applies essential knowledge and skill to the real world tasks and problems. Moreover, investigating the teachers problems in applying authentic assessment in reading comprehension is necessary be conducted. Therefore, the researcher interest in figure out a research by the title: 'The Implementation of

Authentic Assessment in Vocational High School 1 Kuala Cenaku

Thus, this present research, is trying to investigate teachers' implementation in authentic assessment. This research is important because It is expected that English teachers, in particular, can apply the authentic assessment in assessing student comprehension in reading class in order to assess how deeply an individual student understand a certain curriculum-related selection. Besides, authentic reading assessment identifies the key feature of good assessment.

Methodology

This study uses descriptive qualitative research to find out the teachers' implementation of authentic assessment in Vocational high school. According to Gall and Borg (2003: 290, in Jalaludin, 2009), "Descriptive research has yielded much valuable knowledge, about opinions, attitudes, and practices." Furthermore, Heigham and Crooker (2009) states that qualitative research entails collecting primarily textual data and examining it using interpretive analysis. The participants involved in this study are five in service teachers of primary and secondary schools and chosen purposively. Since the design of the study is descriptive research, therefore, the technique for collecting the data in this research used interview. Lambert (2012) suggests that interview is an efficient way to elicit in-depth information of someone's experience, perspectives, and opinions. Interview is not only asking questions and the interviewee answer them but also the researcher has to engage actively in the conversation focused on the study. This research used semi-structured interview, where the researcher is allowed to ask additional question and discuss additional topics related to the issue discussed (Lambert, 2012).

The analysis used in this research is thematic analysis (Gomm, 2004). The thematic analysis codes each conversation based on the theme. The steps in thematic

analysis are (Gomm, 2004): deciding what themes will be; deciding what will count as evidence of a theme; coding a transcript to indicate this passage is an example of this theme and that passage is an example of another theme; and the last, presenting the data result. The data were analyzed very carefully by making transcription, giving themes, and coding them

Findings and Discussion

1. Teachers' Understanding about Authentic Assessment

All teachers know that authentic assessment is the method to measure students' ability. They gave their own understanding about the term authentic assessment. All of the respondents agree that authentic assessment is the way or method which is often used by teachers to evaluate or measure students' ability.

"Authentic Assessment is requiring knowledge and skills in the real-life setting." (Respondent 3)

"Authentic Assessment helps the students to interact with the real life." (Respondent 4)

Looking at their responses, it is clear that most EFL teachers understand about the term assessment that they always conduct in the classroom.

2. The Importance of Assessment

Assessment gives benefits for both teacher and student. All teachers have their different perspective of the importance of authentic assessment. Some argued that authentic assessment is important to evaluate the learning in the classroom. The others claimed that assessment is important to know the students' ability and to reflect the teachers' teaching and students' learning.

"Assessment is important to evaluate teachers' teaching and students' learning. assessment gives teachers reflection to know the quality of their teaching. in addition, assessment can also help students to recognize their weaknesses and strengths so that they can determine the strategies to improve their learning." (Respondent 4)

"Assessment has many benefits for teachers and students. As a teacher, based on my experience, I can reflect my own teaching during the instruction. Assessment also gives the opportunity for students to determine their level. Students will be able to decide the learning strategies and style for them to improve the learning process and outcomes." (Respondent 1)

Therefore, it is clearly stated that assessment gives huge contribution to the teaching and learning process. As Dhindsa et al. (2007) state, assessment is a key component of teaching and learning, "a systematic process of data gathering" about students' progress.

3. The Types of Authentic Assessment Implemented by the Teacher

Various kinds of authentic assessment is available, the teachers can practice some of it. It depends on the teacher itself.

"Story telling is used to get the literal meaning is simply what is the text says. It is what actually happens in the story." (Respondent 1)

"Oral Interview is used to evaluate meaning by telling the readers about the information outside the text, so the readers should analyze what is being read. The readers must form opinion base on the information, then they should an evaluation that supported with the evidences on a text."

(Respondent 3)

4. The Difficulties on the Implementation of Authentic Assessment

All things are never away from problems. Some obstacles may occur during the assessment. All respondents agree that they have ever had several problems during the authentic assessment. Some of them claimed that scoring and making the evaluation criteria sometimes confusing them. Another said that the problems often occur in authentic assessment is when there is inappropriateness of assessment being used and the material during the instruction or unit.

"The common problems occurred in authentic assessment is when scoring and making the criteria of assessment." (Respondent 1)

"I think, teachers often ignore the appropriateness of instruction with authentic assessment. This because the limited time. In addition, teachers usually assess the productive and receptive skill in the same way." (Respondent 3)

"Time, washback effect, and the kind of authentic assessment often become the problems during assessment. They sometimes make teachers confused." (Respondent 4)

Thus, it is clear that those problems often occur when teachers assess students' ability. One of the respondents said that the effect of the washback is sometimes confusing the teachers. Teachers should be as creative as possible to make students aware of the importance of the whole aspects (learning goals, instruction, and assessment).

Conclusion

Most of the teachers have a positive perception toward the quality of the authentic assessment that they gave to the students. There are five criteria of a good assessment they are practicality, reliability, validity, authenticity, and washback.

The authentic assessment that was usually used by the teachers in reading class was not practical yet since the assessment that was usually used was complicated, especially in scoring process. But it had been fulfilling the criteria of reliability and validity of the assessment.

Based on the result, it is suggested to the teachers to consider about all of the criteria of a good authentic assessment. While in the practicality and authenticity of the assessment, the teachers should do some improvisation in the assessment method that they were usually used, to make the assessment become more practice.

For further research, it is good to find out a good method in doing authentic assessment since a good assessment can show the students about the development of the students' skill in learning English. The method should be based on the criteria of a good assessment that are practicality,

reliability, validity, authenticity, and washback.

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THE ANALYSIS OF STUDENTS' LISTENING PROFICIENCY AND THEIR MOTIVATION IN (META)-COGNITIVE COLLABORATION STRATEGY INSTRUCTION

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Abstract

Students' motivation is important in mastering English especially in mastering listening skill. The aim of the study is to find out the students' listening proficiency viewed from their motivation. Quantitative analysis was used to investigate the findings of this research by using pre-test post-test one group design. The research aims at finding the results of students' listening proficiency viewed from their motivation after they have been treated by using M-CCSI as (meta)-cognitive collaboration strategy instruction. The instruments of the research are TOEFL Test of listening section and Motivation questionnaire. The participants of study 28 EFL students from one class at Muria University of Kudus (UMK) the 3rd semester of year 2016-2017. After analyzing the improvement of delta score, the students who have low motivation has 5.81 of gain score after doing treatment by using M-CSSI. Meanwhile, the students who have high motivation have a gain score 6.75. The results shows that the students' motivation do not influence significantly with p value 0.493 which is above the 5% of significant level.

Keywords: listening proficiency, motivation, and M-CSSI

Introduction

EFL students perceived that listening is the most difficult skills to master. Nation & Newton (2009) define that listening is a process of language learning which facilitate learners to have information in order to develop their knowledge for using the language both English as second language and English as foreign language. The listening period is a time of observation and learning that contribute the base for mastering the other skills in language learning. In addition, Schultz (2003) states the term of listening should focus on how teachers attend to individuals, the classroom as a group, the broader social context, and, cutting across all of these, to silence and acts of silencing. In pedagogical perspective, listening can be defined as the comprehension of their learners and the understandings the existence of the teacher and learners as the part of teaching and learning process.

However, listening skill that is one of English skills is often considered as a passive activity. It actually enables students or listeners to be active in comprehending the various sounds, vocabularies, and

grammatical structures. Mendelsohn (1994, p. 19) defines listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. In addition Vandergrift, (1999, p. 168) says that "Listening skill is a passive activity which is a complex, active process for listeners to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation". It is believed that listening comprehension is not only the process of a recursive receiving of audible symbols, but an interactive process (Brown, 2001). In addition to this, Wilson (2003) states that listening is not as passive as it has been claimed to be as it demands a number of complicated and complex processes be performed by learners.

In short, listening comprehension is a highly integrative skill. It refers to the hard work activity that needs more analysis and support. Thus, listening comprehension

plays an important role in mastering a language. For these reasons, the implementation of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

One of factor to influence the students' listening proficiency is motivation. Another study done by Tamimi and Shuib (2009), investigated students' motivation in term of three motivational construct: instrumental motivation, integrative motivation, and personal motivation. Learners' attitudes, on the other hand, regard the use of English in social and educational context, and the culture of English speaking world was identified. They found that instrumental and personal reasons were regarded as important motivation by the students.

Therefore, in this research, the students' listening proficiency and their motivation will be analyzed after implementing M-CCSI as the collaboration between metacognitive and cognitive strategy instruction.

Methodology

Quantitative analyses was used to investigate the findings of this research by using pre-test post-test one group design. the research aims at finding the results of students' listening proficiency viewed from their motivation after they have been treated by using M-CCSI.

The participants of study 28EFL students from one class at Muria University of Kudus (UMK) the 3rd semester of year 2016-2017.

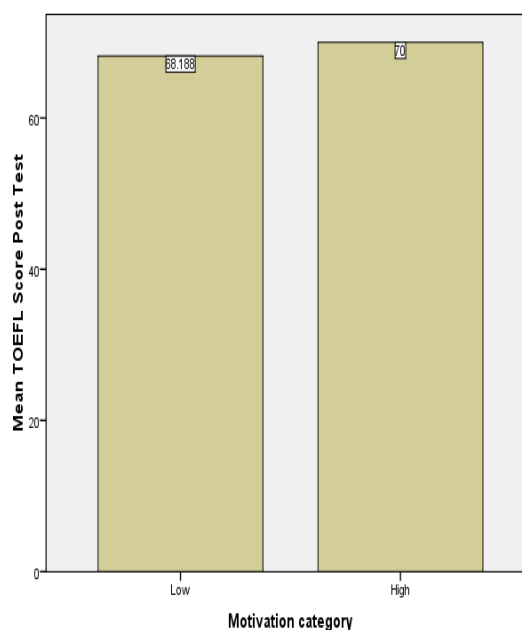
The instruments of collecting data are listening test and questionnaire. The listening test was used to find out the students' listening proficiency both pre-test and post-test. The test was adopted from listening section of Longman TOEFL Test which is the standard test. Fifty questions of listening comprehension comprising short conversation, long conversation and long talk are held to find out their score of listening proficiency. The analysis of the finding is a quantitative method using

descriptive statistics and analysis of variance.

Meanwhile, the questionnaire was conducted to investigate the students' motivation in following class and to analyses, the students' listening proficiency based on their motivation after conducting the treatment. Total of questions are twenty completed by the five choices as likert scale including strongly disagree (1), slightly disagree (2), neither agree or disagree (3), slightly agree (4), and strongly agree (5).

Findings and discussion

The finding of the study shows that the score of students' listening proficiency are the same between high motivation and low motivation as shown in the graphic 1 and table 1.



Graphic 1. Students' listening proficiency between pre-test and post-test.

Table 1. Group Statistics between Pre-test and Post-test

Motivation category		N	Mean	Std. Deviation	Std. Error Mean
TOEFL Score Post Test	Low	16	68.19	5.913	1.478
	High	12	70.00	5.908	1.706
Improve ment	Low	16	5.81	3.468	.867
	High	12	6.75	5.154	1.488

After analyzing the improvement of delta score, the students who have low motivation has 5.81 of gain score after doing treatment by using M-CSSI. Meanwhile, the students who have high motivation have a gain score 6.75.

The correlation between the students' listening proficiency and students' motivation can be seen from the following statistical analysis.

Source	DF	AdjSS	Adj MS	F-Value	P-Value
Cat_motivation	1	13.09	13.09	0.48	0.493

The results shows that the students' motivation does not influence significantly with p value 0.493 which is above the 5% of significant level.

Conclusion

Based on the results, students' listening proficiency has a different score and a different gain score between students who have high score and they who have low motivation. Therefore, in learning English, high motivation is one of the influence factor in mastering English.

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INDONESIAN EFL SECONDARY SCHOOL TEACHERS' PERCEPTION AND PREFERENCES ON AUTHENTIC SPEAKING PERFORMANCE ASSESSMENT

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Abstract

A major challenge faced by English language teachers is to enable their learners to use speaking skills for effective communication and to assess it. The best way to evaluate it would be through assessing students' ability in real tasks of written and spoken communication as it can improve their speaking skill. However, today's foreign language teachers rarely assessed students' speaking skill and they have relied on traditional pencil and paper evaluation format. Curriculum 2013 addressed to bridge the gap through authentic assessment. The present study thus attempted to address the phenomena by studying EFL secondary school teachers' perception and preferences on authentic speaking performance assessment in qualitative research method. Eighteen participants from various junior and senior high school in Indonesia have answered an online questionnaire on authentic speaking performance assessment (ASPA). The study revealed that Indonesian EFL secondary school teachers have perceived adequate knowledge and practice on ASPA, it was proved by the existed implementation of ASPA in their classroom practice. Role play dedicated as the most preferred ASPA regardless teachers' gender, school level or certification status. Time was main obstacle in conducting ASPA. Self-reflection was suggested to be initial respond to decide appropriate adjustment. Colleagues' best practice, a talk with EFL expert via blog or other modes, and related online materials were ways to take as teachers' techniques enhancement for handling and maintaining students' motivation and engagement during ASPA.

Keywords: authentic assessment, speaking skill, curriculum 2013

Introduction

Speaking skill is the second language skill that people learn. People have to master good speaking skill prior to good reading and writing skill. As a matter of fact, a major challenge faced by English language teachers is to enable their learners to use speaking skills for effective communication and assess it. Huxham et al (2012) elucidate that the best way to evaluate it would be through assessing students' ability in real tasks of written and spoken communication as the use of oral assessment motivates students to practice and improve their speaking skill. However, up to present time, some researches (Al.Nouh et al, 2014; Frey & Schmitt, 2010; Wubshet & Menuta, 2012) manifest that foreign language teachers rarely assessed students' speaking skill and they have relied on traditional pencil and paper format to evaluate students.

Traditional written tests are not appropriate indicators of the students' ability to use the language in real life communication. As research by Colley (2008) reveals that these types of assessment do not always demonstrate what student really know and based on Wiggins' (1990) view traditional assessment tend to reveal only whether the students can recognize, recall or "plug in" what was learn out of context. Likewise, Mueller (2013) states that while traditional forms of assessment (multiple choice, true or false, fill in the blanks, and others) measure how much of the content the learner be able to recall, these types of assessment, though not at all ineffective, should be complemented with authentic assessment, that is, "a form of assessment in which students are asked to perform real world tasks that demonstrate meaningful

application of essential knowledge and skills” (Mueller, 2013).

Curriculum 2013 is appeared to accommodate the existing phenomena. It comes along with major changes or reformation in almost every National Educational Standard. A thorough attention are given by Ministry of Education and Culture recently by releasing its decree No 22 in June 2016 emphasized and declared its previous decree No 65 in 2013 about Process Standard in Primary school and Secondary school. It is stated that process based assessment should be conducted through authentic assessment in which assess students’ readiness, process, and achievement (Depdikbud, 2016).

Authentic assessment refers to the procedures for evaluating learner achievement or performance using activities and tasks that represent classroom goals, curricula and instruction, and in real life situation (Atac, 2012). Frey, Schmitt, and Allen along with other scholars (Bergen, 1993; Gronlund, 2003; Newman, Brandt & Wiggins, 1998; Wiggins, 1989) have fully agreed toward the decision to award authentic assessment as best classroom assessment for its valid and real world engagement of task (Frey et al, 2012, p. 2).

O’Malley and V. Pierce have listed several authentic assessment of oral language, later on called Authentic Speaking Performance Assessment (ASPA), namely oral interview, picture cued descriptions or stories, radio broadcast, video clips, information gap, story/text retelling, improvisations, role play, simulation, oral reports and debates (O’Malley & V. Pierce, 1996, p. 77). ASPA should focus on students’ ability to interpret and convey meaning and of course in authentic purposes in interactive contexts. In this case, as Porter and Roberts (1987) in O’Malley and V. Pierce conveys that teachers are supposed to use ASPA in classroom setting. It means: (1) using authentic language in listening/speaking activities; (2) setting real world tasks; (3) giving students opportunities to use language in situation

based on everyday life (O’Malley & V. Pierce, 1996, p.62).

Several researches have been conducted by several scholar regarding the use of authentic assessment. A study conducted by Al Nouh, A.Taqi and Abdul Kareem (2014) investigated 342 Kuwaiti female EFL primary school teachers reveals that teachers perceived themselves knowledgeable and skillful in alternative assessment, yet, it still need for workshops and training courses on alternative assessment. While, a study conducted by Hidayati (2016) investigated Vocational High School English teacher reveals that the teachers face four problems in applying authentic assessment: (1) overburden with too many assessment formats; (2) inconsistency in regulation cause confusion to teacher; (3) insufficient learning facilities caused ineffectiveness; (4) insufficient IT system. Frey and Schmitt (2010) study reveals that female teachers choose performance based assessment more often than male teachers. Wubshet&Menuta, (2015) report that the teachers did not give room for alternative assessment in the classroom practice.

However, the existing literature reveals that there has been no study pertaining to Indonesian EFL secondary school (junior and senior high school) teachers’ assessment preferences specifically on authentic speaking performance assessment. In this regard, this study is significant since it is believed that the findings of the study will shed light on future studies and provide feedback to teachers, assessment professional and decision makers on curriculum development. The following research questions guided this study such as 1) What are Indonesian EFL teachers’ perception and preference on ASPA? And 2) Are there any significant differences in the EFL teachers’ ASPA preferences according to their gender, school level, and certified/uncertified status?

Methodology

This study was conducted toward EFL secondary schools (junior and senior high school) teachers in Indonesia. The aim of the study was to investigate English teachers' perception toward ASPA and their ASPA preferences in the context of Indonesian secondary schools, using qualitative research design and quantitative representation for solid evidence.

An adapted questionnaire from Stiggins (1992) for demography instrument (gender, age, educational background, school level workplace, teaching experiences, school status, and class size) and add with teachers' certification status item, continued to open ended questions regarding EFL teachers' perception toward speaking skill, ASPA, impact of ASPA and obstacles in conducting ASPA, and combined with ASPA instrument from O'Malley & V. Pierce (1996) (assessment procedure and selection of ASPA). The instrument are written in mode of *googleform*, then shared through few social media group (*Whatsapp*) of EFL teachers in Indonesia. There were 12 female teachers (66.7%) coded as coded as F1, F2, F3...F12) and 6 male teachers (33.3%) coded as (M1, M2, M3...M6), working at junior and senior high schools in Indonesia, age ranged from 23 to 45 with different EFL teaching experience as the research participants.

Descriptive analyses were used to summarize the bio-demographic information provided by the participant. These analyses revealed that it was not possible to cross any of the bio-demographic with setting due to small size of sample. Consequently, it used comparative analyses.

Findings

1. EFL Teachers' Perception toward Speaking

Most of the participants had similar position in viewing speaking skill as a very important skill for foreign language learners. It is a mode to express and convey ideas for communication purpose especially in the

global world we lived in where English is the mostly used language. The following quotes support previous statement:

"Really important, since it is a mode where students can express and convey their ideas for communication purposes." (F8)

"Speaking skill is very important to see how good you are in mastering the language and how capable you are in communicating with other people." (M4)

2. ASPA (Perception, Selection, and Procedure)

It might seem that ASPA, regardless the premature implementation, had been in a close sight of Indonesian EFL teachers. They did not treat it as newcomer but they did acknowledged ASPA quite well. Therefore, more than half of the teachers (55.6%) asserted ASPA as a good or even great kind of assessment that was conducted through real performance or real world task in order to make students get used to it in their actual life. The statements of the participants about ASPA are the following.

"... ASPA is the assessment that applied by the teacher through real performance." (F2)

"Good. It trains students how to conduct the real speaking as occurs in daily life." (M1)

Besides, there were 16.7% of the teachers claimed ASPA as hard kind of assessment to be applied but it also implied that the teachers have conducted such kind of assessment in their classroom practice and faced difficulties during the application. The following was the statement.

"It is really hard to apply." (M3)

Dealing with teachers' further view about ASPA effect, most of them (88.9%) agreed that ASPA have given positive effect. First, ASPA made students' more motivated to do speaking assessment. With regular activity, the students might not have interest to do the speaking because it was less natural but conversely by conducting this kind of assessment. Some participants gave their following statements.

"...by conducting such assessment, my students are more motivated and used to try to use some

simple utterances not only for facing oral test but also in their daily life at school.”(F3)

“...students seem more natural in speaking English.”(M1)

Second, ASPA was significant means of speaking ability measurement. 22.2% of teachers agreed that it gave objective measurement of students’ ability in speaking. As a result, teachers knew the real ability of their students in oral language.

“...we can measure students’ communicative skill as the goal of English teaching and learning.” (F4)

“... with ASPA, I will know my students’ ability in English.” (F1)

Third, ASPA was a tool for teachers’ reflection. As other kinds of activity conducted by teachers in their classroom practice either teaching method, teaching techniques, classroom management or assessment procedure would eventually made the teachers to reflect on what they have done.

“...it is a device to reflect ourselves for better improvements.”(M4)

Two types of ASPA are found to be most commonly used, they were role play and story/text retelling (77.8% and 72.2%). Following the two in decreasing order are oral reading, oral discussion, oral interview, oral report, and public speaking (55.6 %, 44.4%, 38.9%, 33.3%, and 27.8%). Most of the teachers (83.3%) have used their self-developed test items for carrying out speaking assessment. Scoring rubrics is the most used scoring procedure that have been used (88.9%) by the teachers.

3. ASPA Preferences

Table 1. Gender

	Male	Female
1	Oral reading 83.7%	Role Play 83.3%
2	Story/Text Retelling 83.3%	Story/Text Retelling 66.7 %

Table 2. School Level

	JHS	SHS
1	Oral reading 88.9%	Role Play 77.8%
2	Story/Text Retelling 77.8%	Story/Text Retelling 66.7 %

Table 3. Certified/Uncertified

	CT	UT
1	Role Play 77.8%	Role Play 77.8%
2	Story/Text Retelling 66.7 %	Story/Text Retelling 77.8 %

4. Obstacles in Conducting ASPA

Another open ended questions on the questionnaire questioned teachers’ difficulty in conducting ASPA were answered with two kinds of difficulties. The first obstacle or could be said as main obstacle was that teachers need more time allocation/more meeting time to conduct ASPA. The participant gave two examples of ASPA that was carried out in more than one meeting, they were public speaking and drama. The following statement came from the participants.

“...time, speaking assessment is limited by time.”(M6)

“... public speaking or drama take many meetings to occur.”(F2)

The second obstacle was how to increase students’ motivation and engagement during ASPA. Most of Indonesian EFL students were not an active speaker of English, they found to be nervous, reluctant, and shy when they were asked to engage in speaking activity. Following statements have proved them.

“...the hard thing is getting the students ready to speak.”(F9)

“Most of my students are too shy to say in English.”(F1)

“Some students get stuck while speaking.”(M1)

5. Ways to Overcome the Obstacles in Conducting ASPA

Any obstacles would remain be obstacles if one did not manage to face it. Then following remark would address on ways that teachers took to overcome any difficulties they faced during their ASPA implementation in the classroom. Some of them were that they did self- reflection after they conducted ASPA in order to adjust the assessment plan or procedure for upcoming

ASPA implementation, they consulted to a senior colleague who have had adequate experience on ASPA so that they find out that an EFL teacher should give them trigger questions or leading questions to make students speak, and they searched for the answer from the internet by looking for related material and related blog concerning ASPA. The following were their statement regarding loopholes to their ASPA obstacles.

“after doing such thing, I should think about it to decide what to do or not to do for my next assessment activity.”(M4)

“...my colleague told me that I should give them trigger questions to make them speak.”(M1)

“...by reading online material about ASPA, I know now that I should set everything clearly before doing the assessment.”(F6)

Discussion and Conclusion

By stating speaking skill as very important skill, it implies that the teachers have put significant attention toward it and it was proved by devoting their EFL classroom time for speaking class, the elevation got higher when they did also assess their students' speaking skill with adequate frequency of speaking assessment with the range of one up to six times within a semester. It was parallel to O' Malley & Pierce (1996) who state that oral language should be assessed for each student at least twice during each quarter or semester and it should be conducted regularly and be ongoing. This study also supported Wilde's statement that there is worldwide recognition that oral skills need to be assessed. (Wilde et.al, 2009).

More than half of teachers have acknowledged ASPA very well that ASPA is as kind of assessment to measure speaking ability through real world task (Atac, 2012; Bergen, 1993; Gronlund, 2003; Mueller, 2013; Newman, Brandt & Wiggins, 1998; Wiggins, 1989). It was proved that ASPA implementation could foster motivation on students to do speaking assessment for its real like situation that

may trigger their interest, Underhill (1987) asserts that assessment should be instructive, challenging, engaging, and even enjoyable. To drive teenagers or learners interest in learning or in assessment, teachers should offer a student based special package of learning and assessment by selecting and deciding as close theme/topic as possible with their ongoing interest or in other means an “Aha” moment theme/topic and also through up to date techniques.

Role Play awarded as the most preferred ASPA among Indonesian secondary school teachers regardless gender, school level or certified/uncertified teachers' status. This result is supported by previous research (Han & Kaya, 2014; Sinwongsuwat, 2012). Since there are several numbers of ASPA exactly twelve kinds of ASPA involving in this study, teachers are suggested to equalize the use of each in order to vary the assessment activities and take the most out of it. The array of ASPA from O'Malley and V. Pierce were already become top suggestions with its respective advantages and proved to be ready for teachers to take into as their ASPA consideration.

Male teachers are found to use eight out of twelve kinds of ASPA optimally than female teachers who just use two out of twelve, but the female teachers are found to show more bold to conduct debate as their ASPA in their classroom. Debates are most appropriate for intermediate and advanced learners (O'Malley & Pierce, 1996). The use of debate on this study especially by female EFL senior high school teachers showed that teachers do pay attention to students' language proficiency and classroom readiness in deciding kinds of ASPA to be conducted. In this case based on the surface layer, we may say that female teachers were bolder to take risk in deploying high stakes ASPA (read=debate) in their classroom practice than male teachers regardless the deep layer which address actual and accurate classroom' readiness since the researcher did not discuss further details with the participant. Frankly, even junior

high school classrooms may apply debate as their assessment practice as long as they can fulfilled debate requirements.

This study also revealed the significant use of rubrics as ASPA scoring procedure. Johnsson and Svingby stress that “effective design, understanding and competent use of rubrics is crucial, no matter they are used for high stake or classroom assessment”. (2007, p. 131). According to Andrade (2000) rubrics are useful for teachers and learners for they are useful as tools of teaching and assessment; they help students become more thoughtful judges of the quality of their work and those of their peers; they save teachers’ time spent on evaluating students work; they accommodate heterogeneous classes; they are easy to use. There was no preference difference between certified to uncertified teachers, both party have chosen role play and story/text retelling as their most preferred ASPA and as well as with other kinds of ASPA which gain almost equal percentage.

The main obstacle of conducting ASPA is on time allocation (Al.Nouh, Taqi & Kareem, 2014). In conducting a single ASPA, a teacher will need more meeting to accomplish it. Therefore, teachers need to practice ASPA more, accompanied by their self- reflection on their assessment practice, they can adjust the assessment procedure and manage the time as well to mostly fit the classroom. Another obstacle is to increase students’ motivation to speak, here teachers did need to profoundly find related applicable technique from colleagues’ best practices, online material reading or even a talk with EFL expert by subscribing to their blog.

By large, the participant teachers have showed adequate knowledge and practice toward ASPA. Their classroom practice on implementation of ASPA significantly showed that Indonesian EFL secondary school teachers did have “rooms” for ASPA. Hence, there will be a slight of hope in the betterment of further ASPA implementation in Indonesia.

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THE POLITENESS PRINCIPLES OF TEACHERS AND STUDENTS IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM INTERACTION

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Abstract

This study was conducted to find out the Politeness Principles in EFL classroom interaction. Consisting of six maxims; tact maxim, approbation maxim, generosity maxim, agreement maxim, modesty maxim and sympathy maxim. There were one English teacher and one classroom of eighth grade students of SMP Muhammadiyah 03 Semarang that became the subject of this study. In depth, this study was to explore the use of politeness principles of students and teacher in the EFL classroom interaction. A mix method research with the domination of qualitative research was chosen as the research design. Classroom observation checklist, documentation, library research, were used as the instruments of the data collection. The result of the study shows that violation of politeness principles has the higher position with the percentage 41% rather than fulfillment with the percentage 31.5%, while other utterance becomes the lowest utterance with 27.5%. The highest maxim fulfilled was generosity with the percentage 38%, and the lowest maxim fulfilled was modesty maxim with 1%.

Keywords: EFL Classroom Interaction, Politeness Principles, Teacher and Students

Introduction

The violation of politeness principles often happen in the process of communication both in a formal situation or informal situation. School as formal institution in which students and teachers should use polite conversation in their interaction, usually use impolite language in some situation especially when students talk to their teacher. This is what degree of politeness meant by Leech in scales of authority scales. When people has lower status, he or she will talk more polite to the person who has higher status (Nurdianingsih, 2006, p. 20).

According to 2013 curriculum and also KTSP curriculum which are applied in the educational system in Indonesia right now, character building is the main aim of national education. Moral degradation especially for young generation becomes reason for government to concern more about character building. Marlina (2014, p. 3) stated that curriculum has been centralized and concerned to the character building. In line with Yoyon, Marlina

(2014, p. 9) the law of Republic of Indonesia number 20, 2003 also stated that national education has function to develop capability and build character. It means that politeness becomes one of the factors someone's good manner or character is relevant with curriculum.

Based on the pre-observation in SMP Muhammadiyah 03 Semarang showed that beside the fulfilment of politeness principles, there were also violations in politeness principle in the conversational interaction. Those things happened in the learning process and non learning process.

The example of violation` of politeness principle between teacher and a student can be seen as follow:

Teacher : Which group will present their presentation first? No one? Okay, I choose randomly. Maya your group first.

Student : No Mister, No, Annisa first.

The conversation happened when the teacher taught the students and in the very beginning, the teacher asked the students deliver their presentation which

had been assigned the week before. When the teacher asked the students to come forward, there were no students who wanted to come forward. Finally the teacher chose randomly, and he chose Maya as the first presenter, but Maya did not want to be first presenter so she said “no” to her teacher and pointed Annisa as first presenter.

The way the student talked to the teacher by saying “no” directly without any permission could be identified as violated of agreement maxim. Agreement maxim itself has characteristic to the participants to increase agreement and decrease disagreement Leech in Huang (2008, p. 1). Based on the characteristic, Maya which was saying “no” without any permission and clear reason increased disagreement to her teacher and decreased agreement toward the teacher. So, it can be concluded that the utterance violated agreement maxim based on Leech’s maxim. Beside tact maxim, Leech also divided six politeness principles they are agreement maxim, generosity maxim, approbation maxim, Modesty maxim and sympathy maxim (Rahardi, 2010, p. 59).

This research was aimed to find out the violation and fulfillment in the interaction between teacher and students in English as a Foreign Language classroom interaction.

Methodology

This research used mix method research. Mixed methods research is combining two research method, qualitative and quantitative to collect data. This combination provides more complete understanding. (Creswell, 2013, p. 32).

The subject of the study was the eighth grade students and English teacher of SMP Muhammadiyah 03 Semarang. The eighth grade was chosen as purposive sampling to gain some specific purposes (Sugiono, 2011, pp. 118-119). While classroom observation, documentation, library research were chosen as instrument of data collection.

Findings and Discussion

Politeness principles which is reputed as the most comprehensive, and most complete is Leech’s politeness principles (Rahardi, 2010, pp. 59-60). It is divided into six maxims. Maxim is linguistic principles in the lingual interaction. Maxim suggests the user to use polite language. In the other hand, maxim is controlling the utterances of the speaker to use polite language. There are six maxims in the politeness principles by Leech (Leech, 2014, p. 79). Tact maxim requires participants to minimize cost to the other and maximize benefits to the other. Generosity maxim requires participants to minimize benefit to self and maximize cost to self, Approbation maxim requires participant to minimize dispraise to the other and maximize praise to other, Modesty maxim requires speaker to minimize praise to self, and maximize dispraise of self, Agreement maxim requires participants to increase agreement and decrease disagreement, Sympathy maxim requires participants to maximize sympathy and minimize antipathy towards the other.

The researcher showed the analysis data of politeness principles violated and fulfilled in the conversation between teacher and students at eighth grade of SMP Muhammadiyah 03 Semarang in an EFL Classroom interaction. All of the data presented in Table 1.

Table 1. The data result of politeness principles

No	Indicators Result	Total	Percentage
1.	Violation	92	41%
2.	Fulfilment	71	31.5%
3.	Other	62	27.5%
Total of utterances		225	100%

The result shows that the violation of politeness principles becomes the most utterances used between teacher and students in classroom interaction with 92 utterances from the total of utterances were 225 utterances or 41%, the fulfillment with the total of 71 utterances or 31.5% and other with 27.5%.

The fulfillment of politeness principles could be seen in table 2.

Table 2. The fulfillment of politeness principle

Stages	Tact	Percentage				
		Generosity	Approbation	Modesty	Agreement	Sympathy
Opening	7%	1%				
Main Activity	16%	37%	25%	1%	10%	3%
Closing						
Total	23%	38%	25%	1%	10%	3%

Based on table 2, there are three learning teaching stages, opening, main activity and closing. In the opening stage there are tact maxim with 7% and generosity maxim with 1%. In the main activity stage, all maxims contribute in giving the role. There are tact maxim with 16%, generosity maxim with 37%, approbation maxim with 25%, agreement maxim with 10% and sympathy maxim with 3%. In the closing stage there is no maxim fulfilled.

Meanwhile, the violation of politeness principles could be seen in table 3.

Table 3. The violation of politeness principle

Stages	Tact	Percentage				
		Generosity	Approbation	Modesty	Agreement	Sympathy
Opening						
Main Activity	36%	17%	27%	7%	4%	9%
Closing						
Total	36%	17%	27%	7%	4%	9%

Table 3 showed that all of maxims violated in the main activity. The highest maxim violated was tact maxim with 36%, the second was approbation with 27%, generosity maxim became the third rank with 17%, while modesty and sympathy with 7% and 9%, and the lowest maxim violated was agreement maxim with 4%.

To get deep analysis of each maxim, the following is the analysis and the example of maxim fulfilled of politeness principles:

1. Tact Maxim

The characteristic of Tact maxim is minimizing cost to the other and maximizing benefits to the other (Leech,

2014, p. 133). The example of tact maxim could be seen as follows:

Students : Miss, tidak pakai keterangan saja ya miss?

Teacher : Yes.

Teacher : Only ABC.

In the conversation, the situation happened when the teacher asked to the students to finish the assignment in the workbook. The students did the multiple choice assignment and they must submit to their teacher. In that kind of situation, the students asked to the teacher, that they wanted to submit by writing the letter of only ABC without the information supporting.

The teacher agreed and said only the ABC. The teacher fulfilled the tact maxim because she minimized cost to the other and maximized benefits to the other. She made the students to do the assignment easier. She gave the students benefits on finishing the assignment.

2. Generosity Maxim

The characteristic of Generosity maxim is to minimize benefits to self and maximize cost to self (Leech, 2014, p. 133). The example of generosity maxim could be seen as follows:

Student : Miss, more than 10 minutes miss.

Teacher : I will try to give you more than ten minutes. Because this is homework, and you do not prepare and ini akan saya nilai, you just do the essay.

The students still did the assignment but the time was almost over, so they had to submit in ten minutes. The students negotiated with their teacher to give them additional time more than ten minutes, and the teacher gave them more time to work. Even though the assignment was homework and they should do the assignment at home, but the fact was the students did not do the homework. The teacher was not angry and still asked the students to do the assignment and gave the additional time. The teacher minimized the benefits to herself and maximized cost to herself with sacrificing her time to re-asking the students in doing

their homework in the school and giving more times.

3. Approbation Maxim

Approbation maxim requires participant to minimize dispraise to the other and maximize praise to other is the characteristic of approbation maxim (Leech, 2014, p. 133). The example of fulfillment of approbation could be seen as follows:

Teacher : What is the answer?
Student : B! B!
Teacher : Oke, good.

The situation happened when the teacher and students were correcting the assignment together. The teacher chose one of the students to read the question and answered it. After that, the teacher involved all of the students to answer the question. The students answered the question, and when the students answered the question correctly, the teacher gave the compliment to the students with saying “good”. The teacher’s compliment given could be categorized as the fulfillment of Approbation maxim with maximizing praise to the other.

4. Modesty Maxim

Modesty maxim has the characteristic of participants to minimize praise to self, and maximize dispraise of self (Leech, 2014, p. 133). The example of modesty maxim could be seen as follows:

Student : Pura is Candi miss. Temple!
Temple.
Teacher : yes. Where is it located? Miss, don’t know.

The teacher asked the students to answer the question. In the process of asking, the teacher tried to make herself in the position of people who did not know even though she had known the answer of the question. The sentence of “Miss, don’t know” could be indicated as the fulfillment of modesty maxim. The teacher maximized dispraise to herself by saying that she did

not know the answer even though she had been already known.

5. Agreement Maxim

The characteristic of agreement maxim is increasing agreement and decreasing disagreement (Leech, 2014, p. 133). The example of agreement maxim is below:

Teacher : Page twenty five! he! listen! page twenty five. Keep silent.
Students : Yess, miss.

The teacher asked the students to do the assignment page twenty five and also asked the students to be quite. In the conversation, we could see that the students agreed and said “yess”. It could be categorized as the fulfillment of agreement maxim.

6. Sympathy Maxim

The characteristic of sympathy maxim is to maximize sympathy and minimize antipathy towards the other (Leech, 2014, p. 133). The example of sympathy maxim could be seen below:

Teacher : How are you today?
Students : I am fine, thank you and you?

Even though the conversation was only the formality in the very first learning, but actually, the conversation has already fulfilled the maxim of sympathy. This could be indicated that the habitually from formal and continuously conversation like asking and greeting somebody in the very first beginning was the best strategy to introduce them with politeness. In the conversation above, the teacher asked the condition of the students, and students answered the question with asking back the condition of their students. The way the teacher and students asked each other’s condition, could be categorized as the fulfillment of Sympathy maxim.

While the example of violation of politeness principles happened in the classroom interaction as follows:

7. Tact Maxim

The characteristic of tact maxim violated is minimizing benefits to the other and maximizing cost to the other (Leech, 2014, p. 133). The example of tact maxim could be seen as follows:

- Teacher : what is the meaning of dusk ?
 dusk is senja. Sunset is?
Students : matahari terbenam !
Teacher : Good! What about matahari terbit?
Students : Sunbit. Sun terbit ! hahaha

The teacher asked the students about the meaning of “sunset” in Indonesian and “matahari terbit” (sunrise). Firstly, the students answered quite well by saying “matahari terbenam”. After that, the teacher asked the English of “matahari terbit”, and one of students came up with the idea of “sunbit or sun terbit”. Eventhough the purpose of the student was only for joking, but he had already violated the Tact maxim because he could not put himself in the proper situation. The situation was quite serious and he had already maximized cost to the other.

8. Generosity Maxim

The characteristic of violated maxim is to minimize cost to self and maximize benefits to self (Leech, 2014, p. 133). The example of violation generosity maxim could be seen as follows:

- Teacher : oke, everyone, finish to make the
 correction ? bring here !
Student : sek miss, sek, wait, wait.

From the conversation above, it could be seen that the situation happened when the time for submitting the assignment was over. The teacher asked the students to submit the assignment but the students answered by using half of Javanese language, and asked the teacher impolitely to be waited. The request from the students to the teacher could be indicated as the violation of politeness principles of Generosity maxim, because the students wanted to maximize the benefits of themselves.

9. Approbation Maxim

Minimizing praise to the other and maximizing dispraise to other is the characteristic of violation of approbation maxim (Leech, 2014, p. 133). The example of Approbation maxim violated could be seen as follows:

- Student : You have to be carefully with the
 monkeys.
Student : Hahaha. Monkey ! you, monkey!

One of the student was reading the question, while the other student who was hearing the word “monkey”, directly yelled and mocked to the reader with saying that “he is monkey”. The way the student mocked to his friend as “monkey”, could be indicated as violation of approbation maxim.

10. Modesty Maxim

The characteristic of violation of modesty maxim is maximizing praise to self and minimizing dispraise of self (Leech, 2014, p. 133). The example of violation of modesty maxim could be seen as follows:

- Student : Miss, miss, if we done miss,
 hihihi.
Teacher : If you done, please you submit on
 my table.

The situation in the conversation was when the teacher asked the students to do the assignment in the very first time. Suddenly, the students asked the question to the teacher. The purpose of the question was only to make a joke, and not to be serious. The students had already known that they had to submit the assignment on the table. They just wanted to show up. So, based on the situation, the student was maximizing praise of himself, and could be indicated as the violation of Modesty maxim.

11. Agreement Maxim

The characteristic of agreement maxim is increasing agreement and decreasing disagreement (Leech, 2014, p. 133). The example of agreement maxim violation could be seen below:

Student : Dimana..
Teacher : Mana ada kata dimana ? there is
no dimana. Hayooo..

The student translated the meaning into Indonesian. In the way translating, the teacher did not agree with the student's answer, so she said "mana ada kata dimana?" and "hayooo..". The way the teacher disagreed by saying it could be indicated as the violation of Agreement maxim.

12. Sympathy Maxim

The characteristic of violation of sympathy maxim is minimizing sympathy and maximizing antipati towards the other (Leech, 2014, p. 133). The example of violation of sympathy maxim could be seen as follows:

Teacher : Uluwatu is the name of city. Yo,
submit it. I count, one! Two!
Three!
Student : Four! five!

The teacher gave the limitation to submit the assignment with counting one, two, three, to make the students hurry to submit it. But, in the other side, they did not submit in hurry, but they followed the teacher's counting. The way students followed counting, could be indicated as the antipati that was given to the teacher, and it could be categorized as the violation of sympathy maxim.

Conclusion

The violation of politeness principles becomes the highest conversation used in the classroom interaction with the percentage of 41%, and the second place is the fulfillment with the percentage of 31.5%, and the last is the other utterances with the percentage of 27.5%. Generosity maxim became the highest maxim

fulfilled with the percentage of 38%, and the lowest maxim fulfilled is modesty maxim with 1%. Tact maxim 23%, approbation maxim 25%, agreement maxim 10%, modesty maxim 3%, and sympathy maxim got the percentages of 3%. The highest violation maxim with 36%. The second is approbation maxim with 27%. The next maxim violated was generosity maxim with 17%, sympathy maxim becomes the fourth position with 9%, modesty maxim became the fifth position 7%, and the lowest maxim is agreement maxim with 4%.

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DEVELOPING PARAGRAPH WRITING MATERIAL USING SKILL AND ENTREPRENEURSHIP-BASED LEARNING MODEL

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Abstract

This study aims to know the teaching materials applied by the lecturers of paragraph writing class, the qualities of the materials, and to what extent the students need paragraph writing materials that are based on skill and entrepreneurship. This research and development approach was intended to develop paragraph writing material using skill and entrepreneurship-based Learning Model. The subject of this research was the fourth semester students of English Department, Tidar University. This research was conducted in three phases. The first was the exploration phase which consists of evaluating the existing of paragraph writing materials. The second was the prototype development phase where the prototype model was developed. The last was testing phase. The results of the research indicated that the paragraph writing material using skill and entrepreneurship-based learning model was needed. It is in accordance with Tidar University vision as entrepreneurship-based university. These findings recommended that skill and entrepreneurship-based learning model could be adopted for developing paragraph writing material.

Keywords: paragraph writing material, skill and entrepreneurship-based learning model

Introduction

Writing skill is a skill that has to be mastered by the students of English Education department since this skill is an important indicator of success of the students in learning the language. By implementation of KKNi (Indonesian Qualifications Framework), It gives opportunities for the university (high education/department) to develop their creativity in teaching-learning process including writing subject. Based on its vision, Tidar University (Universitas Tidar) is as an entrepreneurship-based university. In line with this, the purpose of Tidar University is producing quality graduates that have entrepreneurial-minded and sensitiveness to the development of science and technology. Thus, it is necessary to develop teaching material that is based on entrepreneurship. Developing paragraph writing material which integrates skills and entrepreneurship is designed in order to improve the competence of graduate students of English Education Department of Tidar University. One reason is that it is

needed in order to face the era of strong competition in getting jobs. One effort that can be done is by giving knowledge to the students in the form of an integrated entrepreneurial spirit in the course study program (teaching material).

As stated by Thomas in Yohnson (2003), the role of universities in motivating the young entrepreneurs is a part of the factors in driving the growth of entrepreneurship.

Further it is presented by the Ministry of National Education (2010), that entrepreneurship education at the basic level or school aims to form the whole person (holistic) who has the understanding and skills as an entrepreneur. Implementation of entrepreneurship education does not have to be independent or autonomous by creating a new curriculum, but entrepreneurship education can be integrated into existing curriculum, in each course.

The opinions above are supported by the results of research conducted by Sumardiningsih, et al (2012) which states that integrating character education and

entrepreneurship in the learning can be done by integrating them in the form of syllabus and lesson plans in which the values of character and values of entrepreneurship can be integrated.

Based on the above problems, it can be concluded that the college has a very important role in motivating her undergraduate become entrepreneurs. Therefore, the writer is trying to integrate skills and entrepreneurship into the writing subject. The aims of the research entitled “Developing Paragraph Writing Material using Skill and Entrepreneurship-based Learning Model” are to find the qualities of the existing of paragraph materials, and to what extent the students need paragraph writing materials that are based on skill and entrepreneurship

Teaching material based on paragraph writing skills and entrepreneurship is developed with reference to the theory and a number of relevant research results. Hopefully, it can be one of the solutions in integrating the value of entrepreneurship in paragraph writing courses as a skill subject. The goal of this is to improve the competence of graduate students of English Education Department of Tidar University.

Methodology

Following Gall and Borg (1983, p. 775), this study applied Research and Development approach which involved the lecturers and the students of paragraph writing classes of English Department of Tidar University (Untidar). Gall, Gall, and Borg (2003, p. 569) state that “Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard”. The statement shows that educational research and development is a process to develop new products. Moreover, the purpose of

educational research and development is not intended to examine a theory, but it is intended to produce a new product or to develop a product, for example developing instructional technology (Borg and Gall, 1983).

The main purposes of this study were to find the qualities of the existing of paragraph materials, and to what extent the students need paragraph writing materials that are based on skill and entrepreneurship. This research and development approach was intended to develop paragraph writing material using skill and entrepreneurship-based Learning Model. This material was expected to facilitate the students of paragraph writing classes in developing the writing competence. In addition to that, it is in accordance with Tidar University vision as entrepreneurship-based university.

Since this study was in exploration stage as part of research and development study, the writer used questionnaire in collecting the research data. In analyzing the results of questionnaire as qualitative data, the writer followed Miles and Huberman’s theory (1994). This method consisted of three stages. They were data reduction, data display, and drawing conclusion.

Findings and Discussion

Concerning the objective of this study, the research findings and discussion are presented according to the research questions.

1. Profile and Quality of the Existing Paragraph Writing Material

The research was conducted in one class of fourth semester students of English Department of Tidar University from in 2016/2017 academic year. Based on questionnaire data, the lecturers used “Introduction to Academic Writing” book as the main book. Concerning the quality of the book, the writer implemented four criteria in evaluating the quality of the book. From the aims and approaches, it can be concluded that 5 students (20%) state that

the book was excellent, 25 (80%) state that it is good. Related to design and organization, 8 students (32%) state excellent, 14 students (56%) state good and 3 students (12%) state fair. The next criterion is skill. According to the students' opinion, 4 students (16%) state excellent, 20 students (80%) state good and 1 student (4%) states fair. The last criterion is vocabulary and grammar. Based on the data, 11 students (44%) state excellent and 14 students (56%) state good. The results of questionnaire could be seen in the following table and chart.

Table 1
The Tabulation of the Quality of the Present Textbooks

Textbook Criteria	Excellent	Good	Fair	Poor
Aims and Approaches	5	20	0	0
Design and Organization	8	14	3	0
Skill	4	20	1	0
Vocabulary and Grammar	11	14	0	0

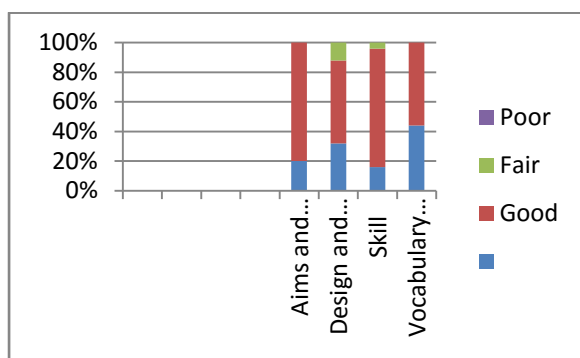


Figure 1. The Quality of the Present Textbooks

From the above findings, it can be concluding that the main textbook applied in English Department of Tidar University in paragraph writing subject is "Introduction to Academic Writing". This book discusses on vocabulary, grammar (sentence structure) and skill of writing.

2. The Need of Paragraph Writing Material using Skill and Entrepreneurship-based Learning Model

Related to the needs of paragraph writing material, based on questionnaire data, it can be inferred that the students need the writing material which is used Skill and Entrepreneurship-based Learning Model. It can be seen from the students' opinion. 95% of the students state that this material is needed. They state that in writing class, they do not only learn how to write coherent paragraph, but they also need to learn how describe a product, business letter, sponsorship, and so on in order to be able to face globalization era. Besides, it is in line with Tidar University vision as entrepreneurship-based university.

Based on the finding, It is strongly suggested that the new model of paragraph writing material should be able to make the students easier to organize and develop paragraphs (texts). Besides, the model of teaching paragraph writing should facilitate the students with entrepreneurship spirit and information. Finally, the model is expected to be able to create integrative paragraph writing material.

Conclusions

Based on the findings, it can be concluded that the main textbook applied in English Department of Tidar University in paragraph writing subject is "Introduction to Academic Writing". This book discusses on vocabulary, grammar (sentence structure) and skill of writing. It does not discuss on entrepreneurship. Since Tidar University is as entrepreneurship-based university, it needs to develop paragraph writing material which integrate skill and entrepreneurship.

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SPEAKING HABIT AS A STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL

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Abstract

The purpose of this research is to increase students' speaking ability, considering the speaking ability of students that are low. This is shown by indicators when expressing English orally often stop in the talks, the duration of talking is about 5 minutes, using very limited vocabulary, lacking the courage to start talking in English with the lecturer or the classmate. This research is included in research class action, the subject of this research are the student of the second semester. This research was done with training to students divided into 3 cycles. In the first cycle, the students were given an English article, then they would read and record it. Then in the second cycle, students were given a video in English then they imitated and recorded it. In the last cycle, the student had to play a short drama in English. We scored this research by analyzing the recording, the list of vocabulary and performance in the third cycle. From the formative scoring during the third cycle showed that, the duration of speaking increased about 8 minutes, mastery more vocabulary with the use of true and better diction, and improve the skill in speaking. The method of this research is a descriptive-qualitative method. The result of this research can improve the speaking ability of Student in Semarang State University.

Keywords: speaking habit, strategy, speaking skills

Introduction

Speaking is a way to communicate each other. Speaking is the most important and essential skill in English (Oradee, 2012). The purpose of speaking is to deliver ideas to the people who we speak with about what we want to say. In a conversation, speaking is one of the components of this.

There are at least two persons in a conversation. So, between those two people have to master about the speaking skill. One of the aspects to master speaking skill is about mastering language. Language is a tool for communication through language. We not only can share our ideas to others easily and fluently. But also we can understand what the meaning of other people's speaking.

Learning of speaking can be done in everywhere. One of them is in the university. In this research, the students of Semarang State University was become the object of the research. Their speaking skill still needs many progress to be a good speaker of English. It was indicated in many ways, such as:

1. When they were speaking, most of them often felt confuse during their speaking. So, they stopped their speaking in the middle of their speaking.
2. They only talked in less than 5 minutes. It was still related to the confuse feeling when they want to speak but they still confuse what they want to say.
3. Limited vocabulary. It was the biggest problem of them. Most of them have little vocabularies, so their speaking was automatically would get stuck because they didn't know the words that they wanted to say.
4. Lacking the courage to start talking in English with the lecturer or the classmate. Actually this is the simplest problem, because it was just about the habit. If their habit in speaking was good, so they could speak English fluently.

Methodology

The method that was used in this research is descriptive qualitative research. The data that was collected was taken from the

implementation this idea, observation, and interview as a primary data. The other data such as from journals, books, and articles was used as a secondary data.

Findings and Discussion

In this method, there are three cycles, such as first cycle, second cycle and third cycle. Each cycle has a role to improve the ability to speak to the students. With the following explanation of each cycle:

1. First cycle

In this cycle is the first and most basic treatment is done to the students. In this cycle, the students will be given a text or an article in English about 500-800 words. They will read the text and then record it. Because, in order to obtain a good speech should begin by reading.

By reading we will get a new vocabulary, and learn the pronunciation of the word. In this cycle the students can practice pronunciation skills sounds in sentences in the text. After recording their voices, students are given the opportunity to write the words unpronounceable and unknown means.

2. Second cycle

This cycle is the continuation of the first cycle. In this cycle the student will be given a native speaker video. The duration of the video is about 5-6 minutes. After listening to this video they will record their voice that mimicked what was on the video. Listening and talking is a two-way communication activities -is a direct face to face communication (Brooks, 1964, p. 134).

The linkage between talking and listening is when we listen, we can study the utterances of a word and imitate it, therefore, model or example that listened to and recorded by the students is important in improving speech intelligibility.

Of course, in this cycle challenge is greater than the first cycle that is just reading only. In this cycle, the student should be able to grasp what was being said

by a native speaker in the video and imitate it.

The initial stage of this cycle is watch or listen to what was being said by natively in the video carefully and then make a transcript of the video. After that, they will record their voice based on the transcripts they have made. In this cycle the students also write words that they do not know the meaning, to measure the mastery of their vocabulary.

3. The Third Cycle

In the last cycle, the students will practice a drama in English. It is because speaking defined as a complex process such as sending and receiving messages through word of mouth.

In this case also involves nonverbal symbols such as gestures and facial expressions. Hedge (2000, p. 261) states that the talk is "a skill by which they (people) are judged while first impressions are being formed."

Thus, a reenactment of the drama is an appropriate means to develop their speaking skills based on the above theory. For that they should be divided into groups according to the number of characters and keeping the play they did.

They will be given time to study the play that there will then be practiced in their groups. They were given leeway to be able to bring notes or points of conversation and they can develop their own choosing conversation with nothing out of the context of the drama.

In this cycle, the students will be assessed directly by their performance. So, in this cycle they do not collect recordings.

Conclusion

This research is aimed to help the students in improving the speaking skills. By using the materials that was given, the students can get the new strategy in learning the speaking skill. Most of them has the improvement from every their activity in the speaking habit activity.

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STIMULATING STUDENTS' VOCABULARY AND GRAMMAR IN SPEAKING USING AUDIO-VIDEO AND PICTURE

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Abstract

The difficulty of junior school students in expressing ideas, thoughts, opinions, or feelings into spoken language, is the background of the study. The objective of the study are to find out whether there is significant achievement on students' speaking taught using audio-video and picture, and to describe the significant difference of speaking components between the students' taught using audio-video and picture. By applying quantitative approach through experimental study, 60 students of grade VIII SMP Muhammadiyah 03 Semarang were taken as the sample. To get qualitative data, questionnaire was delivered for those students. The result of the study showed that from five aspects in speaking assessment; pronoun, grammar, vocabulary, fluency, and comprehension, the increasing of vocabulary and grammar showed the highest level, followed by comprehension. Meanwhile, the students' fluency in speaking did not provide significant enhancement, only 0.4 percent. From the questionnaire, the students delivered that their enthusiasm was positively supported by the use of media; however, the media was also aside their boredom in the learning process. From the study, it was suggested to the teacher to find appropriate theme and topic, related to the students' age to help students learning in comfort way.

Keywords: speaking skill, audio-video, picture

Introduction

Speaking is one of important parts in learning English. Rahmawati (2015, p. 1) mentions that speaking is one of the language skills that should be mastered by language learners. This skill is not an easy thing because there are some language components as tools to master it. The components are grammar, vocabularies, spelling, pronunciation, and fluency. Therefore, one will be considered skilful in speaking when they are able to use those components needed to share ideas, feelings, and thoughts.

Gert and Hans (2008, p. 207) said that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver processing the statements in order to recognize their intentions. As stated by Efrizal (2012, p. 127) speaking is one way to communicate which ideas and a message orally. To enable students to communicate, we need to apply language in real communication.

However, there are some factors which causing speaking difficulties. Based on the pre observation in SMP Muhammadiyah 03 Semarang, students had difficulties to speak in English. They were worried about making mistakes, an anxiety to be criticized, and also the timid in speaking practice. The students had low motivation to express their opinion or comment about something. Only several participants could take at a time because of large classes and the tendency of some learners to dominate while other spoke very little or not at all. They were getting used to speak Javanese and Indonesian than English. Learners who shared the same mother tongue tended to use it because it was easier and because they felt less exposed if they spoke in their mother tongue. However, the students were also lack of vocabulary, so they couldn't speak English in longer time. In fact, the students had good ideas but they had difficulties in delivering their opinion.

Based on those conditions, the researcher thinks about how to make the class to be more communicative and

attractive. In fact, the use of various media to support the teaching and learning process of speaking is important. One of the media that can be used is audio-video and picture.

According to Harmer (2007, p. 282) suggests why audio-video can add special, extra dimension to the learning experiences. By using video as learning media, students do not just hear the language. They can see gestures, expressions, and other visual clues which convey general meaning. On the other hand, Peskova (2008, p. 8) stated pictures draw learners' attention, whether in books or while listening a lecture. Texts accompanied by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures. That is why, teaching speaking through audio-video and picture is expected to be useful for effective and joyful learning, and a study need to be conducted in SMP Muhammadiyah 03 Semarang.

Audio-video and picture can also give positive effects on the students' interest on motivation in studying English as well as to increase their speaking skill. By using audio-video and picture, the students can drive meaningful contexts for language that is being learned.

Methodology

The researcher used true experimental research. It used pre-test and post-test design as mentioned by Suharsimi (2013, p.125) stated that the design of the experiment can be described as follows:

Table 1. Design of the Experiment

Experimental group	O ₁	X ₁	O ₂
Control Group	O ₁	X ₂	O ₂

O₁ = pre-test

X₁ = treatment on the experiment group

X₂ = treatment on the control group

O₂ = post-test

The subjects of the study are VIII F as the control class, VIII G as the experimental class and VIII D as the try out class, and the independent variable was the use of audio-video and picture as a learning

model for teaching. The dependent variable of this research was the ability of students in English speaking skill.

The instruments are the test, questionnaire and documentation. In conducting the research, the following procedures in the study was done.

1. Developing proposal and research instruments.
2. Determining the population. The population of the study was eighth grade students SMP Muhammadiyah 03 Semarang in the Academic Year 2016/2017. They were VIII A until VIII H that consisted of 30 students in each class. Total of the population was 240 students.
3. Determining the sample using random sampling techniques. The researcher discussed with the teacher to choose the sample. It was using random sampling technique.
4. Determining the experimental class and control class. The researcher chooses VIII F as the control class, VIII G as the experimental class and VIII E as the try out class.
5. Applying learning using audio-video in the experimental class and picture in the control class.
6. Providing the same test on the experimental class and control class, the test previously tested in the trial class.
7. Giving the questionnaire to students.
8. Analyzing the research data by using appropriate statistical analysis.
9. Developing and report the research results

Findings and Discussion

The result of analysis of reliability showed that value r_{tabel} with $\alpha = 5\%$ and $N = 30$ was 0.361. Known that r was 0.615, so $r > r_{\text{tabel}}$. So the instrument on the test was reliable in the research.

Based on the results above, it was obtained that $r_{x,y} = 0.662$, then it was compared with r_{table} with $N = 30$ at level of significance was $\alpha = 5\%$ was obtained $r_{\text{table}} = 0.361$. Because the results of $r_{\text{arithmetic}} >$

r_{table} , so the question which tested was valid to be used in the research.

Based on the result of difficulty level above, it was got $P_1 = 0.8333$. It meant that the level of difficulty was in the interval $0.71 - 1.00$. Then, the question of try out included the criteria of difficulty level was easy.

In the pre-test, the mean of the experimental class was 54.83 and the control class was 53.83. Meanwhile, the post-test of the experimental class 78.33 and the post-test of the control group was 73.67. The result of the experimental class's post-test was higher than the control class' post-test. To make the significance is clearer, the researcher presented the table of the pre-tests and post-tests of the control class and the experimental class as follow,

Table 1. The Achievement on Students' Speaking Skill Using Audio-Video and Picture

	Group	N	Mean
Value	experimental	30	78.33
	control	30	73.67

Based on table, the experimental class had mean of 78.33 and the control class had mean of 73.67. The meaning was $Mean \mu_1 > \mu_2 (78.33 > 73.67)$. Based on the result of the above conclusions, the experimental class showed the higher result than the control class.

According to Harmer (2007, p. 343) the components for speaking are (1) grammar, (2) vocabulary, (3) pronunciation, (4) fluency and (5) comprehension, and this analysis aimed to know how the influence of the to speaking components between the student's taught audio – video and picture.

Table 2. The Result of Speaking Components between Students' Taught Audio – Video and Picture

Comp	Control Class			Experiment Class		
	Pre	Post	Enhancement	Pre	Post	Enhancement
1	2.2	2.9	0.7	2.3	3.0	0.7

2	1.4	2.5	1.1	1.4	3.0	1.6
3	2.2	3.3	1.1	2.4	3.8	1.4
4	2.2	2.5	0.3	1.9	2.6	0.7
5	2.2	2.5	0.3	2.6	3.8	1.2

The table showed that teaching speaking taught picture can improve students speaking components are grammar and vocabulary. But, in the teaching that taught audio-video can improve students components in grammar, vocabulary and comprehension. It meant the audio-video more give impact to students' speaking skill.

The last is questionnaire analysis. The result showed that audio-video give advantages to stimulated students speaking skill in learning English. It showed that the average result was 4.2. It meant that it had very good category of questionnaire.

Conclusion

The result of students speaking taught using audio-video in experiment class showed higher achievement than in the control class.

Teaching speaking taught picture can improve students speaking component such as grammar and vocabulary. Meanwhile, teaching speaking audio-video can improve students components in grammar, vocabulary and comprehension. Both of them give positive impact to the students' speaking skill.

The media helped teacher in learning English but it also depend on the teachers' strategy. If teacher only use media without various treatments, it will be useless or it will not give positive impact for the students. So, the media will be useful when it is combined with the various strategies from teacher.

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THE EFFECT OF COMMUNICATION APPREHENSION AND COMMUNICATION COMPETENCE TO STUDENTS' SPEAKING SKILL PERFORMANCE

A Case of Maritime High School Students

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Abstract

This paper reports on the effect of communication apprehension and communication competence to students' performance in speaking activities. The study attempted to find out the effect happened to students' performance in speaking activity due to their communication apprehension and communication competence. The study was conducted in a Maritime High School in Semarang with 33 students of second grade participating for 3 weeks research. The data were collected by fulfilling the Personal Report of Communication Apprehension (PRCA) and Self-Perceived Communication Scale (SPCS) questionnaires independently. The score obtained from the questionnaires then analyzed using SPSS's Pearson Product Moment to measure the existed correlation among the variables. The result of the study indicated that both communication apprehension and communication competence level affect the students' performance in speaking activities with significant correlation.

Keywords: communication apprehension, communication competence, speaking skill, students' performance

Introduction

Maritime school students are expected to show great English skills in their every aspect in school life in order to prepare their communication skill while they become seafarer someday. This demand is higher than public high school as they are demanded to use English both in daily life and mariner life context.

The students which are being aware of the situation begin to have anxiety whether or not they can fulfill the requirement. This situation leads to communication apprehension among them. In order to anticipating the mistakes and errors some students tend to communicate passively in English classroom.

Communication Apprehension (CA) is viewed as anxiety related to Oral Communication (McCroskey, 1977). It shows the level of people's fear associated with communication with other people. Spielberg (1983) defined CA is a term relates to subjective feeling of tension, apprehension, nervousness, and worry

associated with an arousal of the automatic nervous system. McCroskey and Andersen (1976) have attempted to find out the relationship between communication apprehension and academic achievement among college students.

The study aimed to look into whether students' academic achievement such GPA, SAT Test and performance in examination correlate into students' level of CA. the result showed that there was high a significant correlation with SAT scores; GPAs of high CA students were significantly lower than those students of low CA.

Self-Perceived Communication Competence (SPCC) is known as people's perception of their own competence in different communication context. SPCC Scale was developed to measure people's perception of their competency in communication. It can differed into groups of communication context which are known as context of public, meeting, group, dyad, stranger, acquaintance, and friend.

The study aims to test the correlation happens between communication apprehension and self-perceived communication competence to students' speaking skill which is shown by the performance from the students. The result also aimed to find out the effect of communication apprehension and self-perceived communication competence to students' performance test.

This study gives benefit to teacher of English to find out the students' fear in English communication and can be a reference to solve the problem so that the students can show proper and fluent English communication as demanded by the government and society. It also gives benefit to school administrator and curriculum planner to develop the material scope for English teaching and learning process.

Methodology

Self-Perceived Communication Competence (SPCC) scale adapted from McCroskey was distributed to the participants. The instruments consists of 12 statements represents various context of communication (public speaking, dyad, meeting, group, friend, stranger, acquaintance). The participants completed the questionnaire by indicating their level of competence in each given context with 0 is the lowest score and 100 as the highest.

The second instrument used in this research was Personal Report of Communication Apprehension (PRCA) from McCroskey. It has 24 statements represents feelings of people when they are engaged in communication with others. The participants were asked to rate each statement by using scale: strongly disagree (1-SA), agree (2-A), undecided (3-U), disagree (4-D), or strongly disagree (5-SD). According to the instrument, score can range from 24 to 120. Participants which had score below 51 represent low CA. participants with scores that fall within 51 to 80 represent average CA. participants with score above 80 represent high level of CA.

The research was intended to be accomplished to 40 students of Maritime Vocational School. Due to one condition some students were not be able to complete the task in this research. 33 students became the total subject in this research where the students were given the task to present simple instructions and manuals in form of procedure text.

The research was conducted in three weeks with 2 meetings a week. The explanation of the material scope was given in the first week. Maritime competence became the priority in this scope in order to encourage the students to explore their knowledge in their major and apply their English speaking skill to specific context.

Simple instruction and manuals were chosen among the materials in the syllabus regarding to their need in maritime education so that they could demonstrate how to use and operate specific object. The presentation was conducted in the second and third week after they had completed the instruments.

In this study, the students also was given chance to score their friends. The final result of the students was the average score from the teacher, here as the researcher, and the students. The students' score of SPCC, PRCA, and the performance was later analyzed using SPSS Pearson correlation analysis.

Findings and Discussion

The description of the score, which is shown in table 1, we can see the high standard deviation especially in PRCA and SPCC score. It means the students' perception and fear vary from each other. While on the performance result, they got their score which were slightly similar to each other, which indicates their capability was actually in common.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Mini mum	Maxi mum	Me an	Std. Deviati on
PRCA	33	68	120	94.91	11.523
SPCC	33	13	95	62.42	20.444
PERFOR MANCE	33	47	92	72.24	9.731
Valid N (listwise)	33				

The correlation among the variables was analyzed using SPSS Pearson correlation analysis to find out the relationship happens among the variable. In the table 2 it shows that CA and SPCC have significant correlation. PRCA score has significant correlation to students' performance at the 0.01 level. The minus sign shows the reversal score. It indicates that the more PRCA score the students have, the fewer score for performance they get, and vice versa. While SPCC does not show the significant correlation to students' performance but shows the significant correlation to PRCA at 0.05 level with reversal point.

Table 2. Correlation Analysis

Correlations		PRCA	SPCC	PERFOR MANCE
PRCA	Pearson Correlation	1	-.370*	-.580**
	Sig. (2-tailed)		.034	.000
	N	33	33	33
SPCC	Pearson Correlation	-.370*	1	.230
	Sig. (2-tailed)	.034		.199
	N	33	33	33
PERFORMANCE	Pearson Correlation	-.580**	.230	1
	Sig. (2-tailed)	.000	.199	
	N	33	33	33

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From the table above we can see the effect of communication apprehension to students' performance. Students with low level of CA will show better performance while students with high level of CA will get fewer score of their performance. In the term SPCC the significant correlation does not happen to students' performance. As

SPCC scale was developed to measure their own perception of communication competence, it can be decided as the right measurement due to someone's perception. Some might think they are incompetent when in fact they have capability and the contrary, some people might think they have great communication competence when it turns the other way.

The score varies from the overall participants' score in PRCA, SPCC, and performance (see appendix D). Looking at the overall result we can see that communication apprehension effects the students' performance at majority, while there was exception for that point, is students with CA score above 80 (categorized as high level) got high score on performance task (student 32 with CA score 95 and performance score 85). The situation can happen due to some factors such as tension in completing the instrument and other factors which I recommend for other researcher to conduct research to study the factors indicating CA.

In term of Self Perceived Communication Competence, the students' perception has their own different perception. With the result correlation analysis it shows there is no significant correlation between SPCC and students' performance. The students might measure their competence differently with what comes in reality. In fact there are some students which have high SPCC score got high score on performance task (student 7 with SPCC score 87 and performance score 81). It indicates that by being confidence on what they think they can do, they will actually try hard to complete the task well. But the result will automatically differ from one to another.

Conclusion

This study found that the communication apprehension can greatly affect the students' speaking performance. The effect might be happened to students in oral communication with other people in various communication contexts. The tem

self-perceived communication competence can also affect students' speaking performance. But this study found that there was no significant correlation between SPCC and students' speaking skill performance. It can be happened in such way some factors influence the result.

This study, cannot be avoided, has limitation and weaknesses. It is recommended that future studies replicate to not only maritime students but to other vocational high school students to verify its findings and for comparison purpose. I also recommend to other ELT researcher to conduct such studies to find out the possibility which influence the findings. It would be better to increase the sample size so that the research would be more reliable and generalization can be made. Next, since the given time to accomplish this research was limited, so the number of the task should be suited to the time allotted. The future studies can be fulfilled with more performance task besides individual presentation. This will lead the school administrators, English teachers, and curriculum planner to explore and develop the real-life like situation and adopt it in the teaching and learning process so that their communication apprehension can be minimized.

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THE EFFECT OF INSIDE OUTSIDE CIRCLE AND NUMBERED HEADS TOGETHER METHODS ON HIGH AND LOW INTEREST STUDENTS READING COMPREHENSION

A Case At 8th Grade In NU Islamic High School Of Ungaran Barat In The Academic Year of 2014/2015

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Abstract

The aims of this research were to improve (1) to explain the effect of Inside-Outside Circle (IOC) on high-interest students' at grade 8th of Islamic High School NU Ungaran Barat, (2) to explain the effect Inside-Outside Circle (IOC) technique on low-interest students' at grade 8th of Islamic high School NU Ungaran Barat, (3) to explain Numbered Heads together (NHT) on high interest students' at grade 8th of Islamic High School NU Ungaran Barat (4) to explain Numbered Heads together (NHT) on low interest students' at grade 8th of Islamic High School NU Ungaran Barat (5) to explain the significant of the interaction among technique, reading comprehension, and Students' interest at grade 8th of Islamic High School NU Ungaran Barat.

This research was a quantitative research, using an experimental study. The participants of this study were 64 students of Islamic High School of Ungaran Barat. The students were divided into two groups, they are; control group and experimental group.

The result shows that numbered heads Together has more effect on teaching reading comprehension than Inside outside circle with the significant different of $0,05 < 0.042$ and the NHT (Numbered Heads Together) mean score was 78.250 while IOC (Inside outside circle) 80.156 for high interest. The difference between the means for high and low students was 1.90 while for low interest, the technique of IOC (inside outside circle) was more implemented. It was showed from the data it increased students reading comprehension from them who were in low grade.

Keywords: inside outside circle and numbered heads together, interest students, reading comprehension

Introduction

Reading is one of language competences that have an important role. This competence is acquired to develop understanding about others' idea through a book or writing form. By reading, students are able to observe the idea given by the writing. This is common that ideas are revealed by writing form. It is believed that one of the fundamental factors in gaining success in the academic field is reading. This skill is able to help them find out the new idea by their critical thinking. In addition, in fact, many modern countries have good reading culture such as in another country. This means that to increase the quality of a country, the society should aware to read from other sources.

Students have to be able to acquire and understand the sentences of passage or text which is complex and sometimes hard to understand. They are usually asked to read long passages and answer some reading questions related to the general information, main idea or detail information and so forth within the text. It is hard for students as the second language learner to answer all of the questions well. Therefore, a learner should be able to use some reading strategies in order to get what they want to know in a certain passage or maybe learners need those to solve many problems in answering some question. However, the problems sometimes arise when people are getting difficulty in understanding the main idea of writing text. They read the whole chapters of a book but they cannot reveal what

contain that book. Give definition foreign language.

This problem also occurs for some foreign language (FL) learners. The foreign language (FL) learners are usually having difficulties in understanding the main point of what they have read. The learners actually know throughout the meaning of the single word of the texts but they do not really understand the ideas given by the writer of that text. After repeating the reading, the foreign language (FL) learners probably understand what they have read. However, the problem is that they are easy to forget it when they move to the next text. This happens also in the instruction process. When the instructor command to the learners to tell about what they read, they for many times say “I have nothing to tell” or “Sorry I don’t remember”. The comprehension that the learners get will lose easily because they do not understand deeply of the texts. The learners should aware that reading is necessary for them and they have to struggle in constructing the conceptual text. Comprehension doesn’t happen at one point rather, it is a process that takes place over time. To be the good readers, they are acquired to have collective efforts in comprehending a text.

Regarding with the above problems, the instructor should use a strategy to solve this problem. The strategy to teach appropriately will help either the learners or instructor make the learning process effectively. In the learning process of every level, the instructor needs to find the appropriate learning strategy in order to obtain the goal of the learning. In the context of foreign language (FL), the instructor can implement the practically best approach in teaching the learners about how to read English text. This competence needs some strategies to catch reading comprehension, the strategy to read effectively in order the foreign language (FL) learners comprehend the provided ideas of texts. For a couple of times, the study of reading comprehension is examined to help people understanding how

to read effectively and to construct the meaning to the target language, using the text information to build conceptual understanding.

The present study attempts to examine the effect of Inside-Outside Circle (IOC) and Number Head Together (NHT) methods on High and Low-Interest Students’ Reading Comprehension. Referring to the problems proposed in this study, the statements of problems are formulated as follows:

1. How is the effect of Inside-Outside Circle (IOC) on high-interest students’ at grade 8th of Islamic High School NU West Ungaran?
2. How is the effect of Inside-Outside Circle (IOC) on low-interest students’ at grade 8th of Islamic High School NU West Ungaran?
3. How is the effect of Number Head Together (NHT) on high-interest students’ at grade 8th of Islamic High School NU West Ungaran?
4. How is the effect of Number Head Together (NHT) on low-interest students’ at grade 8th of Islamic High School NU West Ungaran?
5. How significant is the interaction among method, Reading, and students’ interest at grade 8th of Islamic High School NU West Ungaran?

Regarding the statements of problems above, the objectives of this study are explain Inside-Outside Circle (IOC) is effective on high interest students’ at grade 8th of Islamic High School NU Ungaran Barat, to explain Inside-Outside Circle (IOC) is effective on low interest students’ at grade 8th of Islamic High School NU Ungaran Barat, to explain Number Head Together (NHT) is effective on high interest students’ at grade 8th of Islamic High School NU Ungaran Barat, to explain Number Head Together (NHT) on low interest students’ at grade 8th of Islamic High School NU Ungaran Barat, to explain Significant on the interaction among method, Reading, and Students interest at

grade 8th of Islamic High School NU Ungaran Barat.

Research Methodology

In this study, the writer uses an experimental method. According to Johnson (1989, p. 165) says that "The essential characteristic of an experiment is that the researcher manipulates the independent variable, that is researcher design and sets up the experimental and control treatments. In addition, the essential characteristics of a true experiment are that subjects are randomly assigned to the experimental and control groups.

Based on Brown's statement (2001) says that "An experiment is a process or study that results in the collection of data. The results of experiments are not known in advance. Usually, statistical experiments are conducted in situations in which researchers can manipulate the conditions of the experiment and can control the factors". While Nunan (1991) says that "Experiment is the appropriate method for collecting and analyzing data, generally, experiment are carried out in order to explore the strength of a relationship between variables.

Experimental is a study where the researcher looks at the effects of one independent variable to one dependent variable that at the end should test the hypothesis. The independent variable in experimental is also frequently referred to as the treatment variable, and dependent also known as the criterion or outcome variable.

The research method used in this study is experimental research design with the 2x2 factorial design. It enables us to identify causal relationship because it allows us to observe, under controlled condition, the effect of systematic and hanging one more variable. It means that the purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and to control class as the comparison.

The technique used in this experimental research is by comparing the experimental group using Inside-Outside Circle (IOC) method and to control group they use Number Heads Together (NHT) method. Each group will be divided into two different level interest (High and low). This research involves three kinds of variables namely independent variable (Teaching method), dependent variable (reading skill), and moderator variable (students' interest). In another hand, to analysis the data the researcher used test they are trying out, pre-test and post-test. To know the data is valid or not the researcher used validity and reliability of the data analysis.

Findings and Discussion

Table 1. Table of Score of Pre-test in Experimental and Group class: Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Kontrol	33	65.7879	12.35859	2.15136
Eksperimen	34	69.4118	8.12821	1.39398

Table 2. Table of Score of Post-test in Experimental and Group class: Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Post Test Kontrol	33	67.7879	9.48933	1.65188
Eksperimen	34	70.6765	8.20835	1.40772

Table 3. Tests Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: Result Study						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1288.672 ^a	3	429.557	31.989	.000	.615
Intercept	401480.641	1	401480.641	29898.488	.000	.998
Interest	58.141	1	58.141	4.330	.042	.067
Methode	1164.516	1	1164.516	86.722	.000	.591
Interest * Methode	66.016	1	66.016	4.916	.030	.076
Error	805.688	60	13.428			
Total	403575.000	64				
Corrected Total	2094.359	63				

a. R Squared = .615 (Adjusted R Squared = .596)

From the data above we can see that the score of the pretest in control class and experimental class with high and low-interest range from 50 to 70. The pretest is used to measure to the competence of students reading comprehension before the treatment is applied.

In experimental class, there was also a pretest which has the same purpose in first experimental class. Frim the table data the

lower score is 50 and the highest score achieved by students is 70. After pretest has been conducted to both first experimental class and control class. Then the writer presents different treatment for each class. The experimental class has inside-outside circle and control class has numbered heads together techniques.

After the treatment has been presented, the final step was conducting the pretest. The posttest showed how is the effect inside-outside circle compared with numbered heads together techniques. The next column is the score of posttest for first experimental class. The table shows that score of posttest in first experimental class treated inside-outside circle technique range from 70-90. The average score for students with high interest is 85.43 in students in low motivation is 74.87.

From the data of pretest score of control class applied with numbered heads together technique, we can see that the range of score is from 60-70. The mean score of the control class is 65.78. while in posttest, the average score for students is 67.78. From all the test, we can see that achievement of the students experimental class has gained different achievement. In experimental class, standard deviation 8.12 and for the control class is 12.35 it has 4.23 different points. The control class is more higher than experimental class.

So from the result, I can conclude that inside-outside circle has made the students with low interest in experimental class to gain better rather than the taught with numbered heads together technique in reading comprehension, and numbered heads together technique has made the students with high interest in control class to gain better score rather than the class taught with inside-outside circle.

Based on the table above, F value = 4.330 and the sig value is 0.000. Because sig value (0.000) < 0.05 so H_a is accepted and H_o is rejected. It means that the result of the students learning between Inside Outside Circle and Numbered Heads Together (NHT) technique is significantly

different. Based on the table, it can be seen that F value = .086 at the level significance 0.591. Because of Sig. (0.591) > 0.05 so, H_a is rejected and H_o is accepted. It means that there is no-significant difference in students' test score between low and students with high interest.

The interaction between the technique and interest can be explained as follow. From the test, the sig.value 0.76 or higher than 0.05 (0.76 > 0.05). So it can be concluded that there is no interaction between the use of the technique to the student's score and competence. It means that Inside Outside Circle technique has effect to improve the student's test score and their competence, especially in reading comprehension.

In the relationship among variables; R -square = 0.937, this value show big is the relationship among the variables. Because the value of R square is in the range of 0.934 - 0.950, means there is a significant relationship between the technique, students learning interest and the competence of students' reading comprehension.

Conclusion

The aim of this research was concerns with a comparison of two techniques in reading comprehension, the effect of inside-outside circle and numbered heads together. The data were taken from the performance of the experimental class and control class. The findings of this study are given below. The first indicates the treading comprehension by using inside-outside circle on high-interest students' were not significant. The second indicates that interest students' to high-interest students by using numbered heads together in an experimental group was not significant. The statistical data has proved it. The third is reading comprehension in low-interest students' by using numbered heads together in experimental class. The statistical analysis released the effect of numbered heads together in low-interest students was no

significant. The fourth is reading comprehension through the use of numbered heads together low-interest students' experimental group. The data shows that numbered heads together was no significant in low-interest students'. The fifth is reading comprehension by using inside-outside circle and low-interest students. The data show that the experimental group use by inside-outside circle technique was not significant.

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THE USE OF NUMBERED HEAD TOGETHER TECHNIQUE ON STUDENTS' READING ABILITY IN NARRATIVE TEXT Collaborative/Cooperative Learning

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Abstract

This research aims to find out whether or not numbered heads together technique effective in improving students' reading ability in narrative text. The population of the research was the eleventh grade students of SMK N 11 Semarang in the academic year of 2016/2017. As Number Head Together technique consists of four steps: numbering each student, asking questions, head together, and answering questions. The research method was an experimental research, which conducted in two classes; the experimental group (XI Multimedia 1) and control group (XI Multimedia 3) as the sample. The research conducted into six meetings. Before the research did, the instrument had tested at the second grade students of SMK N 11 Semarang. There were 25 questions that used in this research. In the first meeting, the pre-test was given before the teaching and learning activity in those classes. Then, in the second up to fourth meeting, the students in the experimental class were given treatment by using Number Head Together technique and the students in the controlled class were given conventional teaching. Finally, in the sixth meeting, the students in those classes were given post-test. It was used to determine whether there was significant difference between students' score in experimental and control group or not. The research result shown that in the pre-test, those two classes had similar score. The mean of the experimental class was 61,44 and the mean of the controlled class was 61,44 too. After the treatment did, the post-test result shown that the mean of experimental class was 83,84 and mean of the controlled class was 71,68. It means, the students' score in the experimental class was higher than the students' score in the controlled class. Based on the results, it could be concluded that Numbered Head Together gave a significant effect on reading skill achievement.

Keywords: narrative text, numbered head together, reading ability

Introduction

In Indonesia, the government had applied the new curriculum of 2013 as a form of refinement of the previous curriculum of KTSP. Therefore, that curriculum brings the scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In scientific approach, the teachers should understand the steps; they are observing, questioning, experimenting, associating and communicating. By understanding them, the teachers can play their roles during the teaching and learning process. Curriculum of 2013 is different from KTSP which has specific skills in each subject. In every subject in curriculum of 2013, the teacher can teach some skills even all of the skills in each subject, depending on the material.

This study is motivated by the fact that the main goal of teaching and learning. English is one of the international languages. It has very important role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal program. As we know in learning English there are four skills, which are very important for English learners. They are speaking skill, writing skill, reading skill and listening skill. The four skills are very important because they are basic of English learning. From four skills above, this research only focuses on reading skill because reading text provides

opportunities to learn other language skills and other language components such as writing, speaking, listening, vocabulary, and grammar.

Reading is an active process. In addition, Harmer (2007) stated that, “reading is useful for language acquisition. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing”. In another word, reading is beneficial activity because students not only get the information from the text but also can increase their English ability indirectly. Although reading is one of ways to increase knowledge and to practice language, many students who still did not understand the English text in the form of narrative text. Then, the students’ problem in understanding reading text is affecting by the way of teaching reading. Teaching reading is related to the other language skills and language components such as vocabulary and grammar but in teaching reading the main focus is how to make students understand the text.

In learning reading, cooperative learning contributes to high levels of motivation is in the pro-academic attitudes that it fosters among group members. The students in cooperative-learning groups felt more strongly than other students that their group-mates wanted them to come to school every day and work hard in class. Cooperative learning is a strategy that is now widely recognized as one of the most promising practices in the field of education.

Several types of cooperative learning are Jigsaw, Number Head Together (NHT), Think-Pair-Share and Picture, and Audio Lingual Method. Each type has its advantages and disadvantages. In this research, the writer uses Number Head Together (NHT) technique. Number Head Together (NHT) is one of cooperative learning models that as alternative to the traditional teaching. Number Head Together firstly designed by Spenser Kagen as an alternative to the traditional classroom structure. “Number Head Together (NHT) involve more students analyze materials in a

lesson and check their understanding to the content the materials about”.

Based on the explanation above, the researcher is interested in finding out the use of Number Head Together (NHT) technique on students’ reading ability in narrative text. It gave a significant effect on students’ reading skill achievement.

Reading Ability

Reading ability is capability of the readers in understanding the meaning of the text. Also, they must be able in understanding and applying the reading technique in order to adjust with the text and their reading purpose. If their reading purpose is to find the unfamiliar vocabulary in dictionary, they must be able read the text in scanning technique but if their purpose is to seek the general idea of the text, they must be able read the text in skimming technique.

Therefore, reading ability related to motivate in reading and interest about reading text. If motivation and interest are very low or even nonexistent, defining clear goals often does not create motivation and increase interest in reading, although little, its presence is significant.

Narrative Text

When teaching reading narrative text, a teacher should consider the elements of good reading text and the characteristic of narrative text. Narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners. Many students like narrative text such as Cinderella, Snow White, Snow White, Alice in the Wonderland, etc.

Numbered Head Together

Cooperative learning has several techniques. This one is Numbered Head Together as fun teaching media. Stone (2004: 74) stated that “Numbered Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information”. Moreover, Slavin (1995: 132)

said that, Numbered Head Together (NHT) is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be.

Besides, based on ACELT Journal (1998), the advantages of Numbered Head Together are: (1) Numbered heads together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be able to explain the answer, (2) Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others be ready, (3) Simultaneous interaction is enhanced because once the teacher announces the questions, all the members will join their heads together, (4) Equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.

Based on the explanation above, Numbered Head Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher. It can be said that it helps the students in order to learn easy, fun, creative and dynamic, and can increase competition and cooperation among the students.

Methodology

Participants

The population in this study is the eleventh grade students of SMKN 11 Semarang in the academic year 2016/2017. To limit the time, this research did not take all students as the subjects of the research, but it used a sample. Besides, the researcher decided to take two samples as sample. The researcher took XI MM 1 as the experimental group and XI MM 3 as the control group. Choosing the sample is based on the following consideration: (1) The

eleventh grade students of SMKN 11 Semarang had obtained more materials in learning English than those of the tenth grade students. (2) In addition, after I consulted her sample to English teacher, she approved it and also recommended those classes to make them as the sample of the experiment.

Instruments

The type of research will be used here is experimental research. Experimental research is a research which is used to investigate whether there is an effect of treatment that is treated to the subject of research. According to Sugiyono (2009: 107), experimental research is a research method which is used to find an effect of treatment toward the subject in controlled condition. The researcher aims to establish the independent variable because change in another variable, the dependent variable.

The method to collect the data, the researcher used pre-test, treatment, and post-test. The instrument for collecting the data, the researcher used pre-test and post-test as the instrument of collecting the data. The techniques of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation) and inferential analysis (test of normality, test of linearity and test of hypothesis).

Findings and Discussion

Table 1. Students' Score of XI Multimedia 1
(Experimental Group)

Students	Pretest (X_1)	Posttest (X_2)	Gained Score (X)
1	68	76	8
2	32	92	60
3	60	88	28
4	60	80	20
5	64	88	24
6	64	80	16
7	60	88	28
8	68	76	8
9	76	96	20
10	68	88	20
11	72	72	0
12	60	68	8
13	68	96	28

14	56	80	24
15	40	88	48
16	68	80	12
17	76	88	12
18	52	88	36
19	68	76	8
20	56	84	28
21	52	76	24
22	60	84	24
23	68	96	28
24	56	76	20
25	64	92	28
N=25	$\Sigma X_1 = 1536$ Mean: 61,44	$\Sigma X_2 = 2096$ Mean: 83,84	$\Sigma X = 560$ Mean: 22,4

Table 2. Students' Score of XI Multimedia 3 (Control Group)

Students	Pretest (X_1)	Posttest (X_2)	Gained Score (X)
1	56	72	16
2	64	64	0
3	68	76	8
4	60	68	8
5	72	72	0
6	76	80	4
7	64	72	8
8	40	60	20
9	76	76	0
10	60	72	12
11	48	76	28
12	40	76	30
13	64	68	4
14	72	76	4
15	64	64	0
16	60	76	16
17	76	76	0
18	76	80	4
19	44	76	32
20	72	76	4
21	52	68	16
22	56	60	4
23	56	76	20
24	52	60	8
25	68	72	4
N=25	$\Sigma X_1 = 1536$ Mean: 61,44	$\Sigma Y_2 = 1792$ Mean: 71,68	$\Sigma X = 250$ Mean: 10

Based on the explanation above, the researcher concluded that the use of Numbered Heads Together (NHT) method on the students' reading ability in narrative text is very good. As the result stated earlier,

it showed that teaching reading in narrative text in narrative text using Numbered Heads Together (NHT) method can support on the students' reading ability in narrative text toward the vocational school at SMK N11 Semarang in the academic year of 2016/2017.

The positive contribution of Numbered Heads Together (NHT) towards the reading ability in narrative text can be seen from the gained score before and after the treatment is given. In the pre-test the highest score 76 while the lowest one is 32 whereas in the post-test the highest score 96 while the lowest one is 72 for experimental group. The mean of post-test is 61.44 and the standard deviation is 7.63. Therefore, in the pre-test the highest score 76 while the lowest one is 40 whereas in the post-test the highest score 80 while the lowest one is 60 for control group. The mean 50.20 and the standard deviation of pre-test are 5.98.

From the result of the data analysis, it shows that post-test on students' reading ability in narrative text is higher than pre-test reading ability in narrative text. It means that most of the students can accept the treatment that is given and then it influences to the students in mastering the use of Numbered Head Together. However, the researcher concluded that Numbered Heads Together (NHT) can give a positive contribution towards the students' reading ability in narrative text.

Conclusion

Based on those definitions above, it can be concluded that Numbered Heads Together is a technique in group working came from cooperative learning that usually consist of four students. Each student has a number 1-4, then teacher asked a question or problem, and students will put their heads together to discuss about the answer, then teacher asked a number randomly and students with that number must to answer the question. It is used to make students easier in understanding the meaning of narrative text.

Teaching reading narrative text need an extra time because many students get

confuse in understanding narrative text because the lack of vocabulary and also the structure used in the text. So, they often used a dictionary, it makes reading slowly while the learning time is limit. In this occasion, the researcher used numbered heads together in teaching reading narrative text. This technique can improve students' reading ability because they do not have to use dictionary, they will receive an assist from their friends, and they also can discuss about the answer or unfamiliar words together.

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THE COMPATIBILITY OF ESSAY TEXTS FOUND IN *INTERLANGUAGE E-TEXTBOOK* ON ENGLISH CONTEXT OF CULTURE AND SITUATION

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Abstract

This study is under the research result with the objective of describing the compatibility of essay texts applied in English e-textbook *Interlanguage* to the English context of culture and situation. It focuses on how the communicative purposes are achieved through the construction of generic structures and their realization, and that of the linguistic features. This study uses descriptive qualitative research method. The finding shows that mostly the essay texts are compatible with the English context of culture and situation, although some shortcomings are still appear.

Keywords: text analysis, essay text, *Interlanguage e-textbook*

Introduction

English that is the international language is included in the subject matters of Indonesia education curriculum. It is taught from elementary school according to the 2006 Curriculum of Educational Unit Level (KTSP), and from junior high school in the 2013 Curriculum, to senior high school, and in advance to university students. Through the each level of education gradually the students are leaded in communication competence to achieve the discourse competences. It can only be obtained by learning the other comprising ones. They are linguistic competence, socio-cultural competence, actional competence and supported by strategic competence. In this case, the English teaching-learning is focused not on sentence construction, but on text, in line with what Murcia et al. (2000, p. 5) stated that text is the concrete form of discourse.

According to Hammer (1998, p. 68), in English reading, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Through the text the teacher may introduce vocabulary, grammar, then even how to construct the text itself. In

Derewianka's language model (cited in Hammond, et al., 1992, p. 1), there are two elements that influence a text when they are conveyed, they are context of culture and context of situation. The context of culture determines the text structures involving the social purpose, set of beliefs, social practices, social relation, and values. The context of situation is applied on field, tenor, and mode (Hammond, 1992, p. 3).

Based on the fact above, it is important for a teacher in English teaching and learning to present the appropriate reading texts that can be good models of those reflecting the English context of culture and situation. In this case, there are many sources of English material used to support the success of teaching-learning process. Textbook is one of them, either the manual or electronic one. A good textbook will give some criteria of presenting in interesting performance and systematic arrangement, containing the up-to-date topics, as well as taking base on the current curriculum of course. In addition, for an English textbook, it should provide the texts that are compatible with English context of culture and situation.

Interlanguage: English for Senior High School Students XI Science and Social Study Programme is an English E-textbook

written by Priyana et al. In line with the phenomenon mentioned above, the writer is interested in doing analysis on the texts, the essay texts especially found in the e-textbook, on their compatibility to the English context of culture and situation. This analysis is based on the theory shared by Hammond et al. (1992, pp. 76-92) and Gerot and Wignell (1994) about how text is constructed through its generic structure and its realization, and linguistic feature in achieving its social purpose.

Methodology

This research uses descriptive qualitative research method. The objects of the research are the essay texts found in *Interlanguage* English e-textbook for the eleventh grade student of senior high school. The units of analysis are started from analyzing word groups, following with clauses, and then texts to find the generic structure, its realization, and the lexico-grammatical features applied in the essay texts in reflecting the social purpose. The technique of collecting data involves the activities of categorizing the types of texts of written from the oral texts, then classifying the written texts into essay texts and short functional texts. In this step, it is found that there are twenty essay texts in the text book. The next step is grouping and numbering the essay texts according to their type. Meanwhile, in the data analysis, the generic structures and the realization, as well as the lexico-grammatical features of the essay texts are observed in serving communicative purpose.

Findings and Discussion

The result of this research shows that among the twenty essay texts found in the textbook, five of them are narration, seven of them are hortatory exposition, and eight of them are spoof. The whole types of the essay texts can be seen clearly from the following table.

Table 1. Types of texts

No	Essay Texts	Number of Text
1	Narration	1, 2, 3, 4, 5

2	Hortatory Exposition	6, 7, 8, 9, 10, 11, 12
3	Spoof	13, 14, 15, 16, 17, 18, 19, 20

1. Text Analysis

The texts are analyzed through the current issues on text-types that are social purpose, generic structure, and lexico-grammatical feature. The following is the sample of analysis of each type of text found in the textbook, covering the analysis on their the generic structures and the realization, as well as the lexico-grammatical features to convince how far they serve their social purposes.

Text 1 Narrative Text

a. Analysis on Generic Structure

Title	<i>No Charge for Love</i>
Orientation	A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."
Complication	The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?" "Sure," said the farmer. Out from the doghouse and down the ramp ran four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to

the runt.	
Resolution	The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would."
Complication	With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."
Resolution	With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy. "How much?" asked the little boy. "No charge," answered the farmer, "There's no charge for love."

Taken from <http://www.dizzyboy.com> (in Priyana, 2008, p. 109)

The following is the sample of the generic structure realization of text 1.

No Charge for Love

A farmer had some puppies he needed to sell.							
Sub ject	Fin ite	Pr ed	Compl ement	Sub ject	Fin ite	Pr ed	Compl ement
Mood		Residue		Mood		Residue	
The me		Rheme		The me		Rheme	
Carr ier	Attributi ve: Possessi ve		Attribu te	Sen ser	Mental: Affect		Pheno menon

He painted a sign advertising the 4 pups			
Subject	Finite	Predicator	Complement

Mood		Residue	
Theme		Rheme	
Participant: Actor	Process: Material		Participant: Goal

(and) set about nailing it to a post on the edge of his yard.

Finite	Pred	Complement	Adjunct
Mood	Residue		
Rheme			
Process: Material		Participant: Goal	Circ: Place

b. Analysis on Lexico-grammatical Feature

Text 1 is a love story. The communicative purpose of the text is to amuse or entertain about love that cannot be valued but just can be felt. The linguistic feature of the text is focused on individual participants *the farmer, the little boy, the little pup, your puppies*. The text uses material processes *painted, play and stepped*. It also uses behavioral processes *looked, take a look, danced, noticed, pointing, knelt down, see, and handed*. The verbal processes used in the text are *said* and *ask*. It uses relational processes *had* and *was*. It uses mental processes *needed, set, want, and understand*. It uses temporal conjunction *as* and *then*. The whole sentences in the text use past tense except the direct speech in present tense.

Based on the analysis above, text 1 tends to be compatible with the requirement of Narrative text since it is conveyed in appropriate generic structures and lexico-grammatical features.

Text 6 Hortatory Exposition

a. Analysis on Generic Structures

Title	Agriculture
Thesis	Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.
Argument 1	First of all, the agriculture's contribution in the beginning

	of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.
Argument 2	Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.
Argument 3	Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.
Recommendation	Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

From
<http://internationalagprograms.dasnr.okstate.edu> (in Priyana et al, 2008: 129)

b. Analysis on Lexico-grammatical Features

Text 6 is an argument. The communicative purpose of the text is to persuade the reader to convince that the government should put agriculture as the priority of national development. The linguistic feature of the text focuses on generic participants *many people* and *agriculture*, besides the specific participant

the government. To convince the reader, the text uses strong modality *must*. It uses verb of doing *fulfill, bring, create*. The verbs of having used in the text are *is* and *will be*, but there is no verb of having. It uses causal connective *because of* and *in turn* to construct the argument. The text uses vocabulary items that indicate the writer's attitude *alarming, much more important, priority, some good reasons, extreme, hampered, serious, obvious*. The tenses used in the text are simple present tense, present perfect, present continuous, and present future.

Since text 6 seems cover all elements of generic structures and lexico-grammatical features of Hortatory Exposition, it is considered to be compatible with Hortatory Exposition requirements.

Text 14 Spoof

a. Analysis on Generic Structures

Title	<i>Vampire Bat</i>
Orientati on	A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.
Event 1	Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.
Event 2	"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest. Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.
Twist	"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy. "Good!" said the first bat, "Because I didn't."

Taken from: <http://www.offi ce-humour.co.uk> (in Priyana et al, 2008: 166)

b. Analysis on Lexico-grammatical Features

The text is a funny story. The communicative purpose of the text is to share an unusual incident about how a vampire bat gets the fresh blood. The linguistic features of the text focus on individual participants *a vampire bat*, and *all the other bats*. The text uses material processes *came, got, follow, persisted, gave, went*, and *parked*. It also uses circumstance of time and place *from the night, on the roof of the cave, pretty soon, through a valley, across a river, into a huge forest*, and *over there*. The sentences of the text are in past tense.

Based on the analysis above, it implies that text 14 tends to be compatible with the requirement of Spoof text.

2. The Implication of the Finding

This study reveals the analysis on the written model texts of the essay texts presented in the *Interlanguage : English for the grade XI science and social programme* of the second semester. It is found that the arrangement of the texts' elements wrapped in generic structure of each text-type, the choices of words considering the register implemented in lexico-grammatical features bring about the communicative purposes of the texts under study are achieved. However, in some texts, some shortcomings are also identified. To facilitate the students with appropriate language experience, the shortcomings on texts should be revised.

Responding to the findings of this study, it is especially the responsibility of the English teachers to give guidance thoroughly to the students in discussing the texts. So, if inappropriate things found in a model text, the students will know what the appropriate ones. Hopefully, by giving the proper model texts to the students they will achieve the awareness of English context of culture and situation in working with English texts.

Conclusion

Interlanguage: English for Senior High School Students XI, semester 2 of Science and Social Programme presents written texts

as required by the current curriculum. The essay texts are narrative, hortatory exposition, and spoof.

The twenty (20) essay texts presented in *Interlanguage* e-textbook seem to be compatible with the English context of culture and situation. However, some shortcomings are still found in some of them.

Through the analysis on the texts based on Hammond, Gerot, and Wignell's theory, the finding of the research implies that the written texts that have appropriate generic structures and their realization, and lexico-grammatical features tend to achieve their social purposes.

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USING ASSESSMENT OF READING TEST

Analysis of Reading Comprehension Problems toward the Ninth Graders

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Abstract

The difficulty to understand a text in English has become common problem for young learners having English as Foreign Language. Through preliminary investigation, problems about reading comprehension were identified. Some students have gotten background knowledge about short functional text in form of descriptive and recount text in eight graders. This study examines reading comprehension problems about those types of text toward the ninth graders in the level of Junior High School in Indonesia. This is a case study research. The purpose is to explain the main English reading comprehension problem encountered by the ninth graders after doing reading test. Finding revealed problems from literal and interpretive comprehension level of reading based on the result of all students' answer.

Keywords: comprehension, ninth grade of EFL learners, reading comprehension, reading comprehension level

Introduction

Reading is confessed as one of the most crucial skill; in fact in many cases around the world people may argue that reading is the most important foreign language skill (Shaw, 2003, p. 89). Reading skill plays a role in the learning process and this skill becomes the only way that helps students to keep contact with English (Ahmed, 2016). According to Broughton in Tarigan (1986, p. 12) one of aspects from reading comprehension is to comprehend simple understanding, as grammatical, rhetorical and lexical. In SMP N 8 Jambi City in Indonesia, the Ninth Graders has been studied materials about descriptive and recount text, both of texts demand the students to know grammatical, rhetorical and lexical in each text type. Dealing with those reason, this study examines the main reading comprehension problems encountered by the ninth graders at SMP N 8 Jambi City, Indonesia.

Comprehension is making a sense out of a text as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge (McNeil, 1992).

Reading Comprehension is as the process of simultaneously extracting and constructing toward a meaning through interaction and involvement with written language (Mukhroji, 2011).

Reading Comprehension Level

According to Mohammad in Isnaini (2010, p. 13) in Mira (2011, p. 12), there are three standard of comprehension level, they are:

- a. Literal Comprehension, this level involves surface meaning; the teacher can ask students to find information and ideas that are explicitly stated in the text. It is also appropriate to test vocabulary.
- b. Interpretive or referential comprehension, students go beyond what is said and read for deeper meaning. In this level they must be able to read critically and analyze carefully what they have read. Students need to be able to see relationship among ideas.
- c. Critical reading, the students should criticize what the text inform or discuss about. They have to evaluate the ideas presented by the writers in the text. Critical evaluation occurs only after students have understood the ideas and

information that the writers have presented.

Methodology

Duff (1990, p. 35) in Nunan (1995) states case study may be based on particular groups such as group dynamic within a classroom, an organization, an event and a process. This research is a case study research involving two classes as a sample in which the total students are 67 students. The purpose is to explain the literal reading comprehension problem encountered by the ninth graders. This case study method uses quantitative data which are taken from students' score in reading comprehension task. The instrument used in this research is a reading comprehension test in form of short answer task.

According to Pandiya (2013, p. 48) for scoring scale of reading test, there are two alternatives; subjective test and objective test. Scoring system of objective test is clear, just 1 for correct answer, and 0 for wrong answer. But, this research uses subjective test where the variety of scoring scale can be based on the levels of cognitive domain, whether it is knowledge, comprehension, application, or evaluation. The researcher takes score based on the analytical scoring rubric which is designed based on Categories for reading comprehension assessment.

The researcher collected the data from the result of the task that consists of 25 items with several points which were conducted in each item. The task was used to measure students' reading comprehension competences in form of score. After the data was collected and checked, the researcher did an analysis of the quantitative data in statistical analysis. The time which is provided to answer the task was two meetings or 80 minutes. It was based on standard meeting; 1 meeting per 40 minutes.

Findings and Discussion

Finding revealed problems from comprehension level of reading based on the result of all students' answer. There were

four indicators of literal reading comprehension, and four indicator of Interpretive or referential comprehension that have been described below:

Table 1. The Percentage of All Students' Answers for Each Item

Variable	Indicator	Items	% in each indicator
<i>Literal Comprehension (Basic reading)</i>	Recognize the true meaning of words in the paragraph.	(1) (2) (16)	92.83%
	Able to identify reference words of the text.	(20) (25)	85.39%
	Able to distinguish fact and details only.	(3) (4) (7) (24)	77.67%
	Able to identify what was written by an author in text	(11) (18) (22) (23)	56.75%
	Able to describe fact and detail information from the text.	(8) (9) (13)	72.49%
	Able to respond the author's meaning, feeling and attitude in the text.	(6) (19) (21)	36.37%
	Able to infer the main idea when this is not explicitly stated in text.	(12) (14) (17)	86.69%
	Able to respond an opinion and provide general support and facts from the text.	(5) (10) (15)	63.01%

Literal comprehension variable revealed basic competences of the Ninth Graders' reading comprehension. From the basic competences, this level involved surface meaning such as to find information and ideas that were explicitly stated in the text. Based on findings, the first indicator was the highest percentages; 92,83%, that almost of students can answer this question. And then, the lowest percentage was the

fourth-indicator which stated that students should be able to identify what was written by an author in text, but the result of students' correct answer indicated at least half of total students can answer perfectly. It is 56,78%.

While in interpretive or referential comprehension variable, students should be able to read English texts critically and comprehended carefully what they read. Based on findings, from each indicator, one out of four indicators was the lowest percentage of all indicators, it was 36,37%. It also indicated that the students did not have enough competences to response the author's meaning, feeling, and attitude in the text. And then, the last indicator also had low percentage, where it indicated that there was at least half percentage of total calculation was correct answer; 63,01%.

Conclusion

Finally, the main reading comprehension problems faced by the Ninth Graders at SMPN 8 Kota Jambi are taken from the lowest percentage of the result in reading test below:

1. Many students were not able to respond the author's meaning, feeling and attitude in the text. It is explained on table of interpretive comprehension level that students' achievement is 36.37%. It means that most students cannot answer all questions related to this indicator.
2. Many students were not able to identify what authors were written in text. It is explained on table of literal comprehension level that students' achievement is 56.75% correct. It means just half of total students can answer all questions related to this indicator.
3. Many students were not able to respond an opinion and provide general support or fact from the text. It is explained on table of interpretive comprehension level with students' achievement is 63.01%. It is good enough achievement, but the teacher need to improve skill related to this indicator.

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BREAKING CLASSROOM SILENCE: CAN SPIDER WEB HELP NOVICE TEACHER?

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Abstract

Teaching Non-Native English Speakers (NNES) the four basic skills (listening, speaking, reading, and writing) is really a big challenge for novice teachers in Asia context that see English as a foreign language. Meanwhile, an effective Foreign Language Learning Classroom (FLLC) depends upon active participation and involvement by the learners. As the novice teachers who deal with so many styles of classroom participation, creativity and innovation in fostering TEFL is really needed especially for breaking classroom silence. This study is about implementing new teaching strategy to break the classroom silence in teaching English in a foreign language class. In line with the shift of paradigm from teacher-centered to learner-centered, Spider Web teaching strategy could create a supportive and positive classroom climate. Climate refers to the atmosphere of the classroom, and results from the nature of the relationships between the students and the teacher, and also the kinds of communication that take place between them. This study is about teaching strategy that is used by novice teacher to break the classroom silence in teaching English as a foreign language in Asia context. Moreover, he also combines it with energizers so the learning process would be fun and exciting. After all, novice teachers, like teachers everywhere, they do have responsibilities beyond classroom.

Keywords: teaching strategy, spider web, novice teacher, classroom silence

Introduction

Since English is widely used around the world for communication across national boundaries and in a wide range of professions, it makes English becomes more than important. In Asia context that see English as a foreign language, it really makes a big challenge for novice teachers. Foreign Language Learning Classroom (FLLC) in Asia really needs appropriate strategy that can help not only the teacher to deliver the material but also the students to understand it. It is also affected by the kinds of learners. Wright (2005, p. 156) differentiates learners that give influence to the styles of classroom participation into relaxed or anxious, risk-taking or risk avoiding, playful or serious, fuzzy focused or black and white, and confident or insecure. An early, but still relevant, about six different types of students was given by Good and Powel (1976) (cited in Richards and Lockhart, 1994) are task-oriented,

social, dependent, phantom, isolated, and alienated students.

Effective teaching acknowledges that successful language learning depends upon active participation and involvement by learners in the classroom (Richards, 2015). Classroom silence impedes student learning, teacher effectiveness and classmate benefits from learning from silent students' insights, observations, and experiences. Among the most frustrating classroom phenomena is that of students who will not or cannot actively participate in classroom discussions. Student reticence, withdrawal, or fear of interacting not only deprives that student from sharing what they know, it deprives the teacher and classmates from benefiting by what a given student has to offer. Student silence in class is not exclusively a problem for students who refuse to or are unable to respond to direct questions. The need for students to ask questions of clarification, exemplification, classification, validation, and curiosity; to be able and willing to

provide examples that demonstrate that student's understanding and that will aid others in seeing examples not thought of by others; and to be able and willing to civilly challenge others' ideas and claims are paramount for optimum education to transpire in the classroom. Everyone in the classroom is responsible for pulling their own weight; all need to participate by discussing and by listening to others (Petres, 2001).

Meanwhile, a novice teacher is a teacher education program graduate entering teaching (Storm, 1989). He or she should be a facilitator of learning for all students. A facilitator is one who can either provide appropriate learning experiences and resources or find someone else to provide them. Because students have their variety of learning styles, prior experiences, cultural backgrounds, capabilities, etc. the novice teacher must recognize the students' need, assess their learning ability and use authentic resources.

The strategy to break the classroom silent is spider web. It is a student-centered teaching strategy that can be used on a particular topic, question, or text. (<https://modelsbydesign.wordpress.com/>)

The teacher is largely silent. While students are the ones active, the teacher is as facilitator, the referee and master of knowledge, offering up the right question at the right moment, redirecting the answer, correcting misunderstandings, and ensuring that students are being civil to one another.

The name Spider Web is stand for: **Synergetic** – it's team-oriented, balanced, and group graded (the whole class gets a single grade for each discussion). **Practiced** – it's ongoing, practiced and debriefed. It's not a one-time activity but a process, much like writing. **Independent** – the teacher "interferes" as little as possible; students run the discussion and self-assess. **Developed** – the discussion gets deep, builds on itself, goes "somewhere." **Exploration** – this is the main goal; more than discussion, it is a discussion-based exploration (of a text, essential question, or topic). **Rubric** – this is

the cornerstone to the whole process: to have a clear, concise rubric against which students can easily self-assess. **Web** part of the name comes from the web-like graph that one of the students or the students graph to map the discussion while it's happening and then use to debrief later.

The advantages of using Spider Web Strategy in FLLC are: (1) balanced discussion and ethical behavior are front and center, right alongside providing support for ideas/argument and having deep, critical, interesting explorations; (2) there is a group grade; (3) there is individual and group feedback; and (4) it accommodates many kinds of the students' learning styles.

Methodology

The design for this study is qualitative classroom research. The subject of research is the fourth semester students in English Department, Faculty of Education and Teachers Training, Tidar University. The data collection procedures are preparing lesson plan, observation, and documentation. The observation indicator is taken from Jefferson (in Richard, 2015).

The indicators are:

1. Genuine communicative interaction took place
2. The teacher encouraged the students to use the target language all the time
3. Student participation was encouraged through questions, examples, definitions, explanations, comments and peer correction.
4. Student talk was maximized and teacher's was minimized, when possible.
5. The teacher fostered collaborative learning by means of effective group work activities.

The students must answer by F (Fully); M (Most of the time); P (Partially); No (Not-often); NA (Non-applicable). Then the data is analyzed descriptively.

Findings and Discussion

This study is discussed about how to break classroom silence by using spider web strategy in the classroom. Based on the first indicator, there is no genuine communicative interaction between novice teachers and students in FLLC (No=100%). Many students say that the novice teachers encourage the students to use the target language all the time (F=80%). Some students say that it is most of the time the novice teachers encourage them (M=20%). For the third indicator about student participation was encourage through questions, examples, definitions, explanations, comments and peer correction (F=40%; M=40%; P=20%). So, it means that actually the students are aware that the novice teachers actually have encouraged them to be active and motivated in FLLC. Furthermore, the novice teacher speaks all the time in a class about the subject matter and the students just keep silence (No=100%). The novice teachers have not fostered collaborative learning by means of effective group work activities. The novice teachers have tried to use energizers to break the classroom silence, but it does not work. Besides that, they also used authentic materials in the form of audio visual and role play to make the class active. But, it still does not work. (No=75%; NA= 25%). The data are shown in Table1.

Table 1. Lesson-observation Form (Learning)						
No	I	F	M	P	No	NA
1	I1	-	-	-	100%	-
2	I2	80%	20%	-	-	-
3	I3	40%	40%	20%	-	-
4	I4	-	-	-	100%	-
5	I5	-	-	-	75%	25%

I=Indicator; F=Fully; M=Most of the time; P=Partially; No= Not-often; NA= Non-applicable

After the novice teachers use the spider web strategy in FLLC, the classroom atmosphere is improved not only the task-oriented students but also the alienated students are active and well-motivated in the

teaching-learning process. There is a genuine communicative interaction between novice teachers and students in FLLC though based on the observation the range is vary (F=40%; M=40%; P=20%). Many students say that the novice teachers encourage the students to use the target language all the time (F=80%). Some students say that it is most of the time the novice teachers encourage them (M=20%).The result is the same with the first observation. For the third indicator about student participation was encourage through questions, examples, definitions, explanations, comments and peer correction are reached (F=60%; M=40%). So, it means that actually the students are more aware that the novice teachers actually have encouraged them to be active and motivated in FLLC. Furthermore, the novice teachers that use spider web strategy, does not speak all the time in a class about the subject matter but the students are being active and motivated to speak about the subject matter (F=50%; M=20%; P=20%; No=10%). The novice teachers have fostered collaborative learning by means of effective group work activities used the spider web strategy in FLLC (F=50%; M=20%; P=20%; No=10%). The data are shown in table2.

Table 2. Lesson-observation Form (Learning)						
No	I	F	M	P	No	NA
1	I1	40%	40%	20%	-	-
2	I2	80%	20%	-	-	-
3	I3	60%	40%	-	-	-
4	I4	50%	20%	20%	10%	-
5	I5	50%	20%	20%	10%	-

I= Indicator; F=Fully; M=most of the time; P=Partially; No= Not-often; NA= Non-applicable

It is so amazing to see how students are active and join the discussion. Not only social students who are active in the learning process but also phantom students are active. They do not dominate the conversation shifts in the classroom dynamic. The leaders of the group usually are phantom students who are not really active in the class. The social students who are always active in the

class do not dominate the classroom atmosphere. They have to accept that being loud and dominating is not helpful to a group discussion. To make the group discussion alive, all the member of the group must be active. The grading is done as the group not as individual, and it is used as a tool and not a weapon. Feedback from the novice teacher to students and students to students are warm activities in the class. There is no anxiety in the class and everybody is welcome heartedly in the class. While, the novice teacher feels that he or she is comfortable with the students and mostly with the teaching learning process. Spider web has made him or her totally think about being a teacher, as facilitator.

Conclusions

Spider Web teaching strategy could create a supportive and positive classroom climate in the relationships between the students and the teacher, and also the kinds of communication that take place between them. The novice teacher could break the classroom silence in teaching English as a foreign language in Asia context. After all, novice teachers, like teachers everywhere, they do have responsibilities beyond classroom.

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THE RELATION AMONG SYNTACTIC UNITS, TENSES AND MEANINGS IN STUDENTS' WRITING

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Abstract

Writing is an interesting activity which can develop students' skill and help them to express themselves. For the teacher, students' writings can be data source for her linguistic research. This paper depicts the relation among syntactic units, tenses and meanings taken from the students' writing. The objectives of this research are to reveal the misconstructured syntactic units, to show what types of sentences the students often use, and to show how the message can be conveyed.

The methodology of this research is descriptive qualitative research. This study is included into qualitative research. Hence, the theories of research methodology are taken from books compiled by Punch (1998), Ritche and Lewis (2003), and Sugiyono (2009). The used theories are syntax theory compiled by Frank (1972), Miller (2002) and Carnie (2007), theories of Semantics compiled by Griffiths (2006) and Hofmann (1993). The theories of general linguistics, grammar and writing are also provided to support Syntax and Semantic theories. The used theories of general linguistics are theories compiled by Traugott and Pratt (1980), Quirk (1985), O' Grady (1989), Burling (1992) and Chaer (2003). Meanwhile, the used theories of grammar are theories compiled by Deterding and Poedjosoedarmo (2001) and Azar (1989). The theory of writing is compiled by Oshima and Hogue (2007). The results of this research concern to how the message is relayed in the end. The messages written in the students' essay are not clear because of the misconstructured syntactic units and the improper tenses. In addition, the students tend to use either simple sentences or compound sentences in their writing.

Keywords: syntactic units, tenses and meanings

Introduction

Writing is indeed an interesting activity. However, there are a lot of aspects that need to be considered in order that readers can understand what the writer thinks and what the writer intends to inform. To achieve this, it is important to consider tense and structure. Writing in English means people must be aware while using tenses. Once they fail using them, the readers will misunderstand or at worst they will not be able to understand events chronologically. Another aspect which should be considered while writing is structure. This does not only refer to a sentence structure but also to a phrasal structure. Many students cannot deliver their message in their writing because most of them pay attention immensely on sentence structure not on phrasal structure.

Tense is important because it indicates the occurrence of an event in time (Deterding

and Poedjosoedarmo 2001, p. 39). However, how phrases are formed is also important. There are four kinds of phrases in English. They are noun phrase, prepositional phrase, verb phrase and adverbial phrase (O'Grady et al. 1989, pp 128-131). Another two important syntactic units are clauses and sentences. Clauses are also important because they are needed to form compound sentence, complex sentence and compound-complex sentence (Frank, 1972, pp. 22-223)

Methodology

Method is very crucial in any research because it helps the researcher to analyse the data. In this study, qualitative method is used. According to Sugiyono (2009, p. 1) qualitative research exists because there is a change in paradigm in viewing reality/symptoms. In addition, Ritche and Lewis (2003, p. 3) state that that "Qualitative gives directives in providing

depth understanding of the social world of research participants through learning their social values, their experience and perspectives.”

The definition given by Punch (1998, p. 29) is more helpful because the definition really helps the writer to analyze the data. He says that a qualitative research not only uses non-numerical and unstructured data, but also, typically, has research questions and methods.

He adds that another method used is interpretative description, allowing the writer to describe as well as interpret the signs used including dialogue and narration, camera shots, camera angles and movement, color and lighting.

The subject of this research is the writer and the object of thi research is my students’ writing. The data had been collected for about six months. The data is analysed with descriptive method.

Findings and Discussion

All data pressented here are the data which are from some parts of my students’ writing. They are taken directly.

Data 1

In future I want to owner of filmmaker or production house.

Revision: In the future, I want to own/ to have a filmmaker or a production house.

The student should have paid attention on the verb want. *Want* should be followed by an infinitive to form a verb phrase.

Data 2

The title song is called “Utakata Hanabi”. I want to covered it and then recorder it. But I still confused I want to send it to Youtube or not.

Revision: The title of the song is called “*Utakata Hanabi*” I want to make a cover of it and then record it. But I am still confused whether I want to upload it on Youtube or not.

Data 3

Next week I am going to Mesir with my family. We have traveled by plane. When I was there I want to see Piramid and I want eat Mesir food.

Revision: Next week I am going to go to Egypt with my family. We will travel by plane. Once I am there I want to see Pyramid and I want eat Egyptian cuisine.

Data 4

I was not like english because I was feeling difficult english language. Now I’am must study english language because I am think studying english language very important to me. After I’ve finished my studied. I’ve want english language stay used. So, later I’ve the ability english language I’ve will used english language as the ability I’ve for my worked.

Revision: I did not like English because I thought English was difficult. Now I must study English because I think studying english is very important for me. After I’ve finished my study I want my English to be useful. So, later I can use my English competence in my workplace.

Data 5

Here I’am majored in accounting in some English language courses only one who I do not like because I was think it’s difficult english. I was used to always get a very small value of the English but now I am to getting a high score so I am can getting a high score. So, I’ve not replayed English language next semester.

Revision: Accounting is my major. In some English language courses only one which I do not like because I think it’s a difficult english. I was used to get a very low mark for English lesson but now I want to get a high score. So, I will not retake English language next semester.

Data 6

I like music and dance art is dance hip ho dance. I have in this instructure dance. I came to dance art in this campus. I will is dance art a profesional.

Revision: I like music and dance art. The dance is hip hop dance. I have an instructor in this activity. I joined in dance art in this campus. I want to be a profesional dance artist.

Data 7

I watches the tv in the evening. I has watched a sport.

Revision: I watched television in the evening and I have watched a sport.

Data 8

A couple weeks ago, I have an interesting dream in my sleep but I can’t remember what’s dream

about. I always reading a books or playing a game while drink a cup of tea.

Revision: A couple weeks ago, I had an interesting dream but I can't remember what the dream is like. I always read a book or play a game while drinking a cup of tea.

Data 9

Two weeks ago I go to Bandung Japan festival. In there was so many competition like cosplay competition, dance cover, sing cover and many more.

Revision: Two weeks ago I went to Bandung Japan festival. In there, there were so many competitions like cosplay competition, dance cover, sing cover and many.

Data 10

To make animation sometimes it's hard, but sometimes it's easy. It depends our will.

Revision: It depends on our will.

Data 11

I have eaten bread. Before, I went go to widyatamata. I bring my young brother to he's school.

Revision: I had eaten bread before I went to Widyatama. I bring my young brother to his school.

Data 12

My name is Hafiz. I am junior graphic designer and worked as a freelancer at PMHR. I love graphic design especially designing brand identity and I will be a master brand designer such as like the Italian Designer Marco Vigneli.

Revision: My name is Hafiz. I am a junior graphic designer and work as a freelancer at PMHR. I love graphic design especially designing brand identity and I will be a master brand designer like the Italian Designer Marco Vigneli.

Data 13

I am studying graphic designer. I started it since 2009. In my dream, I want to be the most designer and for realitation I am studied with earnest.

Revision: I am studying graphic designer. I have started it since 2009. In my plan, I want to be the most competent designer and for realization I study earnestly.

Data 14

In this weekend, I am going to holiday. Target is Puncak. I take a jacket because there very cold in Puncak. I have a lot of fun.

Revision: In this weekend, I will have a holiday. My destination is Puncak. I take a jacket because it is very cold in Puncak. I will have a lot of fun.

Data 15

I am lecturing the student in Universitas Widyatama since 2012. I was studying General English last year. My value for this lesson is not good because I think this lesson is complicated that hard to be understand. English very important English has helped industries. Now I am studying seriously. I hope can speak English with right grammar with good english. I will more than confident and I ready to compete.

Revision: I have become a student in Universitas Widyatama since 2012. I studied General English last year. My mark for this lesson is not good because I think this lesson is complicated and it is hard to be understood. English is very important because English has helped industries. Now I am studying seriously. I hope I can speak English properly. I will become more confident and I am ready to compete.

Data 16

I have known English from I was studying at Elementary School, Junior High School, Vocational High School until I'am studying at Widyatama University now. Before I don't know that English is important. I was feeling lazy to learn English. But now, I know if English is important because English is international language. From now, I'll study hard so that later I can speak English. I want to take English course to better understand.

Revision: I have known English since a long time. Before I don't know that English is important I was lazy to learn English. But now, I know that English is important because English is an international language. From now, I'll study hard so that later I can speak in English. I want to take English course to have better understanding.

Data 17

I was learning English language when I elementary school. I don't like English language because I feel difficult english language. Now I have to start like English language. I think studying english language very important to me. After I've finished my studied. I hope that I've learned I can use in the workplace.

Revision: I learnt English when I was in elementary school. I don't like English because I think English is difficult. Now I start liking English. I think studying English language is very important to me. After I've finished my study, I hope that what I have learned can be used in the workplace.

Data 18

I have been lecturing the student since August 2013 in Widyatama Accounting Faculty Diploma. I like English but I can't understand that lesson. I will try learning so that I can understand and will be better.

Revision: I have been the student of Widyatama in Accounting Diploma Program in Faculty of Economy since August 2013. I like English but I can't understand that lesson. I will try to learn so that I can understand and will get better.

Data 19

I going to do after my graduation from Universitas Widyatama is searching worker. I want to be great Accountant in the future.

Revision: What I am going to do after my graduation from Universitas Widyatama is searching for a work/getting a job. I want to be a great Accountant in the future.

Data 20

English is one of universal language we can get more knowledge by mastering English because so many important books written by English because that we can chat with foreign people from the other country. English makes people more confident. In Indonesia English can be learned by children eight years old.

Revision: English is one of universal languages. We can get more knowledge by mastering English because many important books are written in English. Besides that, we can chat with foreign people from the other countries. English makes people more confident. In Indonesia English can be learned by eight year old children.

Conclusions

The message delivered by the students are not clear because they do not use tenses properly. In addition, they form the phrases poorly and they often create unnecessary phrases.

Further, these students tend to use either simple sentences or compound

sentences. However, these students seem to put a lot of effort to make complex sentences even if they are wrong.

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EXPLORING SUBJECTIVE DIFFICULTY AS L2 EXPLICIT KNOWLEDGE IN ADVANCED GRAMMAR EXAM

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Abstract

Perceiving the difficulty to complete an exam for students is possibly diverse. Indeed, this kind of difficulty called as subjective difficulty is faced by TEFL students in any degree. This study aims to explore kinds of subjective difficulty perceived by the TEFL master students in completing Advanced Grammar Exam. In this exam, the students are given tasks to identify the ungrammatical features of sentences and explain the errors in form of metalanguage. To obtain the data, a qualitative method was selected to analyze this case through collecting documents and conducting interviews. The finding revealed that most of the students difficult to explain the grammatical rules. It was influenced by several variables such as the accuracy of the grammatical rules, the familiarity of the task, and the materials of the exam. Practically, determining or producing metalanguage to explain the errors in the exam required not only the analysis process but also the metacognitive process. The issues related to explicit knowledge, metalanguage, and grammar exams were discussed as well.

Keywords: subjective difficulty, explicit knowledge, metalanguage

Introduction

Subjective difficulty is a relative perception of difficulties which are caused by any students' variables (e.g. perception, experience, grammatical rules) in language learning (DeKeyser, 2003; Ellis, 2006). In relation to explicit knowledge, Ellis (2006) argued that this difficult was interconnected by analyzed knowledge and metalinguistic knowledge. He defined, in brief, that *analyzed* knowledge was knowledge to analyze linguistic structures (e.g. phrases, in /dependent clauses, sentences). Meanwhile, *metalinguistic* knowledge was knowledge about metalanguage for labeling linguistic structures (e.g. I go to school –the underline word is verb). However, frequently, students' metalinguistic knowledge produces imprecise and inaccurate declarative rules (Ellis, 2004). This indicates that there is a difficulty perceived by students.

Many language learners and teachers have already understood explicit knowledge and subjective difficulty. However, there are only some of them who concern with its elements (e.g. metalanguage); particularly in language exams.

The use of 'metalanguage' is often interchangeably with 'terminology' since both are similar. Metalanguage is language's elements (mostly words and phrases) that used to talk about language. Generally, Fortune (2005) distinguished it into two categories: *technical* (e.g. verb) and *nontechnical* metalanguage (e.g. 'mean'). Meanwhile, terminology is a collection of (pedagogic and scientific) words (Berry, 2010). It is categorized into three types. First, *transparent* type is term which the meaning implies its referent (e.g. **past tense** refers to **the past event**). Second, *opaque* type is term which the meaning does not imply its meaning (e.g. **verb**). Third, *iconic* type is term which relies on a formal relationship to its referent (e.g. **–ed form** refers to **a verb in the past form**); it implies that this type is the 'combination' which connecting two types before. In brief, I conclude that terminology is technical metalanguage.

Most of these notions occur in a grammar exam which requires the use of metalanguage as its answers. For instance, Tsang (2011) found that the task of

explaining grammatical rules in form of terminology (e.g. *subject-verb agreement*) was the most difficult task than others (e.g. correcting) for in service Hong Kong English teachers. Dikici (2012) found that the pre-service teachers have weakness on some terminologies (e.g. *infinitive, conjugation*). Recently, similar exam had already been administered to examine his TEFL master students. To explore this case, two research questions were addressed as follows.

1. What is the most difficult grammatical rule in the exam?
2. What difficulty is perceived by the students in completing the exam?

Methodology

This study applied qualitative case study method. The data obtained through collecting the seventeen pieces of final exam results from 17 students. However, there were only 10 of them who willing to be interviewed. To enhance the credibility of data from the other instruments, I conducted two interviews (un- and semi-structured) with the lecturer. All names had been changed into pseudonym.

The final term exam entitled *TOEFL Model Examinations* was a multiple choices test which consisted of two parts. Part I consisted of 15 incomplete sentences. Part II consisted of 25 ungrammatical sentences (items number 16-40). Specifically, the items should be answered by 17 metalanguage (e.g. *the form of verb, subjunctive*) based on the lecturer's answers key. However, this study only focused on Part II. In this part, the students were not only demanded to select the correct answer (*a, b, c or d*) but also to make a reason of the answer by explaining its rules. Related to the scoring method, the lecturer gave 1 point if the selected answer and the rule were correct, ½ point if the selected answer was correct but the rule was incorrect, and 0 point if both answers were incorrect. After the exam, the lecturer gave feedback to the students related to errors they made and what the correct answers should be. As

noted, the results of the exam were scored and judged by the lecturer.

I analyzed the data in three steps. First, counting the students' error based on their exam. Second, classifying the answers key based on the categories of metalanguage (Fortune, 2005) and types (Berry, 2010). Third, interpreting the students and the lecturer's admission based on their interviews.

Findings and Discussion

The findings and the discussion were parts of a larger scale study (Arif, in press).

1. The most difficult grammatical rule was *subjunctive*.

Totally, there were 21 errors. It showed on item number 28 (16 occurrences) and item number 40 (5 occurrences).

- | |
|---|
| <p>28. It is essential that the temperature (A) <u>is not</u> elevated (B) <u>to a point</u> where the substance formed (C) <u>may become</u> unstable and decompose into (D) <u>its</u> constituent elements.</p> <p>40. Professor Baker recommended that we (A) <u>are</u> present at the reception (B) <u>this afternoon</u> in order (C) <u>to meet</u> the representatives (D) <u>from</u> the Fulbright Commission.</p> |
|---|

Figure 1. Sample of *Subjunctive* Items

On the item number 28, most of the students got 0 points because they were unable to analyze and find where the error located. It implied the students' analyzed knowledge was weak to complete this kind of item. On the contrary, the students' analyzed knowledge operated better on item number 40. Many students were able to find the error.

However, they failed to achieve 1 point because many of them were not able to explain the ungrammatical rule (*subjunctive*) accurately. Some inaccurate rules in their results were *past tense, there are two verbs, problem with to be, and verb agreement*. These rules were rejected by the lecturer because it had least or even no relationship with *subjunctive*. This indicated that the students' metalinguistic knowledge was not

accurate and weak. That was why on item number 40, they only got ½ point. Despite the students' metalinguistic knowledge, other possibilities were related to the nature of metalanguage that they used to explain the ungrammatical rules.

Almost all of the answers were categorized as technical metalanguage; only *despite of* which was non-technical (see table 1). Totally, of the twenty four terminologies, these twelve were categorized as opaque. The opaque terms were *subjunctive* (2), *the form of verb* (2), *noun* (2), *subject-verb agreement* (2), *relative pronoun* (1), *adverb* (2), *pronoun* (1), *to-infinitive* (1), and *noun-the process of forming* (1). In short, the students were demanded to explain the answers of the exam which contained many technical metalanguage and opaque terms.

Table 1. Metalanguage and Terminology Analysis

Item number	Answer key	Type of terminology
16	Parallel	Transparent
17	Condition	Transparent
18	The form of verb	Opaque
22	Preposition	Transparent
23	Despite of*	(*non-technical)
24	Repetitive/double	Transparent
27	Past tense	Transparent
32	Pronoun	Opaque
33	Multiple number	Transparent
34	Adverb	Opaque
37	Subject/ verb agreement	Opaque
38	To infinitive	Opaque
39	Noun- the process of forming	Opaque
40	Subjunctive	Opaque
TOTAL		Non-tech=1 Technical=24 Opaque=12 Trans=12

This table is adapted from Fortune (2005) and Berry (2010)

Technical metalanguage, particularly the opaque type, was more difficult to be

used and learned than non-technical and transparent (see Ellis, 2006, p. 439). Moreover, *subjunctive* as the most difficult rule in this exam, was a 'scientific' term, not a 'pedagogic' term and it was also too complicated to be transferred to pedagogic use (see Berry, 2010, p. 35 and 80). Indeed, the use of metalanguage (or terminology) as the answers of a grammar exam was inevitable, however, it brought consequences. For instance, the majority of students failed to achieve the lecturer expectation because there was only one student who accurately wrote *subjunctive* in this exam.

2. Many students admitted that they faced difficulty in explaining grammatical rules. It was influenced by several variables such as the accuracy of the grammatical rules, the familiarity of the task, and the tested materials of the exam. The detail description as follows.

The Precision

The students were difficult to provide the correct and precise grammatical rules. The lecturer expected that the students were able to explain the error in a specific rule but they state it in general. For instance, Urumi wrote *problem with the verb* but the lecturer demanded *subjunctive*.

Alasan (rules) kita dengan alasan Pak Arman itu **tidak sama** gitu lho. Maksudnya, (*I wrote*) '*there is a problem with the verb*' terus Pak Arman tuh mintanya '*subjunctive*' gitu, naah ja dilebih terperinci (Urumi. Interview 6)

Such as mentioned in the finding of question number 1, many students made errors in *subjunctive* items, however, there was a significant difference in its errors' occurrences per item. Most of the students failed to answer item number 28 correctly but they succeed to answer item number 40 (see Figure 1). Furthermore, based on the students' results, the lecturer accepted (not considered as wrong rules) some rules for item number 40 were *bare infinitive*, *form of*

be+to+VI, and *problem in verb*. Here, it proved that the students were less-precise to explain the rule such as *subjunctive*. It was implied that the students relied on their explicit knowledge to complete this exam. Such as argued by Ellis (2004), one of the characteristics of explicit knowledge was students' grammatical rules are often imprecise and inaccurate. The finding showed how the students' explicit knowledge worked anomalously. Their analyzed knowledge was able to analyze and find the correct answers for the item 40; however, their metalinguistic knowledge was unable to provide the correct grammatical rules. It was quite possible that the students have not had the complete understanding about what *subjunctive* is.

The lecturer's expectation was reasonable because most of the answers had been written in the guidance book (*TOEFL book II*). The students were asked to answer the exam by stating the subs of a problem.

Di sana (*TOEFL book II*) kan ada *problem with subject and verb* kan ada sub-subnya (e.g. *appositive*), nah kalo hanya ini saja kan mencapai diluarnya (*general*) saja, sub ini bagaimana? **Ini kan general, mestinya ya spesifik.**

(Pak Arman. Interview 8)

He argued that this fault occurred because the students had not paid attention to the exam's instruction.

Sebenarnya itu sangat *basic* ya tapi **sering dilupakan, bagaimana instruksinya** itu, tapi mereka langsung pada mengerjakan jawabannya

(Pak Arman. Interview 8)

In fact, the lecturer not only accepted *subjunctive* but also several alternative answers as far as it had a relationship such as *bare infinitive*, *form of be+to+VI*, and *problem in verb* were some alternatives of *subjunctive*. Possibly, the lecturer recognized that *subjunctive* was too difficult for the students. That was why the lecturer appreciated these answers as the appropriate solution for him and his students.

This Advanced Grammar final exam entitled *TOEFL model examinations* but its

instruction (or task) had been modified. This kind of modification was quite similar with other kinds of exams such as metalanguage test in Tsang (2010) and Grammatical Judgment Test (GJT) in Ellis (2006). Basically, any type of test which requires the use of metalanguage is used to examine students' explicit knowledge. Related to the issue of reliability and validity, Ellis (2004, p.259) argued that such GJT can be reliable but it should be combined with another type of test (e.g. verbal reports). To measure and judge the students' explicit knowledge, the result of the final term Advanced Grammar was combined with the result of their previous exam (mid-term exam).

The Task

The students said that explaining the reasons or rules was a difficult task for them. Previously, they had already familiar with explaining errors in form of detail sentences since undergraduate degree. However, in this exam, the students were demanded to be able to explain it in form of brief and specific phrase of grammatical rules.

Mungkin karena ujian yang **menjabarkan alasan (*grammaticall rules*)**, kebetulan alasan yang... (in my undergraduate) saya **terbiasa dengan alasan yang panjang, detail**. Tapi pada saat ujian bapak memintanya alasan yang singkat dan istilahnya mengerucut padahal itu.

(Delon. Interview 4)

The lecturer explained that it aimed to distinguish Advanced Grammar Class with other informal English courses. He believed that the students were already 'advanced', so they would be able to not only identify the right/ wrong answer but also explain the grammatical error.

tidak hanya benar, benar, salah, (*in answering TOEFL*) ini kan **bukan sekedar mengecek** itu saja, ini yang dilakukan oleh kursus-kursus bahasa inggris di luar sana. Naah yang untuk S2, juga **dicari masalahnya (*grammatical rules that had been broken*)**

(Pak Arman. Interview 8)

The difficulty with the explanation task was similar with Tsang's study (2011). It indicated that this task was not only

perceived as the most difficult task for both teachers; the pre-service (the TEFL master students) or the in-service teachers. Tsang assumed that it was caused by the high cognitive demand.

To explain reasons or rules of an ungrammatical sentence required, at least, five serial processes before it came to the judgment or conclusion that there was an incorrect feature in a sentence. First, reading the ungrammatical sentence. Second, identifying the incorrect feature based on some underline words or phrases. Third, selecting the choice based on the judgment in identification. Fourth, determining the relevant rule based on the selected choice. Fifth, writing the rule in form of word or phrase or clause. As noted, the highest cognitive demand occurred in the fourth process because the students should reflect upon their own cognitions. Furthermore, they should be able to determine the precise rule among other similar rules. For instance, *problem with the form of the comparative & superlative* and *problem with the use of the comparative & superlative* are different based on its rule but both are related to comparative and superlative. This complexity was known as the metacognitive operation.

The Material.

The students said that there are some materials (*subjunctive* and *multiple numbers*) which have not taught in their class but it had already tested in the exam.

33. The new model (A) costs twice (B) more than (C) last (D) year's model

Figure 2. Sample of *multiple numbers* item

Ketika uas grammar itu ternyata ada **materi yang tidak dimuat** di buku panduan (*TOEFL book II*) kita seperti contohnya itu *subjunctive*. (Bagus. Interview 3)

Many of them confessed that they perceived difficulty on *subjunctive*. For instance, Kirana realized that she made errors in completing and explaining the

items which related to *subjunctive* in the exam.

Materi subjunctive, itu yang agak membuat kesalahan pada saat **membuat (explaining) alasan (grammatical rules)** pada saat menjawab soal-soal ujian. (Kirana. Interview 1)

In her exam, she answered it with *article* (the rejected answer) for the item number 28 and *verb* (the accepted answer) for item number 40. In the same vein, Julian had the same difficulty such as Kirana's. He even said that *subjunctive* 'drained' his cognition.

Adapun **materi** yang 'sedikit' menguras pikirannya itu yaa.. betul tentang *subjunctive* (Julian. Interview 3)

Selecting incorrect features and explaining grammatical rules in ungrammatical sentences not only difficult but also 'exploit' (or 'drain') the students' explicit knowledge (see Ellis, 2004, p. 239). Again, it is one of the characteristics of explicit knowledge. It was common when the students said that the Advanced Grammar Exam was difficult; even for them, the 'advanced' and TEFL master students. Furthermore, this 'exploitation' affected the students' explicit knowledge to complete other items.

The lecturer admitted those *subjunctive* items existed in the exam. However, as justification, the TOEFL-like such he used as the exam had a similar characteristic with the real one which is dynamic.

Ya *subjunctive* itu memang ada karena gini, itu perlu diperhatikan karena mestinya yang saya gunakan ini kan test TOEFL yang sudah sungguhan, kalau yang bukunya itu kan teori tentang tes TOEFL sehingga ini jelas tidak akan sanggup untuk mengcover seluruh materi yang ada di TOEFL karena tes TOEFL itu sangat dinamis, bahannya luar biasa sehingga sulit diduga. (Pak Arman. Interview 8)

The lecturer's decision to use *TOEFL models examinations* as the final exam was in line with *TOEFL book II* as the guidance book. However, in order to develop the

students' explicit knowledge, some discussions or 'hints' related to the materials which would be examined were needed. This issue was similar with Dikici's (2012) finding which revealed that majority of the students favored the presentation of grammar before expecting them to use it. Even the students had already taught about *subjunctive* or other materials in their undergraduate degree, it was quite possible that their memories have vague.

Reaching the end of the interview, the lecturer agreed and realized that there was a problem with students' knowledge about terminology. So far, he assumed that the source of this difficulty was the students' educational background in high school.

Betul, nah ini kaitannya kan dengan **latar belakang pendidikan bahasa inggris di SMA**. Itu kan mereka kan menggunakan, dulu (*more than 5 years ago*) *communicative approach* terus sekarang (*recently*) *genre approach*, naah **ini sama, sangat anti (grammatical) terminologi**
(Pak Arman. Interview 8)

This assumption was still unproven. To fill this gap, I invited other researchers to conduct inquiries to reveal the extent of students' knowledge of metalanguage in the undergraduate influence their explicit knowledge in the graduate degree. Furthermore, studies within metalanguage area such as: 1) the effectiveness of using metalanguage to improve TOEFL' score and 2) the comparative study between TEFL students' & TEFL lecturers' knowledge of metalanguage were still limited.

Conclusion

The students faced two main difficulties, namely the difficulty in understanding and explaining grammatical rules. First, the difficulty in understanding grammatical rules was subjective because the analysis of metalanguage and terminology could not provide a clear-cut result. Furthermore, it also influenced by others factors (e.g. familiarity). Second, the difficulty in explaining grammatical rules correctly and precisely was caused by their

weak metalinguistic knowledge since they rarely operated it in their previous grammar exams. It implied that the previous exams in their undergraduate degree have not facilitated to practice and examine metalinguistic knowledge.

To gain the students' metalinguistic knowledge gradually, I suggested to any lecturers who teach grammar to conduct more (pre) exams which facilitate not only analyzed knowledge but also metalinguistic knowledge (see Tsang, 2011, pp. 15-16; Dikici 2012, p. 218 as the references).

Acknowledgement

I would like to thank Pak Arman, the lecturer of Advanced Grammar Class, who gives invaluable supports in completing this study.

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BRIDGING STUDENTS AND LECTURER'S EXPECTATION IN LEARNING PROCESS THROUGH SELF ASSESSMENT

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Abstract

This study was aimed to describe student- lecturer expectation in the process of learning. The students and lecturer were given questionnaire which revealed their difficulty for lessons they enrolled. For the teacher, they were asked to describe their expectation to their students and describe the teaching; the preparation, process, and evaluation. The result showed that most of the students concern about the lecturer's approach and methodology. 92% of sixty two students wrote that final score is very important, and it was the teacher who has the main role to transfer the comprehension. However, 8% students wrote that each of them should have their own strategies in learning the subjects, because each lesson will not have the same difficulty. In addition, some of them are also delivering that personal problem sometimes become more disturbing than the subject itself. Media becomes an alternative in eliminating the boredom and the anxiety in comprehending the lesson. It also can be said that the lecturers have different way in indicating the success of learning, 60 % indicated success with the student's improvement and behavior, the rest wrote that successful learning is whenever the students able to perform what is demanded on the lesson, for example a product. Almost all of the students said that it was very helpful if the lecturer can be open-minded to the students about the evaluation, particularly- on what base the final score is resulted. Though, some lecturers also describe that they adjust the evaluation from the assignment, examination, and also the manner.

Keywords: self assessment, learning, student and lecturer

Introduction

On the process of learning, an ideal lecturer will obviously concern about the purpose and also the output of subject that is being taught. On the other hand, the students will also lean their expectation on the lecturer's shoulder. Discussing about a lesson, score or mark become a necessity that is inevitable, because score that is resulted from a test is considered as a representative of someone's competence. However, many people still believe that test can measure all of their skill. Test is considered to be the valid instrument in measuring something. Brown (2004) defined test as a method of measuring a person's ability, knowledge, or performance in a given domain. On the other hand, assessment is an ongoing process that encompasses a much wider domain, or it can be inferred that assessment used to not only measure the achievement, but also performance which sometimes-need specific method. Brown argued that a good

deal of a teacher's informal assessment is embedded in classroom task designed to elicit performance without recording result and making fixed judgments about a student's competence (2004, p. 5). However, someone's success in learning language is whenever the learner is able to produce it, both in spoken and in written media. The success itself will not be the same for each of learners, because each of them perform and apply the distinguish strategy and interest in learning. Some students will be very active, motivated, and enthusiastic; meanwhile the others will not be so. Ideally, people who are high self-monitors attend closely to their present situation and change their behavior to best fit their needs (Nairne, 2006). Many students argued that they have already performed their best, and whenever their expectation is airing, the lecturer will be the one who should be responsible for that. Though, (Clark,1992; Keysar et al,1998) in

Nairne (2006), revealed that effective communication seems to rely a great deal on common knowledge among speakers. If we put this message into classroom situation, it is make sense that the students and the lecturer should have the same idea about how the learning will be carried out, and what goals that needs to be pursued. At glance it sounds a simple purpose, but it is not in fact.

Some subjects need more on the students' psychomotor side, especially for productive skills-and some others demand the comprehension. However, both skills need to be measured, because measuring is one way to indicate whether something-in this case the teaching and learning has progress or not, or in another words, whether the teaching have some beneficial impact or not.

Measuring will present different impact for those who are taken as the subject. Some people will be satisfied, and some people will expect the different thing. But it seems common that all kind of measurement will not satisfy all public interest. Self assessment is part of alternative assessment which aimed to investigate one's competence that might not be revealed through traditional test.

Methodology

Questionnaire in form of self -assessment form was managed to gather data about the students' and lecturers' perspective in the teaching process. Some interviews were managed to dig the information deeper, because interview in some other way- able to deliver the message that unrevealed from the observation. Those questions are trying to make the students and lecturer measuring themselves in the process of learning. Three main aspects that are going to be investigated from the students are about; their frankness about their competence, their expectation to their lecturer, and also their behavior in the learning process. Meanwhile, from the lecturers' questionnaire, they were asked deliver their frankness in judging their students,

delivering about the teaching style, and also their expectation to their students.

Findings and Discussion

From the lecturer' questionnaire, it showed that the teachers evaluate themselves in good mark-so as the students. Only 38,7% of 62 students who have distinguish opinion with their friends. Surprisingly, those who have distinguish opinion are those who are in the eight and sixth semester, and some of them are in the fourth semester. The 61,2% students assumed that they have done the lecture's instruction- by listening to the teacher's explanation, submitting the assignment, and attending the classroom. In addition, that majority was also believed that learning problems are caused by inappropriateness in the learning process; the atmosphere, the lecture's teaching style, and the media. Around 16% of the students who admitted that their learning problems can be caused by their personal problem; inability to adapt, inferior feeling, and their habits in the past. The interesting part was from the result of their expectation to the lecturer; they delivered that lecturer should make them comfortable, fair to all of the students, recognize their students' learning difficulty, and also ascertain their students' characteristic into the assessment. On the other hand, five of six lecturers wrote that they have done their best on their teaching; described in the way of simplifying the material, designing various teaching scenario, and allowing the students to give comment and reflection. Another finding was about the teacher's judgment to their students, all of the lecturers said that the students were not enthusiastic enough to perform their best on the process of learning. Only on the midterm test and final test, the students are forced to show a harder effort, but from this aspect, two of five lecturers have distinguished opinion. All of them are having the same expectation to their students which can be described from their responses; they are expecting their students to provide more time to read, having discussion with their friends, and

knowing themselves as students- refers to the awareness of students' responsibility.

Assessment provides teachers with information about such things as whether students have learned enough or what to teach them. Teachers are expected to use assessment results to improve their teaching and organize a sound instruction plan for facilitating students' educational development (Yuan and Suzuki, 2013). It is obviously useful, if a lecturer is having some reflection together with the students in the process of learning, how two parties are trying to gradually develop their competencies. The result of assessment can be used by lecturer to see the progress or changing, on the other hand, its result can be used by students to learn about the naturalistic of learning that encompasses many aspect to be fulfilled, not only from the lecturer's side. Meanwhile, Masrukhan stated that character assessment should be done continually, during the learning process (2013:78). To interpret the data-the students and lecturers' answers, anyhow demand wisdom and willingness to accept it. In many chances, students tend to judge and observe the lecturer's personality, rather than their professional competence. However, it is not inevitable whenever we discussed about relationship between humankind- who are created with emotional feeling besides the logical thinking. Some lecturer uttered their personal subjectivities whenever the students gave them remark from personal characteristic. Human with all bias and tendentiousness, even not all of them-will not be happy enough whenever someone else criticize himself. It should be bear in mind that not all students also objective enough in delivering their remark, some of them were also known to ascertain their personal biases. In common paradigm, the lecturers are needed to be open- hearted in interpreting this message, because they are more adult and considered to have higher adaptability. The more experiences they have, the more objective they will. On the other hand, the more students recognizes lecturers' personal characteristic, the more

objective they are in assessing themselves. This happens because the various input of their learning naturalistic-atmosphere, demand, and also the lecturer- will give more chances for them to learn many aspect which contribute to their learning. It was found also from the data that some students delivered the lecturer's role in contributing the success of learning is just 40%, the rest is their own effort, and most of them are in the sixth semester. Though, most of the students from the second semester revealed that the lecturer is the one who can manipulate the learning to make it succeed for the students, especially about their comprehension.

The data were trying to deliver message that everyone has various emotional feeling and different motivation in judging something. However, motivation and emotional feeling are nearly correlated. Nairne stated that motivation can be defined as the set of factors that initiate and direct behavior, usually toward a goal. If you are motivated, your behavior becomes activated and goal directed. Emotions are complex psychological events that are often associated with goal-directed behavior, and subjective experience is belongs to this type. Subjective experiences lead someone to express and react based on their way of thinking and also on the way they want to be described. However, each of learner-in wider scope- someone has internal and external factor in performing their behavior. 92 % students said that final score is the most important from a lesson, but the rest argued that the process is also important, because process in some other way contribute to the final score. That minority argued that the experience on the process will give beneficial impact on the long- term goal learning, meanwhile final score is not.

It needs to be convinced to the students, whether the score they get is part of their best effort or not. Those who delivered this distinguish opinion, are generally agreed that whenever they have done their best, the will not be disappointed whenever accepting the score in the end of

the semester. Some students revealed that they have requested to the lecturer about giving second chance, indicated that in fact, the issues of satisfaction is still addressed to one's personal characteristic-even though on the process of learning. Lecturer need to have wider aspects to do assessment to their students, because some students are not really aware about their responsible as students. In addition, personal problem which is admitted by some students contribute to learning difficulties are rarely counted as part of learning failure, because for some lecturers, this was not the lecturer's domain to enter. In bigger classes, it might be time and energy consuming- for the lecturer to concern, because the main purpose of a learning will obviously about what stated in the syllabus, not always about students' personal problem that should be tackled down.

Conclusion

Self-assessment is nearly correlated with someone's perspective about himself. The result will be various, depend on the characteristics of the learners, the characteristics of the subject, and also the duration of the students and lecturer's interaction. The more intense the interaction, the process of learning will be more natural. The nature of the interaction will make the students and lecturers be aware of the other's perspective, which is ideally, will be adjusted by both sides. The urgency part of this interaction is the trust between the lecturer and the students. Learning is part of social activities that is expected to have long life learning influence. As stated by Nairne (2006), social skills training usually takes place over many sessions, and it's often combined with other form of treatment. The longer interaction, the process of understanding the others' style of learning and teaching and also how the lecturer manage the method in evaluation- and assessment will also be more worthy for both sides. It will not be further thought I think, if the students and lecturers are actually can learn from each of

them by taking the advantages after receiving the comments and also opinion. However, the willingness of receiving this should be based on the need of developmental learning and teaching but personal insight. Yet, the same agreement about the concept of lesson should be in the same channel between the students and lecturer to make the learning become effective and give optimum benefit for both sides.

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BECOMING THE EFFECTIVE ENGLISH TEACHERS IN THE 21ST CENTURY: WHAT SHOULD KNOW AND WHAT SHOULD DO?

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Abstract

“Think outside the classroom box” (Hampson et.al) shows that a traditional classroom where teachers as the only source of knowledge no longer fulfills the 21st century students’ needs. In the 21st century students should be taught the 21st century skills preparing them for successful learning, life, and work. Based on this phenomenon, teachers are demanded to be ready and be responsive in facing the educational challenges in 21st century. They should grasp that education develops and changes affected by a drastic technological revolution that conceives students as “digital native” and the teachers as “digital immigrant”. Then, the teachers should adapt this change by engaging with some information dealing with the 21st century education. Particularly, English teachers have vital roles since they teach English subject which is really relevant to the 21st century learning. It is because the 21st century requires many skills to get high standard use of English language (Suherdi, 2012b). This study focuses on proposing that becoming the effective teachers is what English teachers should do to answer the needs of 21st century. It is supported by Belasco and James’ (1991) statement (as cited in Ansari, 2013) that effective teachers have a repertoire of effective teaching practices. Based on the analysis, it is really critical to shedding more light on the findings of this research about what matters English teachers should know; they are the 21st century skills and learning, the characteristics and skills of effective English teachers, the roles of effective English teachers, and several endeavors to actualize effective English teachers.

Keywords: the 21st century education, the effective English teachers, critical reflection, ICT literate, alternative assessment

Introduction

Traditional classroom, characterized as transmission model where teachers become the dispenser of knowledge and become the only source of the knowledge for students, does not lead students to achieve 21st century students’ outcomes. By the virtue of sophisticated technology, students are surrounded by information. Thus, spoon-feeding teaching method becomes the barrier of the development 21st century skills. Generally speaking, the 21st century skills cover content knowledge and 21st century themes, learning and innovation skills, life and career skills. Whereas 21st century students need to be taught 21st century skills which prepare them for successful 21st century learning outcomes. Based on the result of Round Table discussion by 72 Ontario District School Boards, learning outcomes are clarified into

some conclusions; 21st century learning is about changing the types of problems students solve (real-life and authentic), 21st century learning and technology, students are driving the learning and taking it deeper (asking questions, finding answers, thinking critically and being creative), and classroom-based social media use is increasing student collaboration. These outcomes further construct the successful of students in leaning, life and work. Dealing with English subject, English teachers are faced with the great demands to deliver students achieving high competences in English. It is because the importance of English is in accordance to the 21st century which requires many skills to get high standard use of English language (Suherdi, 2012b).

The overviews above encourage teachers to reformulate their concept of how

they see themselves to be effective English teachers. Belasco and James' (1991) statement (as cited in Ansari, 2013) indicates that effective teachers have a repertoire of effective teaching practices. Literally, it further should lead them to accomplish reflection or "critical reflection" meaning to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose (Richard). This kind of way is a response to the educational challenges in 21st century. Furthermore, as the result of reflection of the strengths and weakness in teaching, teacher should have innovative bases to engage with some information dealing with 21st century education. Having this concept imprinted in their mind, the effective English teachers should also execute some efforts to adapt the 21st century education. As the resource of becoming Effective English teachers in 21st century education, this research investigates what the effective English teacher should know dealing with 21st century education and what should effective English teacher should endeavor to be effective English teacher. This research is really important to give English teacher insights in achieving the ideal image of effective English teachers in 21st century education.

Methodology

By conducting analytical literature through some related theories, the worthy reviews collect primary points of this research namely effective English teachers should know about 21st century skills and learning, the characteristics and skills of effective English teacher in 21st century, and the roles of effective English teacher in 21st century. After that, they should do critical reflection, develop their competences, be literate in ICT, attend some educational trainings and workshops, and promote alternative assessment rather than traditional assessment.

Findings and Discussion

1. What Effective English Teachers Should Know

a. 21st Century Skills and Learning

The Partnership for 21st Century Skills, a leading advocacy organization that promotes infusion of 21st century skills into education (Larson, 2011), developed a framework for 21st century learning as described in the following figure:

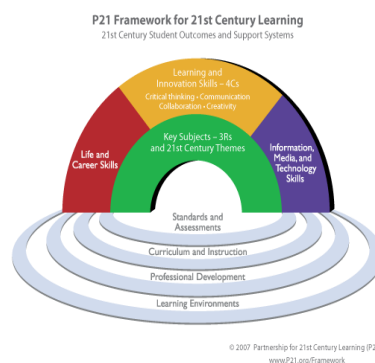


Figure 1. 21st Students' skills and Support Systems
(Taken from <http://www.p21.org/our-work/p21-framework>)

The "21st century student outcomes" (represented by the rainbow) are the skills that students should possess in the 21st century. While the below part of rainbow presents the support systems to achieve the outcomes. The first, skills are content knowledge and 21st century themes covering global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy. The second, learning and innovation skills include creativity and innovation, critical thinking and problem solving, and communication and collaboration. The third, information, media and technology skills involve information literacy, media literacy, and ICT literacy. The last, life and career skills consist of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 21st century outcomes above should be correspondent with 21st century teaching. Saavedra (2012) elaborates the nine lessons about how students learn 21st century skills and how teaching can meet

their needs. They are; make the curriculum relevant to students' lives, teach through the disciplines, develop thinking skills of students, encourage learning transfer from one discipline to another and from school to other areas of lives, teach students how to learn on their own, address misunderstandings directly to avoid misconceptions, treat teamwork like an outcome to teach collaborative skill, exploit technology to support learning to provide students engaging with technology tools, and foster creativity as the cognitive ability to produce valuable ideas of students.

Moreover, the 21st century learning should promote democratic classroom where students involve in decision-making and meaningful learning viewing themselves as individuals with particular interest and needs. Thus, students are active learner in students' center learning and teachers as practitioner have to produce higher level of thinking of students. To actualize the 21st century learning which accommodate 21st century skill, English teachers should take their duty to be prepared as effective English teachers in 21st century which meets 21st characteristics of 21st century learning.

b. The Characteristics and Skills of Effective English Teacher in 21st Century

Based on Partnership framework for 21st century learning, teachers are involved as one of support systems namely in professional development to embody excellent 21st century students' outcomes. Then, empowering the realization of effective English teachers is the powerful way to give Indonesian students opportunities beneficially to learn and to support their potential to engage with English to be implemented in real life. As the result the students' outcome can be successfully attained.

The embodiment of effective English teachers should be begun with the understanding that English teachers should have certain characteristics as effective English teachers in 21st century. Some

characteristics which expectedly meet the students' needs to create high-quality learning derives from Churches (2009) and also Aren, 1998 (as cited in Antasari, 2013). According to Churches (2009) the characteristic of 21st century teachers are:

- i) *The Adaptor*; teachers can adapt the curriculum, and dynamic teaching experience (covering different learning styles). They grasp the concept that 21st century education is not one-size-fits-all. Teacher adapt model of teaching depended on the needs and interests of students.
- ii) *The Visionary*; teachers must see the potential of the use of tools and web technologies in their class, looks across the disciplines and curricula, relates other fields to reinforce their own teaching and the learning.
- iii) *The Collaborator*; teachers collaborate with technology tools and with students or fellow teachers in terms of sharing, contributing, adapting and inventing. Brown (2001) highlights teacher collaboration in which teacher learns from each other to develop his / her professional expertise.
- iv) *The Risk taker*; teachers take risks and sometimes surrender to the students' knowledge.
- v) *The Learner*; teachers become the best of life-long learners; be ready to change and learn as the education changes.
- vi) *The Communicator*; teachers are fluent in tools and technologies that enable communication and collaboration with students, colleagues, and parents.
- vii) *The Model*; teacher should be the model to teach moral value to students such as having tolerance, acceptance, global awareness and reflection
- viii) *The Leader*; 21st century teachers are leaders since they are a champion of ICT integration process. Then, they set clear goal and objectives to successful learning.

Furthermore, Aren, 1986 (as cited in Antasari, 2013) conveys higher level

attributes of an effective teacher; personal qualities of effective teacher can differentiate them with others, they have charismatic personality to attract the students to pay attention to them, and they have interpersonal skills to build a rapport to the students. The, English teachers should be aware to have the characteristics explained above.

Additionally, Suherdi (2012a) proposes soft skill namely personal character as a backbone of education. The soft skill is religiosity giving merits in education. Religiosity in teaching postulated by Suherdi (2012b) is a problem solving of destruction in education. Literally, English teacher education or training program should incorporate Islamic-Teaching-based set principles; ARTS (Amanah, Rahmah, Taaddubah, and Sillah). In English teacher Indonesian context, Amanah covers responsibility, accountability, and trustworthiness. Rahmah covers compassion and care. Taaddubah includes discipline and rule-governed behavior establishment. Sillah involves commulative meaning of networking and collaboration. Suherdi (2012b) points two main benefits of ARTS incorporation into Indonesian English teacher education curricula; to guarantee the success of students' learning and to teach teachers how to make the students feel helped, respected, loved, and cared. As the result, in some provinces in Indonesia, teachers began to respond positively and willingly to implement this concept in their classroom.

c. The roles of effective English teacher in 21st century

Donaldson et al. (2013) states that the roles of the teacher and trainers are important in many thematic areas those need to be highlighted in the process of defining the goals of the education system. Interestingly, the roles of teachers now are influenced by the development in 21st century. Bedford (2013) states that technology changes the roles of teachers in the classroom. One of the changes is that teacher is not again the

only accessible source of knowledge. There are some researches convey the changes of 21st teacher as facilitators helping students to discover knowledge on their own. Harmer (2007) states that facilitator is a particular teachers, who are democratic rather than autocratic, and who foster learners autonomy by acting as more of a resource than transmitter of knowledge. In relation to technology, Odora (2015) finds that the changing role of teacher includes IT specialist, network administrator, designer of learning experiences, learning facilitator and co-learner (learn from students). Afterwards, based on the findings of the research constructed by Chineze et al (2016), it reveals that the types of occupational roles of teachers in the 21st century are facilitators, life-long learner, collaborator, and assessor. Thus, to be effective English teachers in 21st century, they should reformulate and play multiple roles in teaching English.

2. What English Teachers Should Do

a. Being reflective English Teacher

Becoming reflected English teachers must be aware to their professional growth. It can be achieved through building critical reflection. Beyond their reflections, English teachers construct their beliefs as theory of teaching and learning. It is in accordance to Crookes' conception (2009) that reflective teaching results a theory of practice, a theory of teaching, or a philosophy of teaching. In this case, the awareness of teachers regarding their teaching practice should reach highest level of reflection as stated by Richards (1998), where the teaching is guided by the teacher's personal theory and philosophy of teaching, and is constantly renewed by critical reflection and self-assessment.

The focus of critical reflection is to capture what every student is doing in the classroom in critical way and in reflection on activities, methods, techniques, materials used, and anything happened during the learning process. In brief, it is usually the teacher's own teaching, self-reflection,

critical reflection developing changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of supports they provide their students. It emphasizes self-assessment which functions to analyze their strength, weakness and development critically in the process of reflecting towards their better future performances.

Suherdi (2013) also voices that it will be wise if teachers do reflection of what they have did in the classroom. By this, teachers have already developed their awareness to their professionalism in fulfillment of their duties. Finally, this reflection forms a focus of teacher education and teacher personal development.

Richard suggest many different applicable approaches to become a critically reflective teacher, some of them are observation of oneself and others, team teaching, and exploring one's view of teaching through reflective journal writing. Doing observation gives sufficient experiences and information through their own and partner teaching. While reflective journal writing provides a record of the crucial significant learning experiences and engages with the self-development process.

b. Developing Teacher's Competences

Competence is primary key to reach professionalism of teacher. Then, fostering teacher's competence is essential to be powerful effort attaining effective English teacher. Brown (2001) characterized a good language teachers should own four aspects in terms of their competences. First, having technical knowledge means teachers have fluent competences in all language skills and they understand the language systems of language, and so on. Next, some examples of pedagogical skills, they are competent in utilizing appropriate approach and techniques in teaching and principle of classroom management as well. Afterwards, interpersonal skills cover their competence to be connected with students in positive rapport and to cooperate with fellow teacher

harmoniously. Last, in establishing personal quality, teachers maintain high ethical and moral standards by actualizing well organized, dependable and flexible characteristics.

In addition, Suherdi (2013) highlights that the quality of language used by English teachers in conducting teaching will bring his/her wisdom on students' critical thinking, good conduct, class organization, and spirit of life. Thereby, high quality of communicative competence must be reached by English teachers. Furthermore, pedagogic language used by English teachers must be excellent.

In Indonesia context, it is highly appreciated that Government regulation *No. 19 of 2005 on the national standard of education* appears to standardize the compulsory competences that must be possessed by teacher. They are *pedagogic competence (comprehensive concept to implement successful learning)*, *personality competence (excellent characters)*, *social competence (productive relationship)*, and *professional competence (mastery of subject knowledge)*. Through this Government Regulation, hopefully teachers are motivated to develop their compulsory competences to be professional teachers.

c. Being literate in ICT

According to Kennedy (2016) digital literate in the 21st century means that a relatively stable set of basic competences that must be mastered dealing with everyday emergence of new digital tools. It includes the appropriate use of digital tools to identify, integrate, manage, access, assess, and analyze digital resources in a functional way.

ICT literacy can accelerate optimum achievement in learning. It will help English teachers develop excellent English communicative competences. In 21st century education, teachers are not the only source of knowledge. They cope with digital era and see the students as digital native who can search some resources from internet. The graphic below shows that the internet

users in Indonesia increases from 1998 to 2015 and 80% of them are students who are 15-19 years old.

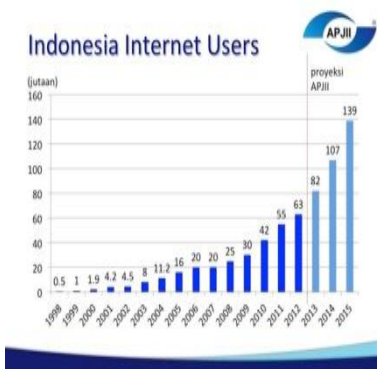


Figure 2. Indonesia Internet users (taken from: <http://harianti.com/kini-pengguna-internet-di-indonesia-tembus-82-juta-pengguna/>)

The development of internet above leads new effects for the development of English teaching. Thus, there is an important for the English teacher to be literate in ICT and to utilize ICT-based resources and facilities, and include them into in English teacher curricula. Particularly, in teaching in classroom TV, videos (for example from <http://www.bbc.com/news>), YouTube (<https://www.youtube.com/>), and LMSs (Learning Management Systems) can also be utilized. There are several top LMSs in the internet as online English Learning Websites. They are Ello, Lang-8, Livemocha website, BBC English learning website, and exam English. The homepage of one of them (Ello) is shown in the following figure:



Figure 2.4 Homepage of Ello

The helps of these resources may reach high standards of Excellent English

communicative competence and global competitiveness. Then, as 21st century English teachers should have competences to help students to develop strong wisdom in making use of English and technology.

Furthermore, Sarica (2009) whose study to review technology in English learning activities and internet communication tools looks at Web-based English language learning tools make educational environment more enjoyable. Her study includes the latest trends in e-learning which are mobile learning (iPod, cell phones, iPhone) blogs, e-mails, online quizzes and tests, instant messenger, and internet telephone Skype.

d. Promoting Alternative Assessment Rather than Traditional Assessment

Alternative assessment has become a prominent interest of some researchers because of its effectiveness. The existence of alternative assessment is expected to present more benefits rather than traditional assessment such as standardized test which does not cultivate high order thinking skill and learners' autonomy, and then it is also not stress free during implementation of the test. Traditional assessment seems to focus on mastering discrete, isolated bits of information. These bits of information basically represent lower-level thinking skills (Engel, 1994; Herman, Aschbacher, and Winters, 1992 in Charvade et al, 2012). Next, in traditional assessment, the "empty vessel" metaphor is often described the learners. This view conveys that students are viewed as if they do not possess prior knowledge about the lesson. Thus, it has impact to realization of "spoon-feeding" teaching. It is in accordance to what Freire (1990 in Charvade et al 2012) conveys about traditional assessment that the instructor's role is to fill the students by making deposits of information which the instructor considers to constitute true knowledge. Then, in traditional assessment, generally the instructor alone has the power to make decisions about what is learned and how it is assessed (Heron, 1988; Sessions,

1995 in Charvade, et al., 2012). It can be inferred that traditional assessment indicates passive process involving students to memorize the knowledge given by the textbook or teachers.

In the other side, the alternative assessment has some merits to be implemented. Heron (in Charvade et al., 2012) conveys that alternative assessment embraces a democratic decision-making process. Thus, it promotes collaborative leaning too in which teacher and student are cooperative to express and evaluate their ideas each other. Students are also active to do self-assessment to know their strength, weakness and progress. Subsequently, Herman, Aschbacher, and Winters (1992 in Charvade et al., 2012) reveal that the focus of alternative assessment is on developing real-world problem-solving skills that will lead people to observe, think, question, and test their ideas. Impressively, it fulfills 21st century skills of students particularly learning and innovation skills- 4Cs including critical thinking, communication, collaboration, and creativity as proposed by Partnership postulated previously. Specifically, this can make students be accustomed to answer high level of questions which need deeper understanding even analysis of the problem solving as reflected in PISA test. Hopefully, the improvement of Indonesia PISA result in 2105, released on the 6th of December 2016, can be maintained through the implementation of alternative assessment. It is known that PISA result in 2012 has placed Indonesia in the 64th rank among 65 countries and PISA result in 2015 shows the improvement that Indonesia is in the 69th rank among 76 countries in the world (Coughlan, 2016). Nevertheless, the achievement of Indonesia in PISA 2015 is still below the average of OECD (Organization for Economic Cooperation and Development) countries. Thus, it still needs to be improved. One of example of alternative assessment that can generate the advantages of it is portfolio which is applicable to be an assessment tool on all

language skills. Understanding the benefits of this alternative assessment hopefully can foster English teachers to execute alternative assessment in the classroom.

e. Attending some Educational Trainings and Workshops

Brown (2001) suggests as one of good characteristic of English teacher, technical knowledge as keep up with the field through regular reading and conference/workshop attendance. There are some conferences and workshops, English teacher can attend to enhance the insights information related to their teaching. Donaldson et al. (2013) explains programs for initial teacher training must take into account: professionalism, competence in using educational technology, primarily ICT, pedagogical competence, organizational competences and team work abilities, openness and flexibility. In Indonesia, English teacher can follow some personal development programs such as PLPG, KKG/MGMP, and teacher training after UKG. The last, as long-learner, English teacher can continue their education into higher level. Fortunately, teachers who want to get scholarship can apply some scholarships in Indonesia provided by government such as LPDP scholarship and DIKTI scholarship. They also should keep in touch and update with reading some education journals to capture the development of education.

Conclusion

Being effective English teachers in 21st century is the demand to prepare students for betterment and successful achievement in learning, life, and work. To embody these ideals of effective English teachers, they should comprehend the theoretical foundations dealing with the 21st century. They are 21st century skills and learning, the characteristic, skill and roles of effective English teacher in 21st century. Having those knowledge establishes the next steps as actualization of what effective English teacher should do in 21st century namely being reflective English teachers,

developing the competences, being literate in ICT, and attending some Educational trainings and workshops. Understanding what to know and what to do as effective English teachers hopefully can fulfill the 21st century needs in education.

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“SHARPEN THE SAW” TEACHERS!

Proposing a Model of Teacher Professional Development Program

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Abstract

Aside from their main responsibility as educators, English teachers certainly need to regularly “sharpen the saw” or keep improving their professionalism. These demand both understanding of theoretical foundation and practical applications of interconnected aspects of EFL teaching and learning. This paper reports a case of a teacher professional development program in reflective teaching, motivating and engaging learners, and ICT applications for language learning. These topics are chosen as they are considered essential for EFL teachers who strive for a process of building expertise. This two-days workshop elaborates experts as plenary speakers to share theoretical foundation of the three areas and teachers as parallel presenters to demonstrate good practice of their teaching experience. A quantitative assessment at the end of the training results in positive responses from the participants along with evaluations on how this model of teacher development program could be improved. As a post-workshop activity some teacher participants are assisted and facilitated to implement the material. Techniques of engaging reading and ICT use for language skill practice are chosen. Finally, six points of reflection from the committee and an external reviewer provide another assessment, evaluations, and recommendations for the program improvement.

Keywords: English Teacher, professional development

Introduction

English teachers in EFL context deal with multifaceted dimensions in their professional life. They are assigned to multiple responsibilities to manage students’ learning, do administrative works, prepare teaching material, check student works, and some other related jobs. Improving teaching performance is necessary, nonetheless they are busy.

McKenzie & Santiago (2005, p. 134) argue that “teaching is a complex task, and there is not a single set of teacher attributes and behaviours that is universally effective for all types of students and learning environments”. Reflective teaching paradigm is proposed in this program for teachers to continuously apply self instructional-professional-management program through effective instruments assisting them to identify and embrace the inner drive of being teachers. Tarjana (2002) proposes that reflective practice can improve English as a Foreign Language (EFL) teaching as Dewey (1933) proposes it

as a crucial part of teachers’ work and learning.

Motivation strategy training is required for teachers to nurture students’ inner motivation through fun yet effective teaching techniques that facilitate their active involvement not only during classroom activities, but also on their personal orientation and exploration of learning English. It is based on a concern that, aside from perspective of social psychological aspects, motivation could be viewed from how learners are affected by classroom experiences, in this case by teachers’ pedagogy (Lamb and Wedell, 2013). Moreover, teachers are said to be the most frequently acknowledged motivational influence mentioned by learners (Shoaib and Dörnyei’s, 2005).

Dealing with the last topic, 21st century teachers are supposedly to keep up with the development and demand of ICT use for language teaching to make the learning process effective. Technology can play a significant role in achieving higher

quality of education for more students (British Council, 2015). Teachers have abundant choices of technology to use to facilitate student learning. Keeping them updated with the latest technology is necessary.

This study reports a case of teacher professional development in the area of reflective teaching, motivational strategies, and ICT applications for language learning. The topics are chosen as they highlight the journey of being EFL teachers as an ongoing and relentless process of building expertise. This paper, therefore, attempts firstly to illustrate the model of professional development by means of reflections from the steering committee and an external reviewer. Moreover, how the participants evaluate the program is presented quantitatively and qualitatively.

Program Conducts

This workshop is targeted for English teachers of the Language Training Center of the university holding this program and some from its partner schools in Yogyakarta and central Java, Indonesia. As has been elaborated previously, one of the biggest challenges of Indonesian English teachers has been dealing with nurturing and maintaining professional development. This is especially crucial considering the language policy of the university to hold a non-credited matriculation program, English for specific purposes, and English for professional purposes. For these purposes, therefore, a model of practical ideas of teacher development program that is applicable to EFL setting addressing part of a fundamental call for being an English teacher relevant to the 21st century is required. Stages of the development program cover a pre-workshop, workshop, and post workshop.

Summary Information of Pre-workshop

1. Aims at mediating expert speakers with workshop trainers to connect the ideas in a more practical-detail-classroom technique of the workshop conducts

2. Approximately lasts for 2 hours covering brief orientation and workshop demo (rehearsal) to the expert speakers and committee (divided into 3 groups: Reflective teaching, Strategies to motivate and engage learners, ICT for language teaching)

Summary Information of workshop

1. Lasts for 2 days from 8.00-16.00
2. Divided into 4 sessions: 1) Reflective Teaching (Topic I) , 2) Strategies to motivate and engage learners (Topic II), 3). ICT applications for language learning, 4) Forum Group Discussion (FGD) proposing an action plan
3. Session 1-2 consists of 1 hour talk from expert speaker, 2 hours workshops by 2 trainers; session 3 consists of 1.5 hours practicing Topic I, another 1,5 hours for Topic II.

Summary Information of Post-workshop

1. Conducting an implementation phase serves as a pilot project attempting to reduce gap between academic and real classroom-theory and practice
2. Monitoring the development is conducted by regular visitations and discussions

Program Evaluation

This workshop was evaluated firstly by means of questionnaire distributed to the participants and teacher partners upon its completion and post-workshop activity. Moreover, this project is evaluated by means of reflective practice of the steering committee within 6 aspects:

1. What are the main objectives of this program?
2. What are some of the main activities and related results?
3. To what extent has the program achieved its goals? How do we know this?
4. What internal or external partners are involved in the program? How are they contributing?
5. What are the greatest challenges with implementing this program?

6. What potential are future directions for this program? How can this work be sustained?

Finally, a reflection from an external reviewer participating this program is presented to provide different point of view how it has achieved its goals and how it is evaluated.

What are the main objectives of this program?

This workshop on reflective teaching, motivational strategies, and ICT applications for language learning highlights the journey of being EFL teachers as an ongoing and relentless process of building expertise. This program, therefore, firstly aimed to suggest a model of English teacher professional development by involving collaborating experts in the abovementioned three areas to provide theoretical foundations and practical strategies for teacher-practitioners. A training module of the three topics was designed and distributed to participants and used for further study in these areas. Secondly, post-workshop implementation was conducted for two months in attempt to facilitate English teachers from partner schools to apply the material they have got from the workshop. These teachers were given opportunities and facilities to enhance their professionalism and develop their whole-person identity as English educators.

What are some of the main activities and related results?

This program firstly began with the pre-workshop activity in which plenary speakers and teacher trainers had a meeting with our steering committee to discuss the relevance of the topics to the its scenario. Some speakers however could not make it due to distance and their busy schedule, opting for virtual communication with us. This program has helped us to expand our network with speakers from West Java, Central Java, and some other areas.

The main activity was a two-day workshop gathering experts in reflective teaching, motivation and engagement techniques, and ICT savvy to lay the foundations for the practical training on classroom activities by English teachers in parallel sessions. The product of this activity is a training module on reflective practice, learner motivation and engagement, and ICT application for language learning. More importantly, however, we had experience in designing and administering an ideal model of English teacher professional development by combining cognitive, psychomotoric, and collaborative aspects of learning.

A two-month follow-up project was conducted to see how English teachers from four partner high schools implemented what they have learned from the workshop and support them with the requisite facilities. A tangible outcome of this activity is definitely the opportunity to sustain partnership with several high schools. Their response and participation to the post workshop activity would surely enable more collaboration benefiting both institutions.

To what extent has the program achieved its goals? How do we know this?

In terms of professional development, the three areas represent some essential variables of being a professional teacher in the 21st century. As we have elaborated, reflective teaching paradigm necessitates these teachers to continuously apply self instructional-professional-management program through effective instruments assisting them to identify and embrace the inner drive of being teachers. Motivation strategy training is required for these teachers to nurture students' inner motivation through fun yet effective teaching techniques that facilitate their active involvement not only during classroom activities, but also on their personal orientation and exploration of learning English. Whereas, ICT use for language teaching provides more opportunities to make learning process more effective. The experts presenting these

topics had demonstrated their deep, comprehensive, and solid overview of the theoretical foundation and samples of practical techniques of their applications. Mr X, Ph.D. completed his dissertation on Reflective Teaching from a university in Australia. Prof. Dr. Y has been noted as a scholar from a reputable public university in Yogyakarta whose expertise is language teaching methodology. Dr. Z is a respected scholar with expertise in ICT from a well-known university in Bandung West Java.

Having those three experts as the plenary speakers, the two-days workshop and post workshop activity have brought success in achieving the goals. We distributed a questionnaire at the end of the workshop to assess participants' satisfaction towards the content and material, the presentation and delivery, discussion and question-answer sessions, parallel sessions, and general evaluations. Positive results were gained as shown by the average mean of 4.34 (on a Likert scale of 1 to 5).

No	Statements	Mean	Cumulative Mean	Standard Deviation
Workshop material			4.46	
1	The material is well organized and easy to understand	4.69		0.471
2	The material is relevant to my need	4.52		0.634
3	The material is relevant to develop my teaching performance	4.24		0.636
4	It will be easy for me to disseminate the knowledge from this workshop to my colleagues.	4.38		0.677
Material Delivery				
5	The presenters demonstrate good mastery of the material.	4.62	4.40	0.494
6	There is sufficient time allocation for presentation and discussion	4.00		1.102
7	The presenters delivered the material well and easily understood	4.59		0.501
Question-Answer Sessions & Discussion				
8	There was sufficient time allocation for question-answer and discussion	3.83	4.15	0.848
9	Presenters responded questions well	4.28		0.649

No	Statements	Mean	Cumulative Mean	Standard Deviation
10	Overall, question-answer sessions and discussion enhanced my understanding on the topics	4.34		0.670
Parallel Sessions				
11	Presenters in parallel session demonstrated good mastery of their topics	4.34	4.26	0.614
12	Time allocation sufficiency for material presentation and discussion	4.03		0.865
13	Presenters delivered the material well; material was easy to understand and feasible to implement	4.41		0.733
Other Evaluations and Reflection				
14	Supporting facilities and atmosphere to learn	4.62	4.47	0.494
15	Moderators' role to enhance participation	4.28		0.649
16	This workshop facilitated self reflection for my professional development	4.62		0.494
17	I feel more confident now	4.34		0.553

Samples of responses to the open ended questions are:

"This workshop is like a miracle to me since it gives me /shows me where/what I'm going to plan for my three courses next semester. In addition, the workshop was facilitated me some new insight + knowledge (Android Apps + Being reflective + Dynamic teacher)"

"I do realize that a teacher needs to be better in every class he/she teaches. Provide the students with appropriate and effective methods and activities. Actually, the last parallel session about screencast O matic is something new for me and I might use it to improve the learning process. It's quite interesting too"

"The presentation given by Mr. X about Reflective Teaching makes me open minded and I think about seriously especially what to do to my students. It's as well as ITC. It's great to acknowledge that there're lots of apps I can apply in my class to create an enjoyable learning"

"Very nice combination of plenary & paralel session. From theory to practice"

“Most of all the material - Speakers are well prepared, qualified great! (Except Mis XYZ session) It's dissapointing. I get nothing.”

“I feel so fortunate to have taken part in this workshop. Many things I was unfamiliar with (especiallly those related to the use of android apps for teaching) have become clearer to me. More importantly, this workshop has enticed and motivated me to incorporate technology into my English classroom and, of course, make it more reflective.”

“Some supervisory follow-ups are needed. We've been accommodated thus far by being provided with handouts and softcopies of the material.”

“When I get the materials related to hectic schedules perhaps I actually expect more from that session. We can start earlier, perhaps so we can end the workshop earlier too”

“Provide the participants with a brief description of each parallel session, so that they can make their choice based on which sessions they need the most”

What internal or external partners are involved in the program? How are they contributing?

This program have successfully involved personels, not only from the study program, but also other staff from the language center as the commitee and parallel speakers. One of them contributed as the master of ceremony and three became the secretary, treasurer, and event coordinator. Moreover, two resource persons in the parallel sessions were part time-teachers of the language training center, Ms. MY session entitled “Creative English Learning through Songs for Adolescents” and Ms. VW presentation about “The Activities Using Alphabet to Train the Spelling Vocabulary, and Building Sentence”. Both presenters shared a lot of creative and useful teaching ideas. Some other internal partners were the university vice rectors who fully supported this project by providing facilities and financial support. Much to our surprise, there were two participants from the Medical Department and one from the Product Design Department of the university sharing their

enthusiasm for the program. They stated that the topic appeared relevant for their professional development.

As has been mentioned earlier, the external partners involved in this event were the expert speakers coming from three notable universities. Other external partners include participants from senior high schools, not only from Yogyakarta province, but also from West and CentralJava. They actively participated in the event and gave mainly positive feedback. Five partner schools had agreed to conduct a post workshop activity, but due to some reasons only four made it.

What are the greatest challenges with implementing this program?

The greatest challenge has been mainly dealing with having coordination with two partner teachers from two schools to implement the result of the workshop. One of them is non-permanent teacher who did not appear to show commitment to do extra work in conducting a small experiment to apply teaching techniques from the workshop. Approaching both the headmaster and the teacher, finally we made it; the teacher agreed to use smartphone apps to engage students in storytelling assignments. Observing her teaching, later we found out that this young teacher was at the stage of finding her style in teaching and developing confidence in choosing “effective” methods for her students. Another teacher participant also agreed to participate in the post workshop activity. However, he neither seemed to show enthusiasm by stating excuses for having meetings nor gave immediate and proactive response to our repeated calls and visits. Finally, he offered to have a post workshop activity on a topic which we had to decline due to its irrelevancy to the workshop. Putting ourselves in his shoes, we tried to understand that being a high school teacher requiresoneto be ready with doing administrative assignments, teaching lots of classes, and managing school events. In this case, we began to realize that commitment

to improve the quality of teaching could somehow be dependent on external factors such as encouragement from the supervisor.

What are potential future directions for this program? How can this work be sustained?

Annual workshops in various areas of English Teaching have been included in our department strategic plan, as it has been our commitment to take actions on developing teacher quality. This year we are planning to hold the next workshop on teaching English for Specific Purposes (ESP) aiming to provide academic forum for ESP teachers, researchers, and material designers. Expectedly, this event strengthens and expands our networks.

Follow-up projects with some partner schools involved in this event mark a sustainable impact of this workshop. An MOU has been signed with one of the School foundation of the partner school to continue cooperation in teacher training and various related areas for its schools, ranging from elementary to senior high schools.

In the long run we believe that our mission to prepare and train English teachers in various areas of methodology and levels of education will be accomplished through and acknowledged as well-planned, well-managed, and consistent collaborative works among all stakeholders and those who opt for better and qualified education for all.

A Testimony from an External Reviewer

The program, to some extent, has been reaching its objectives as teachers are at the front line of education in need to experience a process of self development that elaborates both theoretical groundwork and practical models of techniques. Teacher professional development takes time and effort to gradually carve quality perfection. This program has served its goal by scrutinizing three essential topics in EFL (English as a foreign language) teaching. Tangible results may not be immediately observed, but that is the nature of teacher professional development. There needs to be

settling down and filtering period internalizing between input from a training or workshop and real practice.

To be more specific, this program has been raising awareness of the meaning of holistic education as the essence of learning lies on the quality of acquiring the meaning of learning itself. This need is often neglected in the Indonesian educational practice in that lots of teachers seek for perfection as shown by their students' final report grades. This orientation could potentially deviate from the true essence of education: to prepare future generations that both are academically qualified and have excellent characters. Moreover, leadership quality is nurtured by being the leader of ourselves as discussed in my session of reflective teaching.

My evaluation to this workshop, or my topic in particular, deals mainly with the popularity of reflective practice in teaching. To some extent this technique is not yet understood as something that teachers can do in every class, or even at any given time. I hope that more and more teachers realize that this is a practice of seeking meaningfulness in education that should be derived from the true self-admission and openness to what has been practiced in the process of teaching and learning.

Conclusion

A teacher professional development program essentially aims to nurture improvements of teaching performance and one's expertise to facilitate learning. This requires collaborative works with its stakeholders, making sure the program comprehensively situates multidimensional aspects of teaching English teaching as a foreign language, both theoretically and in their praxis. However, teacher professional development would ideally be nurtured from teachers' self-needs and aspirations, supported by availability time and resource with continuous supervisions and supports.

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THE INDUSTRY'S PERSPECTIVES ON THE LEARNERS' NEEDS TO PREPARE THE ENGLISH COURSE MATERIALS

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Abstract

This study aims at identifying the industry's perspectives on the learners' needs in order to prepare the English course materials for the Computer Engineering students. The identification done by investigating the assistant managers/managers from IT industry perspective which focused on the learners' needs in term of the English course materials. This research adopted a mixed methods of explanatory design to investigate the learners' needs. The sample of the study consisted of 10 assistant managers/managers from *Telkom Akses* Company. Then, the data were collected and generated from their perspectives answers on the questionnaires and semi-structured interviews. The results showed that *the main purpose of learners to learn English was for social purposes, and the content areas should focus on IT field workers. Then, the English language to be used should only dealt with speaking and vocabulary that emphasized on the presentation in a meeting in order to develop their professional communication.*

Keywords: perspectives, learners' need, and English course materials

Introduction

There are some challenges to prepare the English course materials, such to investigate, identify, select, create or modify and develop the materials that are appropriate to the learners. One of the most difficult problems concerning English course materials preparation is that the materials should be solely or primarily subject specific. It is also hard to identify subjects that learners need, want and are ready to learn based on their knowledge and experiences they have. Most of them have different needs, wants and interests, and those things could influence their motivation in the learning process or activity. In other words, in preparing the English course materials, they should emphasize the awareness the learner's need. Basturkmen (2010) *recommended to the English course developers to design the course materials properly in conjunction with professional needs or needs analysis.* He also stated that currently, it is important for all contributors to investigate the learners' needs as a prerequisite in order to develop an effective and successful teaching and learning syllabus in various fields of language

learning. The preparation of English language course is also essential for facilitating the learners to improve the particular proficiency they need, and to be fully carrying out the performers in the perspectives they want.

The preparation of English course materials in the language course should relate to knowledge gained not only in the learners' study but also their future jobs or works. Dana (2015) stated that the English course materials must also adapt the requirements and qualifications from industries' needs. This is important to prepare the students who should be successful in an increasingly competitive global market and the conditions of the growing importance of communication skills. Therefore, the investigation to the industry as the external stakeholders could be as an attempt to propose the English course materials prepared for the learners. The investigation could be done by mapping and selecting the materials that are suitable for students at their level of professional development.

The students of School of Applied Science of Telkom University (SAS Tel U)

are expected to have English competencies in relation to communication skills in a global standard with the religious character, and good nationality. It is hoped that they can contribute to the development of the nation directly, and compete in the global market-place. The students of SAS Tel U learn English to gain and develop appropriate knowledge and skills through English. English courses are considered as a significant course in order to improve the learners' ability in learning language. Moreover, English course materials could fulfill a students' need in applying the English language proficiency in their life and in their learning activities in order to reach a satisfactory level in their specialist subject studies in science and technology area.

As Mansouri (2010) stated that the students who are learning English for the purposes of studying science and technology are expected to have a high degree of motivation if the materials they are using in their English language courses have a scientific and technological content and exhibit the distinctive features of science and technology. Wijayanto (2017) also said that the students need to learn English and gain adequate knowledge to practice it in their own subject areas and for their real life. It is hoped that if they have studied English during their universities years, it would be easy for them to adapt to their work conditions and would be easily employed in industries.

This research aims to identify the industry's perspectives on the learners' needs in order to prepare the English course materials for the students of Computer Engineering study program in SAS Tel U. The identification done by investigating the assistant managers/managers from Telkom Akses company perspective which focused on the learners' needs in term of the English course materials. The main reason for choosing Telkom Akses Company was because it is as one of the Information and Technology (IT) industries which has absorbed a lot of graduates or alumni from

Computer Engineering study program in SAS Tel U.

It is hoped this research would help the learners to practice the theory during the course for their studies related to communication activities performance and in their real work context as IT specialists in the future. This study may also become "a grand design" and provide English practitioners (teachers, curriculum developers, materials designers, and institutional authorities) with a clearer view of preparing the English course materials, and enable them to rethink the objectives of current English curricula.

Methodology

This study adopted a mixed methods research design to investigate the learners' needs viewed from the industry's perspectives to prepare the English course materials for the Computer Engineering students. 'Mixed methods research is a system for gathering, investigating, and "mixing" quantitative and qualitative data at some phase of the exploration procedure inside a solitary study with a specific end goal to comprehend an exploration issue all the more completely' (Ivankova and Creswell, 2009, p. 156). A mixed methods research design used extensively in this research was explanatory. According to Tavakoli (2012), the word explanatory in the design name suggests an explanation: qualitative findings are used to help describe, explain, refine, clarify, extend or argue quantitative results.

In this research, quantitative and qualitative data were collected and analysed in sequence: first quantitative data was collected and analysed, and then qualitative data. The respondents' choices were based on the priority scales number (see appendix 1). If the respondents chose the higher number than other choices, it was meant that their choice was as the main priority. A typical example would include conducting follow-up qualitative interviews of representative or extreme cases to more deeply explore quantitative results. The

questionnaires and semi-structured interview used in this research were focused on learners' needs in term of the English course materials that are related to their requirements of English competency that should be mastered by the Computer Engineering students. Then, the data were collected and generated from their perspective answers of the learners' needs on the questionnaires and semi-structured interview. The visual model of this research study is explained in Figure 1.

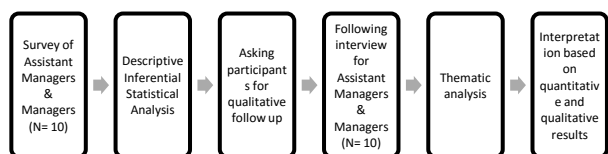


Figure 1. Schematic Representation of Explanatory Design.

The data were investigated and generated from the participants' perspectives answers on the questionnaires and semi-structured interview from 6 assistant managers and 4 managers of Telkom Akses Jakarta. In term of the English course materials, the respondents should choose the answer based on the main priority with the highest point as their first choice of priority.

Findings and Discussion

1. The Learners' Needs of English Course Materials

There were some parts would be investigated related to the learners' need of English course materials according to the industry's perspective, as follows:

The purposes to learn English course

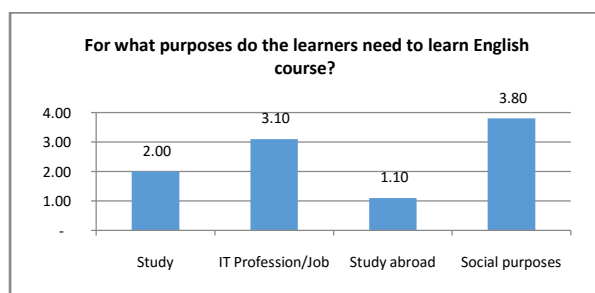


Figure 2. The learners' purposes to learn English course

According to assistant managers and managers' perspectives, it would be better if the main purpose for learners to learn English course was for social purpose. It meant that it would be beneficial for them to use the English language for everyday or daily communication in oral and written forms with the general topic both of formal and informal situation. The respondents stated that, even most of the learners would be as the employees in the IT field, it didn't mean that they should learn English course for IT profession or job with the specific purposes as the main priority. The learners should enhance their skill on the English daily communication first, then after they master on it, they would study English for specific purposes in the field of IT.

The English language would be used

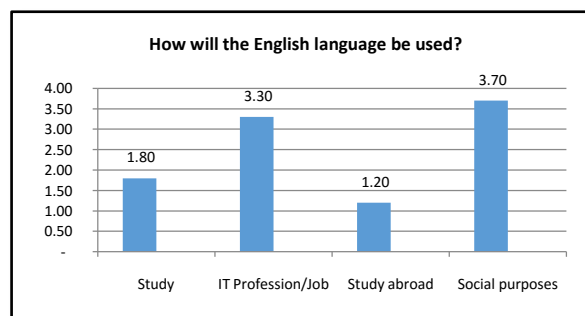


Figure 3. The English language will be used

Related to the purpose of learning English, the respondents also gave their perspectives on the English language would be used in the course. It was better for learners to use English in social purposes with the daily topic of conversation both of formal and informal language. The similar reasons were stated clearly on the previous part on figure 2.

The English language content areas would be as a subjects

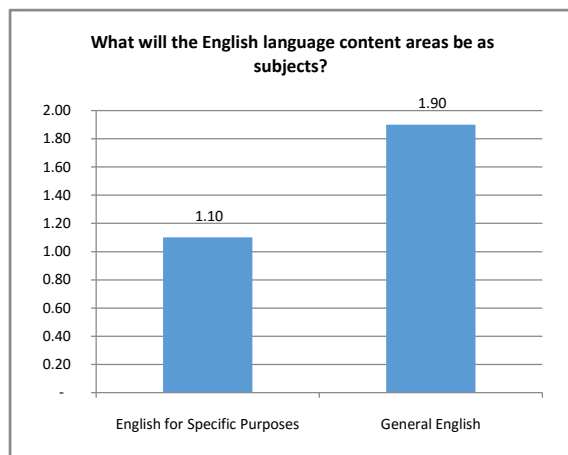


Figure 4. The English language content areas would be as a subjects

According to the figure 4 above, the main priority of English language content areas that would be as subjects for the learners was General English. It was quite surprising that most of the assistant managers and managers had the same perspective on it. They stated that English for General Purposes would be the main priority for the learners to master.

The respondents had some reasons for it, such as the learners need to learn something from simple to more complex or from general into specific. Another reason was that studying English language took place on different levels in term of the ability or competency and the various settings or contexts. Even they work in the IT environment, it didn't mean that they had to be given the English for Specific Purposes related to their work in IT field.

The respondents also said that, mostly the use of English in the work environment was for general conversation. In other words, in the work setting, English for general communication is more needed to support the learners' work as the IT specialists.

The level of English language content areas would be as a subjects

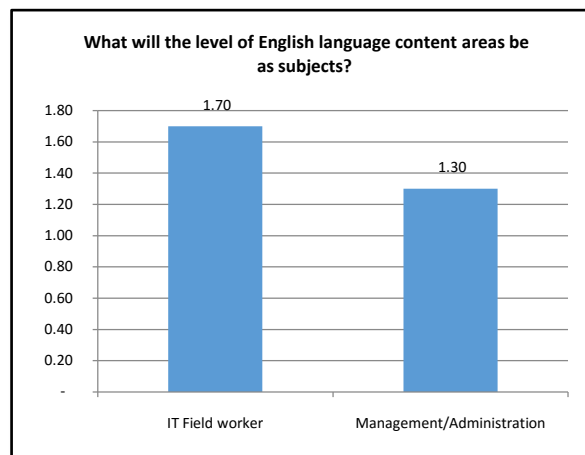


Figure 5. The level of English language content areas would be as a subjects

In terms of the level of English language content areas that would be as a subjects, the respondents had a perspective that, even the learners learn and use general English as a subject for their course, the level of language was in the IT field worker. According to the respondents, the learners were prepared to be as an IT specialist after they graduate, not in management or administration position.

The English language would be used in term of language skills

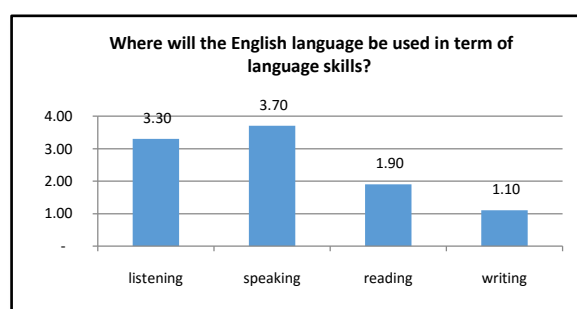


Figure 6. The English language would be used in term of language skills

As illustrated on figure 6 above, most of the assistant managers and managers agreed that speaking was the main priority in the English language skills. They had the perspectives that by developing the learners' skills in speaking, it would improve their

fluency in spoken interactions with colleagues or co-workers. It was also in line with the purpose of learning English in the previous part of discussion. The second main choice was listening skill. According to them, in the work setting, the employees often listen to the meeting presentation and seminar with the presenter who came from different countries or foreigners. Therefore, the employees should not only improve their speaking skill but also their listening in order to get the information.

The English language would be used in term of language content areas

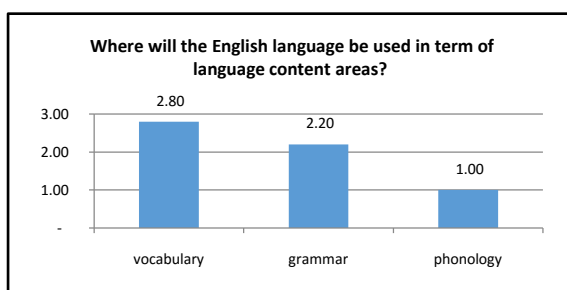


Figure 7. The English language would be used in term of language content areas

Besides giving the main priority into speaking ability in the English language skill, the respondents also chose vocabulary as the main content area of English. They had the opinion that, by enriching the learners' vocabulary, it also would enhance their speaking skill when they communicate with others, especially with the colleagues from different countries.

The key job skills which were needed

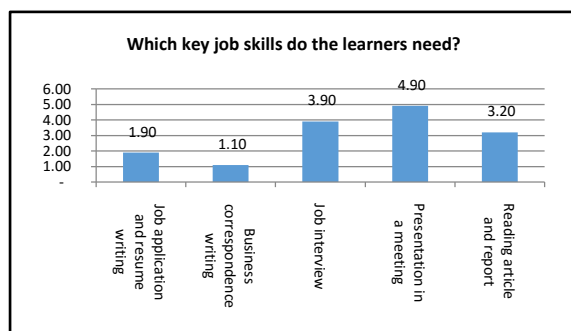


Figure 8. The key job skills which were needed

Then, related to the key job skills which were needed in the English course materials, most of the assistant managers and managers chose the presentation in a meeting as the most essential material that should be delivered in the English course. As stated on the previous part of the English language would be used in term of language skills, it was because that they often conduct the meeting presentation and seminar with the colleagues from different countries.

The reasons of learners doing in the English course

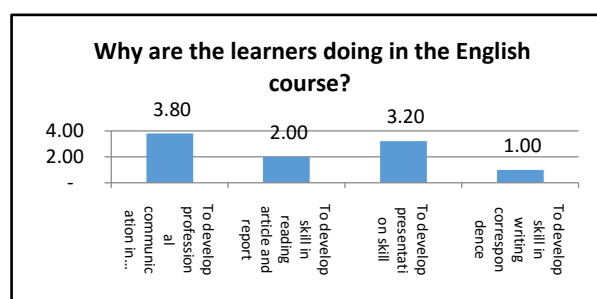


Figure 9. The reasons of learners doing in the English course

According to the respondents, the main reasons of the learners doing in the English course was to develop their professional communication in speaking. This main reason was to develop their skill in presentation in the office work. It was also in line with the respondents' previous answer as illustrated on figure 6, that the speaking was the main priority of language skill that should be used in the English course to enhance the learner's ability in English communication. The next reason for learners doing in the English course was to develop their presentation skill. It was also similar with the main key job skills which were needed in the English course materials as stated on figure 8.

Conclusion

This research aimed at identifying the industry's perspectives as the external stakeholders on the learners' needs in order to prepare the English course materials for

the students of Computer Engineering study program in SAS Tel U. The results showed that according to the assistant managers and managers from the IT industry, the main purpose of learners to learn English was for social purposes. It should be better also for learners to use English for everyday or daily communication in oral and written forms with the general topic both of formal and informal situation. It was surprisingly that the respondents chose the general English as the main priority of English language content areas as subjects for the learners which focused on IT field workers. Then, according to the respondents' perspectives, the English language to be used should only dealt with speaking and vocabulary. Those language skill and contents area should emphasized on the presentation in a meeting in order to develop their professional communication.

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TEACHING READING TO YOUNG LEARNERS THROUGH VISUALIZATION STRATEGY

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Abstract

This research is aimed to know whether teaching reading to young learners through visualizing is effective or not at junior high school students. The research belongs to experimental one and it was carried out at SMP N 27 Purworejo in the academic year 2016/2017. The sample of the research is 72 students. Visualization is one of the strategies in teaching reading. It is the ability to make visual representations in student's mind while reading. In this strategy, students learn to create pictures in their minds to help comprehension and recall. The language development stages of young learners between ages of 8 and 12 are shown in concrete operation. It means it is logical but depends upon concrete referent. Creating mental pictures helps students to improve comprehension of ideas in written text. It helps students to transform words into higher-level concept, and improves students' focus, attention to detail and independent reading skills. Teacher can make students work in pairs and allow them to work through the texts together from different subject areas. The result shows that the mean of experimental group is 76.05 and the mean of control group is 65.32. From t-test computation, It shows that the t-value is higher than t-table (5.702.>1.99). It can be inferred that teaching reading to young learners through visualization strategy is effective.

Keywords: teaching, reading, young learners, visualization

Introduction

There is growing awareness of the important role of English as a foreign language to be taught from elementary to university level. Through language as the tool of communication and share ideas, people who do not want to be left behind by the fast development of science and technology begin to think of the importance of mastering English, a language widely used in printed media and oral communication as a means of exchanging variety of information's, including science and technology which grows rapidly nowadays because of the globalization effect on the information era. Reading is one of the skills in language proficiency for the students to master as the requirements for sharing information and enrich their knowledge.

Mc Worther, in Ilvirah (2010, p. 2) says that reading is an active process of identifying important ideas, comparing, evaluating and applying them; therefore in reading paragraph we have to try to

comprehend. It is an interactive process that goes on between the reader and the text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Stanley and King (1989, p. 330) state that there are five reading components that may help students to read carefully. They are: 1) Finding factual information: it requires students to scan specific detail of the text. it usually appears with guessing question word; 2) finding main ideas: it is the main topic that is being discussed in a paragraph in which help students to guess what paragraph is about. Main idea can be found in the first, middle, or in the last

sentence of the paragraph; 3) Finding the meaning of vocabulary in the context: students can guess the meaning of unfamiliar words with him/her by relating them to the surrounding words or the words that appear around them; 4) Finding reference: the same words or phrases found in several time in the paragraph. they are usually short and very frequently pronouns, such as she, he , it, they, him, her, and many others; 5) Making inference of reading text: students are expected to make accurate prediction. The prediction can be made by correctly interpreting the indicators a writer's gives.

Students at SMP N 27 Purworejo still get difficulties in reading comprehension. They are less motivated in English class, often lay their heads on the table; unable to find main ideas; can't find the meaning of several vocabularies, they often depend on opening dictionary so the reading time is not effective; difficult to find reference; and difficult to make inference.

Cameron (2001, p. 1) defines young learners are those between five to twelve years old. Teaching a foreign language to children has some differences to teaching adults or adolescents. Some differences are immediately obvious: children are often enthusiastic and lively as learners. They want to please the teacher than their peer group. They will have a go at an activity even when they don't quite understand why and how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. In addition, Fauziati (2010, p. 89) gives some characteristics of young learners. They are: children love playing, children talk about 'here and now', and children understand and retain the meaning better when they have seen some objects associated with it. For this reason, the teacher should expose the students to real life situation; when this is not impossible, the visual aid can serve as a useful substitute, as pictures and their images are more vivid than words. Thus, in teaching

and learning process pictures should be an integral part of every teacher's professional equipment (Ernestova in Fauziati, 2001, p. 93).

Visualization can help students cross the boundary to improved comprehension. According to Harvey & Goudvis (2000), visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It strengthens reading comprehension skills as students gain a more thorough understanding of the text they are reading by consciously using the words to create mental images. As students gain more deliberate practice with this skill, the act of visualizing text becomes automatic. Students who visualize as they read not only have richer reading experience but can recall what they have read for longer periods of time. Sadoski (1998) stated that the mental imagery that students experience while reading, either spontaneously or induced by instruction, is now known to have powerful effects on comprehension, memory, and appreciation for text. Based on the problems stated and the theories from experts, visualization strategy can be proposed as a simple-but-interesting-technique which can transform students at seventh grade (those who belong to eleven to twelve years old) from passive to active readers.

There are some teaching techniques which teacher can practice in reading class using visualization strategy. The first is called *starting small*. Teacher can choose to start with a short passage taken from a text or from teacher' own creation to begin a series of lesson that will focus on improving visualization skills. For example, the following sentences could be used to spark discussions:

Beny could barely believe his eyes. All these gifts were for him! He had never seen so many packages, not even on all his birthdays combined!

After the students listen to or read the sentences once or twice, they can discuss the mental images created by the

sentences. Students will likely differ in their descriptions of the scene. For instance, some may picture a small child surrounded by stacks of gifts. Other may imagine an older boy in front of a table piled with presents. There is no single correct answer, and those three simple sentences, though not particularly rich in detail, do offer enough information for the reader or listener to begin to form a mental picture.

The second is *group activities*. Teacher can make students to work on their visualizing skills as a whole class or in small groups. One way to challenge them is to read a picture book aloud, sharing only portions of the illustrations. Then ask students to create their own illustrations based on the text they heard.

The third is *independent reading*. Students can also practice their visualization skills as a follow up to independent reading. The teacher can ask young students who keep track of their reading in reading logs or journals to respond to prompts regarding the images created by the text they read: “Does the picture remind you of your special day?” “Have you ever been receiving such plenty of gifts or presents on your birthdays?” The students can also draw images in their journals, recording their mental pictures in response to their reading. The teacher then discuss these drawings during one-on-one reading conferences. The teachers can modify the technique based on the student’s level and needs. For instance, older students who are reading novels can think about questions such as, “If you were going to make a movie based on your book, who would you want to play the main characters?” “What would the scenery look like?” and “Where would you want to do the filming?” These questions get at the imagery created in the mind of the readers and encourage those readers to share their mental pictures in their response.

Visualization activities help students to follow-up lesson. For example, from the sentences in the “Starting small” activity, these can lead students for deeper

discussion about making inferences. Students can discuss not only what they visualize when they hear or read given text but also the questions that the text suggest, such as, “Why do you think Beny received all of these gifts?” or “What do you think Beny will do next?” Teacher can take this particular discussion further by allowing students to personalize the experience by answering questions such as, “what would you do if you were Beny?” or “How would you feel if you were in Beny’s place?”

According to Miller (2004), teachers should follow the step by step plan to teach visualization.

Teachers should directly model the thought processes involved in visualizing. They should read familiar text and describe the images they see in their mind.

Teachers read a passage for students to visualize. Teachers choose something that is descriptive so the students can easily create vivid images in their mind. Then, teachers explain to students that when they visualize, it is important to use their background knowledge and words in the text to help them imagine a picture in their mind. It is important to make students understand that there is not one correct answer. For young students start with an object and describe it by color, size, shape, and smell. Ask students to close their eyes and create an image.

Students should share their images with a partner. After forming an image, they should pair up with a partner, and share what they have visualized. Allow students to choose their own subjects to describe to each other.

Teachers should use a different selection from the same text and ask students to illustrate while they listen to the teacher read a passage. Students should share and discuss their images.

Students should practice the strategy frequently. They should use visualization during read-aloud and silent reading. Teachers should incorporate both drawings and mental imagery to meet the needs of all students.

In line with the background of the study, this research is aimed to know the effectiveness of visualization strategy in teaching reading for young learners. The researcher limits the study by focusing on the application of visualization strategy in teaching reading descriptive text at seventh graders of SMP Negeri 27 Purworejo in the academic year 2016/2017.

Methodology

This research is experimental with pre-test post-test design. The population of the research is the seventh grade students of SMP Negeri 27 Purworejo. The sample of the research is seven 1 and seven 2. The research instrument is test. In collecting the data, the researcher gives reading test in multiple choice form and fill-in-the blank form. The technique of analyzing the data are descriptive and inferential analysis (mean, median, mode, and standard deviation) and t-test is used to test the hypothesis.

Findings and Discussion

The steps of conducting research is began with giving pre test and give treatments for each group. After that, the researcher held post test. The post test is conducted to know the improvement of the students' achievement in reading after they get treatments. In experimental group, the average of pre test score is 65.03 and the post test one is 76.05. Meanwhile, in control group the pre test score is 64.03 and the post test one is 65.32. After conducting pre test, the researcher gives treatments to the experimental group.. She conducts treatments twice using visualization strategy. In the teaching and learning process, the researcher follows the teaching steps which are described in the previous theory. The focus of the treatments is on the teaching reading descriptive text. The improvement of students' reading achievement can be seen from the mean score of experimental group and control group. The mean score of experimental group is higher than the mean of control

group. The mean of experimental group is 76.05. Meanwhile, the mean of control group is 65.32.

After calculating the mean, the researcher then calculates the post test result of experiment group. From the score table, the researchers conclude; the highest score of students in reading comprehension test result (H) is 92, the lowest score (L) is 59, the range (R) is 32, the median (Me) is 75, the mode (Mo) is 72, and the total score of students' reading comprehension test result (T) is 2737.

From the data above, the researchers find the mean of the data by applying the mean formula and then the researcher find the variance and the deviation standard of experimental group. The mean (M) is 76.05, and the deviation standard (SD) was 7.992.

In this discussion, the researcher calculates the post-test result of the control group. From the score table, the researcher concludes that the highest score of students in reading comprehension test result (H) is 79, the lowest score (L) is 49, the range (R) is 31, the median (Me) is 65, the mode (Mo) is 69, and the total score of students' reading comprehension test result (T) is 2351.

From the data above, the researcher tries to find the mean of the data by applying the mean formula and then the researcher tries to find the variance and the deviation standard of control group. The mean (Me) is 65.32, and the deviation standard (SD) is 7.960.

Knowing that objective of this study is to find out whether there is a significant effect of teaching descriptive text using visualization strategy to improve reading comprehension in the seventh grade students of SMP N 27 Purworejo, the researcher employs the statistical analysis, in this case is t-test to analyze data. However, before employing the statistical analysis, the researcher mainly applied prerequisite test analysis to test the homogeneity of variance.

a. Test of Homogeneity of Variance

To know whether the variance of the two samples is homogenous or not, the researcher used F test. From the computation, the value of F is 1.000 then it is compared with the value of F table with df of numerator ($36-1 = 35$) and df of denominator ($36-1 = 35$). Based on F table, it is known that the F value in the significance level of 0.05 is 1.76. So, F value is lower than F table. Because F value is lower than F table ($1.008 < 1.76$), so the variance of two groups is homogeneous.

b. Test of Normality

To calculate the Parametric Statistic, the requirement of the data must in the form the normal curve. To see whether the two sets of data have normal distribution or not, the researcher uses Chi Square (X^2) to check normality. It is done by comparing the normal curve (Arikunto, 2002, p. 92). From the normality table of experimental group above, chi-square value is 9.741. Then, it compared with the value of chi-square with df (degree of freedom) $6-1=5$. Based on the value on the chi-square table, it is shown that the chi-square value on the significant level 0.05 is 11.070, so chi-square obtained is lower than the value of chi-square table ($9.741 < 11.070$). It means that the distribution of experimental group post-test is normal.

In addition, the result of t-value is 5.702. Then, the researcher consulted the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 1.99. It shows that the t-value is higher than the t-table ($5.702 > 1.99$). It means that the teaching reading using visualization strategy is effective. Therefore, the researcher's hypothesis with 0.95 or 95% of significant level is accepted and null hypothesis (H_0) is rejected.

Conclusion

Based on the research findings above, it can be concluded that teaching reading by using visualization strategy is effective to improve students' reading comprehension in descriptive text of the seventh grade students of SMP N 27 Purworejo. It can be seen from the mean score of experimental group and control group. The mean score of experimental group is higher than the mean of control group. The mean of experimental group is 76.05. Meanwhile, the mean of control group is 65.32. Moreover, the result of t-value is 5.702. Then, it is consulted to the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 1.99. It is clear that the t-value is higher than the t-table ($5.702 > 1.99$). Therefore, it can be inferred that the researcher's hypothesis with 0.95 or 95% of significant level is accepted and null hypothesis (H_0) is rejected.

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PROMOTING BLENDED LEARNING AS AN ALTERNATIVE WAY TO TEACH ENGLISH: FROM THEORY TO PRACTICE

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Abstract

Recently ICT has important role in learning since modern classroom is changing. It is to ease the learning process for the students studying, in town either in the urban area. One of those learning processes is learning English. The role of ICT is implemented in some innovated learning approaches, and one of those is blended learning. Blended learning is the combination between the traditional teaching approaches by employing face-to-face technique and the online teaching approach by employing some provided online platforms. This study is aimed at promoting the blended learning as one of innovated and recommended teaching ways with the advantages and how to implement this learning model for being used to teach English in some probable areas. This study is theoretical based research. In conclusion, this learning approach, blended learning, can be considered as one of innovated teaching ways to teach English since it offers new experience for the students, improving the students' activeness, improving exam performance, tightening the engagement and interaction, and others.

Keywords: blended learning, promoting, teach English

Introduction

In the era of internalization and globalization, English has become one of universal communication tools in each fields. One of them is in educational field, especially in English learning and teaching process. Methods for promoting and enhancing the effectiveness of English learning and teaching process change time by time. Advances in technology have changed the way that many professional educators regard course delivery. Technology has pervaded the fields of education.

In recent years, the term "e-learning" has been known by the people where it uses technology as one of methods for teaching English. The newer one beside e-learning for succeeding English teaching and learning process is blended learning. Blended learning has become a buzzword in many educational environments in recent years, usually referring to courses that employ a mix of face-to-face and online learning (Bonk & Graham, 2012). Blended learning can be defined as a method, or the

environment program created by the school offered for the students. Blended learning contexts that integrate physical and virtual components are seen as critical strategies for higher education institutions (Cobcroft, Towers, Smith & Burns, 2006).

The aim of this paper is to promote blended learning for teaching and learning English by providing the advantages either over face-to-face or the use of ICT and how to implement this methods.

The Case of Blended Learning

The beginning of the existence of blended-learning was prompted by the recognition that: the uptake and effectiveness of current learning delivery systems may be limited by their rigidity, the broad geographic spread and commitments of learners may necessitate greater access and flexibility, and blended learning may offer a more flexible and responsive way to learn and work (Harris *et al*, 2009). Blended learning strategies vary according to the discipline, the year level, student characteristics and learning outcomes, and have a student-

centred approach to the learning design (Saliba *et al*, 2013).

Blended learning is a practical framework that can be used to encapsulate a range of effective approaches to learning and teaching. It encourages the use of contemporary technologies to enhance learning, and the development of flexible approaches to course design to enhance students engagement (Queensland University of Technology, 2011). The use of two different approaches can ease and support a variety of formal and informal learning processes. It can be as simple as combining two different learning methods (reading a book before going to a classroom) or as complex as obtaining a degree via a longer-term distance education program (Woodall, 2012). The use of technology also can support students' learning autonomy since the students that are in a hard or isolated area. It does not decrease the essence of learning process by giving the learning materials via online tutor offered by the holders. So & Brush (2008) claimed that blended learning is effective in facilitating online collaborative learning.

The Goal of Blended Learning

As the advances of Internet and information, technologies in teaching and learning process. Both online and e-learning activities have continued to expand with alternatives to traditional face-to-face teaching and learning. Computer simulations incorporating synchronous chat functions can also motivate language learners who would otherwise be intimidated by face-to-face interactions to more actively participate (Ranalli, 2008, p. Freiermuth, 2002). Further, blended learning recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program which can improve learning outcomes and/or save costs (Banados, 2006). Blended learning is also to enhance the teaching and learning experiences for students and teachers by enabling them to engage in ways that would

not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode (Griffith University, 2010).

By conducting blended learning, students will choose the preference for learning methods combined with the online one, students also need to communicate effectively in English where they can obtain from the online tutor/platforms provided by the program holder, and students need to reach two goals; learning English and mastering ICT for their future life.

Advantages of Blended Learning

The use of blended learning approach offers some advantages as mentioned by Singh and Reed (2001). They identified four advantages, among others are improved learning effectiveness, extending the reach, optimising the development cost and time, and optimising business results (reduces travel costs and learning objectives are obtained quicker). In addition, Sharma and Barrett (2007) defines cost saving as the emphasis on the 'convenience' of blended learning courses as students can study what they want, at the speed they want.

While, Graham (2004, p. 7) and Graham *et al*, as quoted in Stracke (2007, p. 59), have condensed these lists down to three main reasons in higher education which are: improved pedagogy, increased access/flexibility, and increased cost effectiveness.

Models of Implementation

The majority of blended-learning programs resemble one of five models as stated by Horn and Staker (2014), among others are:

1. Flex: An online platform delivers most curricula. The teacher provides support on an as-needed basis.
2. Station Rotation: A course in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects,

- individual tutoring, and pencil-and-paper assignments.
3. Enriched Virtual: A course in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remotely from the face-to-face teacher.
 4. Self-Blend: Provides students with opportunities to take online courses that supplement in-person courses. Online learning is remote, and traditional learning is in a brick-and-mortar school.
 5. A La Carte: A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher.

Designing Blended Learning

There are four identified principles for designing blended learning in education field as mentioned in *Issues in Digital Technology in Education: Blended Learning* (Wikibooks, 2009), among others are:

- A thoughtful integration to face-to-face and fully online instructional components.
- Innovative use of technology.
- Re-thinking the way we teach.
- Sustained assessment and evaluation of blended learning.

While according to Bonk and Graham (2006), blended learning should be approached as a fundamental redesign of the instructional model with the following characteristics:

- A shift from teacher-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions).
- Increases in interaction between student-teacher, student-student, student-content, and student-outside resources.

- Integrated formative and summative assessment mechanisms for students and teachers.

Likewise, Barnum & Paarmann (2002) put forth our strategies to be encompassed in a blended learning model. These strategies are as follows:

- Web-based delivery, which promotes independent and self-reliance in learning;
- Face-to-face processing, in which human interaction is necessary to build a deeper understanding;
- Creation of deliverables, expecting learners to create products, and;
- Collaborative extension of learning – groups meet once a month to share and build upon.

The strategies introduced by Barnum & Paarmann above emphasize on the learners' autonomy, encourage the learners to be productive, stimulate the learners to be collaborative in order to help each other.

Blended Learning Format

Blended learning can be conducted during the semester with weekly lecture, online tutorial times, weekly e-mail reports and weekly assignments for traditional format. Miyazoe and Anderson (2009) conducted this blended learning for 15 meetings where each lasting for 90 minutes. They used forums, blogs and wikis as platforms for implementing blended learning which emphasize on the students' writing skill. While in Banados' research (2006), she made four modules implemented in the *UdeC English Online* web platform where runs over a 15-week term, including 1 week at the beginning of the term for system familiarization sessions and for diagnostic evaluation and 1 week at the end of the term for final assessment. Each module contains about 100 hours of interactive language learning tasks.

Some examples of programs/applications for online format are such as *Wordsmith Tools*

(<http://www.lexically.net/wordsmith/>) (based on Montero's (2007) research), *textalyser* (<http://textalyser.net/>) (based on Kol and Schcolnik's (2008) research), PBwiki (<http://pbworks.com/>) (based on Coniam's (2008) research), Tikiwiki (<http://info.tikiwiki.org/tiki-index.php>) (based on Chen et al's (2005) research), and others. In the online format, the role of teacher/online tutor is to deliver learning material, give feedback and give online assessment. While for offline format/face-to-face, teacher can be a students' consultant for the difficulty they find, give feedback directly, and it is conducted less than the online one. Some usual assignments can be given to the students with employing them to collaborate with the students and help each other to improve their social interaction.

Assessment Consideration

The way in which teachers assess the students is as follows:

- Reflection is needed for both of teachers and students.
- Teachers are able to assess not only the traditional literacy skills (e.g. reading and writing) but also in activities such as story creation or students' groupwork and creativity.
- Monitoring using ICT is often instantaneous and timely, offering immediate opportunities for remedial action.
- Assessment criteria must be transparent to the students where it raises the expectations in performances.
- Self and peer assessment can help to develop a sense of community amongst students, and forge a culture of collaborative learning. Students naturally compare their work with others; peer assessment processes can build on this to provide a supportive and open environment which is monitored and grounded in established criteria and standards.

- The public nature of students' work and having an authentic audience (through blogging, web pages, online chat, etc.) made students more aware of social etiquette, the need to present better products and encouraged healthy competition between students raising academic achievement.

Implementation

Some of preparations are the necessity to implement blended learning, they are as follows:

1. Planning

The first step to implement blended learning is to consider the situations consisting of curriculum used and how course design guidelines. Next, the aims of conducting the course and learning objective need to be figured out and the last. Further, what must consider are course-level and who our students are, such as year of study (first year students or later year students, class numbers (large or small class), students type (international, low socio-economic background, students with disabilities, mature age students, or students with work/family commitments?

2. Designing and developing

In this step, we must consider course learning objectives, decide the purposeful activities, timing of tutorial and content of course must be connected to the lecture/module/topic progression. Students' resources, assessment and management are also considered in developing this course.

3. Implementing

In implementing this blended learning, we must consider designing formal course including purpose, expectation (by using consistent and transparent communication to help students understand the blended learning process), guidelines, community (to influence students' motivation and engagement), supporting and

sustaining students learning, and evaluation (teacher, self or peer evaluation).

Conclusion

This paper reported the investigation of blended learning theory to be implemented in the concrete one. Blended learning is defined as the combination of learning approach between traditional where employing face-to-face technique and online where employing some platforms provided. The goal of blended learning implementation is to make students engage with the technology while learning English. In designing and implementing this approach, teachers must consider all aspects from the point of view of teacher, students, and other elements.

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THE INFLUENCE OF BREBES JAVANESE DIALECT TOWARD STUDENTS' PRONUNCIATION OF ENGLISH SPEECH SOUNDS

(A Case Study in Sman 1 Brebes)

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Abstract

Most English learners may have an ability to pronounce English speech sounds properly and may have problems to pronounce them. One of the influential factors is the first language interference. This study was conducted under the consideration that L1 may influence the learners' pronunciation of English speech sounds. It is a qualitative study. It was aimed to investigate the influence of Brebes Javanese Dialect (hereinafter, BJD) toward students' pronunciation of English speech sounds both positive and negative influence.

The objectives of this research are to describe the English speech sounds (vowels, consonants, diphthongs, and clusters) that are influenced by BJD and to describe the teachers' roles in the development of the students' pronunciation.

The subjects of this study are the students in SMA N 1 Brebes. There are 20 subjects from two different classes. The data are in the form of the students' voice in reading an English text twice and some isolated words once. The text is taken from the students' handbook. Besides, the other supporting data are collected through other instruments. Those are questionnaire, interview, and observation.

The study concludes that BJD gives negative transfer on the vowel sound [ɪ], and diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. However, it gives positive transfer on the consonant sounds final [b], final [d], and final [g]. It does not give any transfer to the English initial cluster /st/, /spr/, and /str/. In addition, the teachers give pronunciation practice in their teaching process.

Keywords: Brebes Javanese Dialect (BJD), students' pronunciation, English speech sounds

Introduction

The topic of this study is the pronunciation of English speech sounds. I chose this topic since pronunciation is very important in learning language, in this case, English. As stated by Gimson (cited in JIA et al., 2011, p. 79) 'in speaking any language, a person must know nearly 100% of its phonetics, while only 50%-90% of its grammar and 1% of the vocabulary maybe sufficient'. Sometimes, mispronouncing words will bring about misunderstanding and may cause some problems in communication. However, some English learners often have difficulties in pronouncing some English words. Those difficulties may be influenced by some factors. One of the factors is the L1 transfer or the influence of L1 sound systems toward students' pronunciation of English speech sounds. In contrast, the study of that factor is still rarely conducted

in Indonesia especially in Javanese. Therefore, I was interested in choosing this topic in my research. I chose a dialect in Javanese in this case Brebes dialect since there was no study related to the influence of that dialect toward students' pronunciation of English speech sounds.

The basic problem that is discussed in the study is "what English speech sounds are influenced by BJD?" That basic problem is elaborated into five sub-problems. They are 'what English vowels are influenced by BJD?', 'what English consonants are influenced by BJD?', 'what English diphthongs are influenced by BJD?', 'what English clusters are influenced by BJD?', and 'what are the teachers' roles in the development of the students' pronunciation?

The scope of this study is limited to the following areas. First, it is limited on the influence of BJD toward students'

pronunciation of English speech sounds. I have analyzed which English speech sounds are influenced positively and negatively. Second, it only focuses on the segmental features of pronunciation. They are vowels, consonants, diphthongs, and clusters. The stress, pitch, length, intonation, and other features are ignored. And the last the subjects of the study are the students of SMA N 1 Brebes. There are 20 students as the subjects.

In order to avoid the ambiguity and also make this study easy to understand, some terms are defined as follows:

1. Pronunciation

Dalton and Seidholfer (1994, p. 3) state that:

Pronunciation is the production of significant sounds in two senses. First, sound is significant because it is used as part of a code of a particular language. Therefore, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking.

Meanwhile, Avery and Ehrlich (1992, p. 75) define 'pronunciation is not just about individual sounds, which are only one aspect. The range of pronunciation features in the speaking of English at primary level includes: individual sounds and consonant clusters.' Yates (2002, p. 1) also states that:

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Therefore, the definition of pronunciation in this study is the way in which a word is pronounced by the speaker in the form of sounds to make meaning. This study focuses on the segmental features

of pronunciation. They are vowels, consonants, diphthongs, and clusters. The stress, pitch, length, intonation, and other features are ignored.

2. English Speech Sound

According to Ramelan (1999, p. 17), 'speech sounds are sounds produced by the speech or vocal organs, which include the mouth and the respiratory organs'. He also stated that 'speech sounds can be represented visually by means of written symbols or writing' (Ramelan, 1999, p. 9). The phonetic symbols of English speech sounds proposed by Ramelan are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w], [y], [i:], [ɪ], [ɛ], [æ], [ɑ:], [ɔ], [ɔ:], [u:], [ʊ], [ʌ], [ə:], [ə], [eɪ], [oʊ], [aɪ], [aʊ], [ɔɪ], [ɪə], [ɛə], [ʊə], and [ɔə]. However, the phonetic symbols used in this study are taken from Cambridge Electronic Dictionary. The difference is only in the writing of sounds [ɛ], [ə:], [g], [y], and [ɛə]. In the Cambridge Electronic Dictionary the sounds [ɛ], [ə:], [g], [y] and [ɛə] are written with [e], [ɜ:], [g], [j] and [eə].

3. Brebes Javanese Dialect

Nur (1999) had conducted a study about BJD. The study was entitled "*Bahasa Jawa di Wilayah Kabupaten Brebes, Kajian Geografi Dialek*". He viewed that there are two kinds of speech sounds of Brebes dialect. Those are vowels and consonants.

Nur (1999) also explains that he conducted his research in two areas of *Brebes*. He labelled those two areas into "group 1" and "group 2". Group 1 consists of 5 villages. They are *Sarireja*, *Kubangpari*, *Baros*, *Malahayu*, and *Pamulihan*. Whereas, group 2 consists of 8 villages. They are *Palimbangan*, *Pakijangan*, *Kalimati*, *Kebogadung*, *Purwadadi*, *Kalilangkap*, *Mendala*, and *Kedungoleng*. Group 1 is the area which has 8 vowels ([a], [i], [u], [e], [o], [ê], [o], and [ɪ]) and 20 consonants ([p], [b], [t], [d], [t], [d], [c], [j], [k], [ʔ], [g], [s], [h], [m], [n], [ŋ], [r], [l], [w], [y]). In addition, group 2 has 7 vowels ([a], [i], [u], [e], [o], [ê], and [o]) and

20 consonants ([p], [b], [t], [d], [t], [d], [c], [j], [k], [ʔ], [g], [s], [h], [m], [n], [ŋ], [r], [l], [w], [y]).

Methodology

This study is a descriptive qualitative one. The subjects of this study are the students in SMA N 1 Brebes. There are 20 subjects who are from two different classes. The consideration in choosing those two classes is because they are taught by two teachers who are originally from different regions.

The one is taught by an English teacher who is the native speaker of Brebes Javanese dialect. Another is taught by an English teacher who is the non-native speaker of Brebes Javanese dialect. Although I only chose 20 students as the subjects, I would collect the data from all of the students in those two classes. The object of this study is English speech sounds pronounced by all students in those two classes.

The data are in the form of the students' voice in reading an English text twice and some isolated words once. The text is taken from the students' handbook. Besides, the other supporting data are collected through other instruments. Those are questionnaire, interview, and observation.

After recording the students' voice in reading the text and some isolated words, the data were analyzed using some steps as follows:

1. Data Highlight

In this step I chose some words in which each word has a sound and/or some sounds to be analyzed. Those words contain 12 vowels, 7 diphthongs, 24 consonants, and 2 clusters.

2. Data Classification

In the data classification I classified the data based on its category. I made 54 tables for one class, so there were 108 tables. Each table was for one sound.

3. Data Reduction

In this step I reduced the data which did not fulfill the characteristic. They are the data from the students who are not originally from Brebes and who do not use Brebes dialect in their daily communication. In reducing the data I looked at the information gathered from the questionnaire.

4. Data Analysis and Interpretation

In this past I did the data analysis and data interpretation. I analyzed and interpreted which sounds that are positively influenced by Brebes Javanese dialect, and also which are negatively influenced. In addition, I also analyzed the teachers' roles in students' pronunciation development by looking at the interview and observation result.

5. Data Presentation

In this step I presented the result descriptively, and also explained it based on the analysis before.

Findings and Discussion

1. The vowel that is strongly influenced by BJD

After analyzing the findings, I could see that there was one vowel which strongly got a transfer from BJD. It was negatively influenced by BJD. It is English vowel [ɪ]. All subjects (20 participants) both in two classes could not pronounce that sound properly. They tended to replace it with [i] or [i:]. Actually this sound exists in Indonesia. Jumaroh (2013, p. 2) has given the example. She stated 'the word 'Indonesia' in Bahasa Indonesia may be pronounced with [indoʊnɪsia] or [indounɪsia], and both pronunciations are accepted.' However, in BJD this sound exists only in the western Brebes in which the people use Sundanese in their communication for example on the word 'birit'¹. In addition, in the original BJD this sound does not exist for example in the

¹a mouse

word ‘pitik’² and ‘apik’³. The native speakers of BJD would pronounce them as [pitik] and [ʌpik] whereas in the Standard Javanese, they are pronounced as [pitiʔ] and [ʌpiʔ]. The BJD speakers could not pronounce [ɪ] sound.

Yet, if I look at the participants’ pronunciations of this sound almost all of them both the subjects and non-subject participants pronounced this sound incorrectly even the participants who are from western Brebes. Only one participant who could pronounce it properly. The rest participants replaced vowel [ɪ] with [i] or [i:]. In the previous study, Jumaroh (2013, 2) stated that ‘students’ tendency to use vowel [i] instead of vowel [ɪ] might be caused by the rule of convenience. Students might be more convenient to pronounce vowel [i] instead of vowel [ɪ] since vowel [i] is lighter than vowel [ɪ]’. Therefore, though they have this sound in their language, they prefer to substitute [ɪ] for [i].

2. The consonants that are strongly influenced by BJD

After analyzing the findings, I could see that there were three consonants which strongly got a transfer from BJD. Those consonants were positively influenced by BJD. Those are the final [b], final [d], and final [g]. Although, Ramelan (1999, p. 121) stated that:

Since in Indonesian the voiced stops are never found in utterance final position, Indonesian students may have difficulty in pronouncing final voiced stops. They tend to pronounce a word like robe /roub/ as ‘rope’ /roup/, which should be avoided because the two words have different meanings.

This research has found that Indonesian students especially Brebes students could pronounce the final [b] properly. The subjects did not replace it with [p]. They could pronounce it correctly since it exists in BJD. It can be seen on the word

‘tengkureb’⁴. Brebes people would pronounce it as [təŋkʊrəb] not [təŋkʊrəp].

In line with the final [b], in pronouncing the final [d] the participant subjects also did it properly. In Appendix 17 they pronounced the word ‘bed’ as [bed] not [bet]. Therefore, it is rather different from Ramelan’s statement. Ramelan (1999, p. 123) stated that:

Most Indonesian students have difficulty in pronouncing final voiced /d/ such as in ‘bed’ /bed/. Since in their language the corresponding voiced stop does not occur in utterance final positions, they have to learn to pronounce it correctly by having much practice. They could pronounce that sound properly since it exists in BJD as in the word ‘lemud’⁵. Brebes people pronounce it as [ləmʊd] not [ləmʊt].

In addition, in pronouncing the final [g] the subjects also pronounced it correctly. On the data gathered the subjects pronounced the word ‘bag’ as [beg] not [bek]. Although they mispronounced vowel [æ], the target sound (final [g]) is pronounced properly. They could pronounce this sound properly since BJD has this sound for example in the word ‘endog’⁶. Brebes people pronounce it with [əndʊg] not [əndʊk].

When analyzing all participants’ performance in pronouncing this sound, I also found that some participants who do not belong to the subjects devoiced those sounds. In addition, some non-subject participants who could pronounce it did not pronounce it properly. They pronounced it lighter. It supports the findings which state that BJD gives a positive transfer to the subjects’ performance in pronouncing the final [b], [d], and [g].

3. The diphthongs that are strongly influenced by BJD

After analyzing the findings, I could see that there were four diphthongs which strongly got a transfer from BJD. They were

² a chick
³ good

⁴ lying flat on o.’s stomach
⁵ a mosquito
⁶ a salted-egg

negatively influenced by BJD. They are diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. All subjects could not pronounce these sounds properly. Although some subjects could pronounce them with [eɪ], [aɪ], [ɔɪ], and [ɪə] they pronounced them in dissyllabic pronunciation in which they reached the second syllable. Therefore, they could not be classified as diphthongs as stated by Ramelan (1999, p. 81):

In phonetic writing, therefore, a diphthong is normally represented by two symbols of vowel sounds, which have definite tongue positions, such as /eɪ/, /oʊ/, and /aɪ/. In describing the articulatory movements of the speech organs in producing a diphthong we mention only the starting vowel sound from which the glide is made, and the position of the vowel sound in the direction of which the glide is made. In practice, however, the position on the latter is never reached.

Moreover, there were many subjects who replaced the element [ɪ] in those diphthongs with [i]. They tended to pronounce those diphthongs with [eɪ], [aɪ], [ɔɪ], and [ɪə] since they could not pronounce vowel [ɪ] properly as in the word 'prei'⁷, 'kyai'⁸, 'Soimah'⁹, and 'liyer'¹⁰ in BJD. They pronounced them as [prei], [kyai], [sɔiməh], and [liər].

4. The English Clusters that are Influenced by BJD

After analyzing the findings, I could see that all subjects could pronounce both types of cluster. They are the cluster with two consonants (/st/ cluster) and three consonants (/spr/ and /str/). However, it is not because of the positive transfer from BJD since actually Brebes people tend to insert [ə] sound when pronouncing a cluster such as in the word 'mlaku'¹¹. Brebes people tend to pronounce it with [mələkʊ] not [mlaku]. It also occurs in the cluster with three consonants for example in the word

'sembrana'¹². Brebes people tend to pronounce it with 'seemberana'.

Therefore, the ability in pronouncing those clusters properly is because of other factors such as the good competence of the students, the students' ability to recognize the words, or the teachers' role in giving the pronunciation practice to the students.

5. The Teachers' Roles in the Development of the Students' Pronunciation

After presenting the finding of this part on page 101-102 above, it could be seen that the two teachers have given the pronunciation practice during their teaching processes. I conclude it after interviewing those two teachers and observing directly their teaching process in their classroom. In addition, they thought that in giving the pronunciation practice they faced some difficulties. One of them is because of the students' cultural background. It means that the students' first language may influence their pronunciation as stated in Ramelan (1999, pp. 5-7):

....the difficulty encountered by the student in learning a second language can be caused by the different elements between TL (target language) & NL (native language), the same sounds having different distributions, the same sounds between NL and TL but allophonic in TL, similar sounds between NL and TL with slightly different quality, or the same sounds between NL and TL when occurring in cluster.

All factors stated on that statement conclude that the student's native language plays a role in influencing the student's difficulty in pronouncing English words. Moreover, Ellis (1994, p. 299) also states that in learning a second language a learner will also face some internal factors. One of them is L1 transfer. Therefore, this research verifies those two theories in which those theories are accepted.

Conclusion

This study concludes that: the English vowel [ɪ] is influenced negatively by Brebes

⁷holiday

⁸title or reference for a venerated scholar, teacher of Islam

⁹ someone's name commonly in Javanese

¹⁰sleepy

¹¹walk

¹²doing things any way that comes to o.'s head, at random, not in accordance with the rules of society

Javanese dialect, the English consonants final [b], final [d], and final [g] are influenced positively by Brebes Javanese dialect, the English diphthongs [eɪ], [aɪ], [ɔɪ], and [ɪə] are influenced negatively by Brebes Javanese dialect, Brebes Javanese dialect does not give any influence to the English initial cluster /st/, /spr/, and /str/, and the teachers give the pronunciation practice in their teaching process.

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ENGLISH TALK CLASS BASED TELEGRAM (*E-TALK CASTEL*) An Innovative and Creative Strategy to Stimulate Students' Speaking Skill

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Abstract

This paper showed the role of *E-talk Castel's* model in improving students' speaking skill in English. This model stimulates students to speak actively everyday by using recording tool in telegram application. There are many topics to be discussed in daily as well as weekly. The feedback will be given by a lecture directly after the session of class is end. English is chosen as the language used because it is needed in the modern era. Most of students believed that speaking is the most difficult skill in learning English. However, it can be handled by having good habit in speaking's practices. The object of this study is some students on Faculty of Languages and Arts of Semarang State University. The object is needed to test the role of *E-talk Castel's* model. Data is collected by doing observation and interview as a primary data, and by internet research and other sources which are relevant as a secondary data. Data is analyzed by using descriptive qualitative method. The result of the study is; students give good response for *E-talk Castel's* model in increasing their speaking skill in English.

Keywords: English talk class, speaking skill, students, telegram

Introduction

Harmer (2001) mentioned that there are three reasons why people communicate. The first reason is that people communicate because of the fact that they want to say something. It refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak due to the fact that they just do not want to keep silent. The second reason is that people communicate because of the fact that they have some communicative purposes. By having some communicative purposes, it means that the speakers want something to happen for the purpose of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. The third reason is the consequence of the desire to say something and the purpose in conducting communicative activities. There are two important things when people are communicating, namely the message they wish to convey and the effect they want it to have. Nonetheless, people find difficulty in

communication mainly for speaking in foreign language, especially English.

English is one of international language has an important role in communication. It is in line with the statement of Schultz (2011, p. 13) that mentioned English is the most language spoken throughout the world. Based on that fact, having good skill in English, mainly in speaking is a prestigious thing.

The final goal of learning English is that language learners can use English in a real communication. It means, people will not find difficulty in communicating with foreign people all over the world. Besides, it will help them to understand more about something which are written in English.

Regarding to the teaching of English in more formal institution, Richards and Rodgers (1999) add that teachers at school use a variety of approaches, namely direct approaches and indirect approaches. Direct approaches focus on specific features of oral interaction. Meanwhile, indirect approaches create conditions for oral interaction through group work, task work, and other strategies. The

use of these different approaches also leads to the confusion of which one is the best approach to teach oral skills.

Krashen (2003, p. 162) states that a main problem of the second language teaching in the classroom is when the second language teaching is seen as an artificial linguistic environment instead of an attempt to promote real communication. Second language teaching in the classroom may prevent the students from focusing on the meaning of what is said. This condition makes many students will not get so interested in what is being said.

While Richards (2008) claims that “there are some typical learner’s problems in speaking. Those problems are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation.” Khan (2005) states that, “the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak.” Whereas, in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply (Davies and Pearse, 2000).

Xinghua (2007) states that “psychological problems are those problems which often interfere the emotional and physical health, relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak.” Khan (2005) in his research also claims that “some of his participants have psychological problems in speaking.” According to Ur (1996), there are four main problems in speaking a foreign language in the classroom; inhibition, nothing to say, low uneven participation, and mother tongue use.

Based on the background above, the writers are interested in conducting a semi-experimental research related to speaking skill for students.

Methodology

This research was a descriptive qualitative research. Moleong (2010, p. 6) stated that qualitative study is a study which has the goal to understand the subject of the study in the descriptive way. According to Mujiyanto (2011, p. 23), qualitative approach tried to reveal the phenomenon comprehensively and appropriately with the context through the natural data collection, employing the researcher as key instrument of the study. In line with Arikunto (2006, p. 343), drawing a conclusion in qualitative study can be done by comparing data with the certain given criteria such as equal, less equal and unequal. In addition, the data of qualitative study can be analyzed through simple statistical analysis.

The object of this study is some of university students on faculty of language and arts of Semarang state university. The object is needed to test the role of E-talk Castel. For selecting the sample, the writers use purposive sampling technique. Purposive sampling techniques involve selecting certain unit or cases based on a specific purpose rather than randomly (Tashakkori & Teddlie, 2003, p. 713). University students of faculty of languages and arts of Semarang state university were decided as the object of this study. It was decided so that the sample of students would not very small or very large to analyze. A total of 20 students were chosen among four departments on faculty of languages and arts; English language and literature department, Indonesian language and literature department, Javanese language and literature department, and foreign language and literature department. The students were labeled from object A to object D. The decision of taking 20 students from four departments as the sample size was taken because of the limited time and resources of the study.

Data were divided into two; primary data and secondary data. The primary data were taken from the result of observation and depth interview with some of university students on faculty of languages and arts of

Semarang state university. The secondary data were taken from journals, books, articles, and other sources which were relevant to this study.

Here are the steps of data collection that were done; 1) introducing E-talk castel model, 2) implementing E-talk castel's model for two weeks, 3) controlling and evaluating the implementation of E-talk castel's model; by giving a questionnaire and depth interview, 4) classifying the data, 5) analyzing the data, and 6) making a conclusion of the study.

Data were analyzed by doing these steps; 1) data were transformed into table form, 2) each data was calculated (agree or disagree), 3) data were counted by using this simple formula.

Findings and Discussion

1. Identification of the Problem

This research was started by giving questionnaire and making depth interview with the object of the study. The writers wasused to get information about the importance of speaking in English, the problems that usually students face in speaking English, and the solution to solve the problems of speaking.

The writers divided the problems into several categories:

No	Categories	Problem
1	Grammar	The students still confuse using proper formula when speaking English.
2	Motivation, Self Confidence	-The students from English language and literature department seem to have high motivation in speaking English, because they have to speak English every day, mainly in the class. Yet, sometimes, they are not confidence with their speaking skill. -The students from another department seemed to have high motivation in speaking English. It can be seen from the answers of questionnaire and

3	Speaking habit	interview, but they are looking for the solution to speak English fluently. Students speak in English if it is needed, not as a compulsory of the students in mastering English speaking skill.
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2. Determining Action to Solve Problems

In relation to those problems above, the writers use E-talk castel model as an innovative and creative strategy to solve those problems. The writers planned some actions as follows:

- Using E-talk castel model to stimulate students' speaking skill in English and to improve students speaking ability.
- Applying E-talk castelmodel for two weeks.

E-talk Castel Mechanism

E-talk castel (English Talk Class based Telegram) is one sample model of the implementation of Contextual Teaching and Learning (CTL) in English. This model gives creative solution to stimulate students' speaking skill in English, because students have a freedom to speak anything based on the reality in their real life. For the implementation, E-talk castel has regulations. They are:

- Students should register themselves.
- Students will be divided into several groups/classes and each group/class has a mentor.
- Registered students should speak minimally one story per day about everything (and even the topic given) related to their real life in English with there is no limitation for the length of the speech.
- Students should record their speech on telegram's group, using recording tool.
- Students report to their own mentor.
- Students will get feedback from their own mentor.

The regulation above was given to the object of the study for more than two weeks. Below is the list of object study members of this research.

Table 1. Members Group

No.	Group A	Group B	Group C	Group D
1.	Elvita	Riko	Eka	Wildan
2.	Sindu	Anita	Basith	Susi
3.	Lintang	Riyadi	Ulfa	Intan
4.	Nining	Ayu	Yuli	Sri
5.	Eni	Alifah	Nuri	Chanifah

The Implementation of E-talk Castel as Contextual Teaching and Learning in English Speaking Skill

Speaking in English is something important but challenging for university students, especially for those are not coming from English department. In the modern era, English skill is needed. As the consequence, students have to able to write, speak, and use English as well. Most of them, sometimes, go to take extra courses or study individually to be master in English.

But then, to be master in speaking skill, every individual has own strategy to produce good speaking. After the writers applied *E-talk castel* model for the object of the study, good responses came. Below is the result of the study.

Table 2. Result of the Study

Group A		Group B		Group C		Group D	
A	D	A	D	A	D	A	D
4	1	3	2	4	1	3	2

Note:

A : Agree

D : Disagree

The data above has been counted by using simple formula. From those data, it can be concluded that members from Group A and Group C have same perception to *E-talk castel* model, while Group B and Group D also have same perception of this model. Not to mentioned, by seeing those data, university students who become the object of the study believed that *E-talk castel* model has good contribution and succeed in giving good stimulation to increase their speaking skill in English. As a result, they

also give good response for the implementation of this model.

Note:

Group A :

Students from English Language and Literature Department

Group B :

Students from Indonesian Language and Literature Department

Group C :

Students from Foreign Language and Literature Department

Group D :

Students from Javanese Language and Literature Department

Conclusion

The writers implemented *E-talk castel*'s model for more than two weeks after giving the questioner, doing observation, and having depth interview to the objects of the study. The significant result of the study are: 1) *E-talk castel* model gives good contribution for the students to increase their speaking skill in English, and 2) students believed that *E-talk castel* model is interesting to be implemented, so they give good response to this model.

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BOOSTING THE STUDENTS' ENGLISH LANGUAGE SKILL THROUGH SMARTPHONES

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Abstract

Digitalization era could not be separated from using smartphones in people's life activities. Everybody has got smartphones as they handy to carry, not only easy to operate and to connect but also be connected. Therefore, most students use their smartphones during teaching learning process in the classroom. So, why do not we maximize their functions in the teaching learning process rather than keep asking students not to use their smartphones by updating status on their social media, browsing or playing games secretly. This paper is talking about how teachers use the social media to be intercted and be very useful during teaching learning process. The connectivity of internet provide by the campus is free, so the teachers could make a group of WhatsApp or Line used as a media of giving and doing tasks. The paper talks about what application and activities used to be intergrated and interesting process in teaching and learning English.

Keywords: digitalization, English language skill, smartphones

Introduction

As it is known that communication strategy in learning process becomes a very interesting and important way for all foreign language learners and teachers. Currently, an integrated learning and teaching model are used in digitalization era to support their learning process by using smartphones, as people are good at operating their smartphones.

Using Smartphones in digitalization era can not be stopped at all, as most people could operate their smartphones well for browsing the internet, playing games, talking to their friends, go through their emails and much more. As stated by Wlingua (2014) that:"You can use your smartphone to improve your English language. With the help of an app, you can easily improve your English whenever, wherever."

Therefore, using smartphones is not only killing your sparetime by playing games that sometimes we forget to do other important things cause of concentrating on the games and trying to be a winner, but smartphones could also be used for gaining useful knowledge, new information, getting worlwide concept, and learning any subjects included English communication. So, the

most important thing is how useful and efficient we use our smartphones. The more usable smartphones is the worthier we could deserve.

In other words, English teachers should let their students use their smartphones efficiently in English learning process, instead of asking them not to use their smartphones in the class.

The English learners prefer to use modern technology in English teaching learning process, so the availability of smartphone which is handy to carry and most people are good at operating them , could be used for an interactive teaching method.

The availability of variety media technologies are able users to recod their files in a reasonably short amount of time leading to the increased use of video cameras in lecture hall and other learning environments (Odhabi & Nickss-McCaled, 2009).

So, English lecturers should find the appropriate way of using the modern technology in English teaching learning process in order to motivate the learners activity in learning English communication both speaking and writing skills. Therefore, the utilization of recording the process of

learning would use a group of Whats App or Line. As stated by Wlingua (2014) that: “What makes this software/smartphone special, here are some of its best features: The App works on Multiple Devices, offers a Wide Range of courses, the lessons are easily explained, this is a multi-level (more than one level) App, provides easy guidance, learns new words, learns better with Spaced Repetitions, introduces you to Phonetics, and learns two variations of English.”

It could be said that if you have more than one device that Wlingua App will allow the users to access a lot of courses that help the learners learn some important parts of the language, such as vocabularies with their meanings and phrasal verbs. Then, the learners could download its file to their device and start learning. In other words, the learners could learn thorough their smartphone wherever and whenever, even while they are travelling. Therefore, the app provides many kinds of subjects to help the learners start speaking and writing skills like a native English speaker, and creates a very simple course that the learners are able to understand what they are learning.

The App provides some levels of studying, so the learners are sure that the money spent on their app is worth every cent. Therefore, the learners could choose any levels of studying from the easiest level to the advance or top level. However, learners are worried of using apps to study cause of their way of studying without a teacher or alone. Consequently, the apps are designed to help the learners study on their own to improve their English communication by providing spaced repetitions. So, there are some ways the Wlingua app could help the English learners use their smartphones to improve their speaking, writing and reading skills.

Findings and Discussion

Investigating the effects of using a smartphone application in a communicative language teaching context to facilitate the English teaching learning process in a

classroom is really crucial. Therefore, combining learning and teaching theories and approaches with technology supports have been used currently to get maximum result. English for Specific Purposes courses could be supported by implementing a mixed learning approach with educational technology. So, English teachers who teach for ESP courses should be able to maximize the modern technology by using the social media to be interacted and be very useful during teaching learning process, as the learners could enjoy the learning process by boosting the students' English language skill through smartphone.

Bandung Institute of Tourism students' English competence in communication as a means of International communication is a must. As hoteliers must have high communicative competence in communicating with anyone in their jobs. In other words, they have to be skillful in handling guests as the front liners in hospitality industry. So, students must have more opportunities to practice their English competence to have more confidence in English communication.

Maximizing the social media in teaching learning process for both learners and teachers is using smartphone in giving and doing some English tasks or assignments through a group of Whats App or Line. As the connectivity of internet provided by the campus is free, so teachers and learners could implement the teaching learning process through media social not only efficiently and effectively but also more interesting and motivating the learners to speak English confidently. While limited opportunities for English learners to speak English out of classes. So, most of English learners do not have good self-confidence in their speaking skill and are also worried of making mistakes and being criticized not only by teachers but also by their friends. Accordingly, the English teachers find the appropriate way of having interesting and motivating way of the learners practice their English speaking competent by asking Food and Beverage Management students in a

group of four to create a dialogue about Welcoming, Seating Guests and Taking Order. After recording their dialogues in their smartphones then in the class during the teaching learning process, each group has to show us their recorded dialogue, then their friends comment on their friends' English speaking skill included their pronunciation, English grammar, vocabularies, intonation, facial expressions, body gestures and etcetra, and the teacher complete the comments. Through all these activities, the students could have better self-confident in speaking, improve their unforgettable mistakes, so not only their speaking skill is improving but their writing skill is also progressing a lot. The students could also get fun learning process through this activity and motivating them to speak fluently and effectively.

1. Determining the tasks

Target tasks were determined in accordance with the findings of need assessment. The guiding principles in determining the themes and content for tasks included the students' needs in the real industry later. Thus, tasks focusing on a variety of actual topics which are related to their major. In this observation, the topics are taken based on their job description in a restaurant for craft level, as a waiter or waitress. As a waiter, they must be able to welcome guests, take guests seat, take an order and present guest's bill.

2. The Procedure

Based on their syllabus mentioned that their ability is to communicate with the guest politely and correctly. So one of the instructional objectives in the second semester is their ability in communicating with the guests using polite and correct English in any situation through a role-play after having explanation from the teacher of the expressions used in handling guest in a recorded video. So it was decided to try this method. Firstly, the students were explained about the instructional objectives. And there was a lecturing of the expressions used in

Handling Guests. They were given a drill and practiced the conversation with their partners. After that the students were asked to make a scenario of Handling Guests.

Example of the scenario

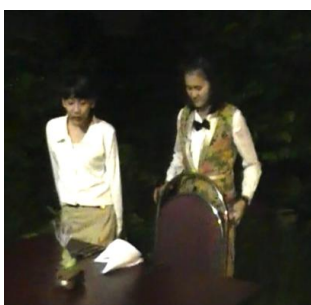
One day, Annisa and Anita come to a wonderful restaurant. Andreas as the waiter is ready to greet them in front of the entrance. After greeting the guest, the waiter asks Annisa and Anita about the reservation. They have made the reservation. Then, the waiter escorts the guests to their table.

It is the first time they come to the restaurant, they don't know anything about the restaurant. So when the waiter asks them whether they are ready to take order, they ask about the specialty of the food in the restaurant. When Annisa takes order, she teases the waiter because he is handsome. He also asks Anderas's phone number but the waiter can't do that while he is serving. Annisa and Anita are confused to choose the food and the waiter recommends some food. The waiter mentions some specialty of the restaurant. They are Lamb of Steak Mixed with Fried Fish and Spaghetti Bolognese. Anita and Annisa agree. The waiter also suggests about the wine so they order red wine as it is suitable with the steak.

After that, the waiter serves the food ordered one by one. After they finish the food, the waiter clear up the table. The waiter asks about the meal to the guest and they say the food is very good. Finally they ask for the bill. Then they pay for the bill. The waiter says thank you and hopes they will come back.

The teacher then proofread their scenarios. After they had finished their scenario, they had to record their conversation by using any technology media. They might use their smartphones in recording their activities. The next meeting, they watched their recordings together. While they were watching the videos, the students must pay attention to their friends' conversation and also theirs, especially their English expressions used and also their performance. The general outcomes the students' need are skill and attitude. They assessed each other by giving their comments for their friends and their video. They wrote the comments. The teacher gave feedbacks to their video.

Example of video



3. The Result of Their Self-evaluation

a. Students' opinion on their video

- i. There are 37.5% (6 students) of 16 students in that class stated that they felt excited, happy and motivated of being recorded their speaking ability due to their awareness of their mistakes, their spontaneous responses, their face expression, their gestures or body movements. In general they could see or they were aware of their attitude politeness and their communication skill.
- ii. There are 18.75% (3 students) explained this speaking activity is their new experience that could make them realize how good/bad their speaking ability and that information is kept remaining in their mind which motivated them to improve their speaking skill consciously.
- iii. It was found that 18.75 % (3 students) told that this activity is good for them for self- learning so they could focus on their own weaknesses not only on their English communication skill but also on their behavior or attitude in providing good services and how good they could work in a team.
- iv. It was found that 25% (4 students) said that even they felt nervous doing that activity, they felt happy evaluating what they have done due to their mistakes and their weaknesses can be improved consciously.

b. About the Method

- i. There were 75% (12 students) said that this method of videoing their speaking activities is very effective. Students could see and compare their communication skill with their friends' ability.
- ii. There were 25.% (4 students) stated that they felt fun learning and practicing their speaking ability through this activity. This method is enjoyable. It motivated them to practice their speaking better.

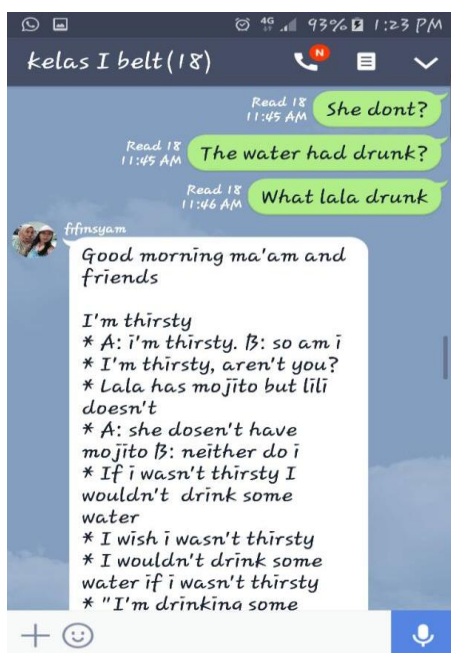
c. About the Encouragement

- i. It was found that 81.25% (13 students) stated that the activity is encouraging them to speak up even they felt nervous for the first few minutes but they didn't want to have their bad performance in their recording finally they felt that they could show their speaking ability better and more confident in serving their guests or in responding their guests due to their responsibility in providing guests' need.
- ii. It was found that 18.75% (3 students) stated that this activity is advantageous due to the self- evaluation so that they could remember the mistakes and avoid making the same mistakes. They felt really proud of good comments they got from both teachers and friends.

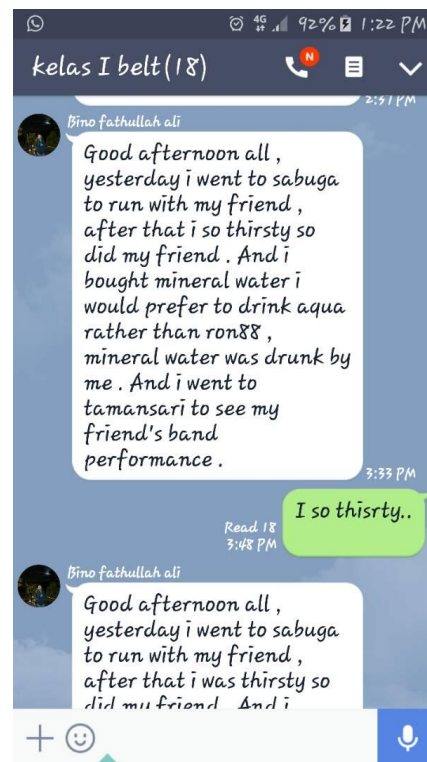
The comments from the students

In this session, we learned much about English because in taking video, if we did something wrong, we could start again and try to fix the mistakes that we saw in the video.

My comment about this activity is although we still do many mistakes I am so proud with my task. I am so excited with this task. It makes us learn more about the English language but also the gesture about how we face the guests when we were in charge as a waitress.



Picture 1. Grammar Exercise 1



Picture 2. Grammar Exercise 2



Picture 2. Grammar Exercise 2

Conclusion

Nowadays, people learn English communication could use their smartphone by recording their activities in a group. The teacher should set up appropriate tasks with

the sub topics that the learners will get and also should be matched with the objective or goals of the lessons that could be supported by modern technology which is handy to carry and easy to operate. The English teachers at Bandung Institute of Bandung do not ask the students to keep their smartphones in their teaching learning process, however, the students are allowed to use their smartphone not to play games or up date their status, use their smartphones for recording their tasks of creating a dialogue based on the situations given. The students could use their smartphones to learn any English skills they want to study or to improve by choosing the right level of learning process needed.

As the students could see and realize their weaknesses not only their English but also their performance in serving their guests, so they could improve the inappropriate things. In other words, the utilization of support media in a classroom was very useful for the learners that could create their self-learning and make them have a good or better confidence in English communication.

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VIDEO EDUCATIVE LEARNING TO IMPROVE LISTENING AND SPEAKING SKILLS OF ENGLISH BY IMITATE THE NATIVE SPEAKER

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English is a foreign language in Indonesia. The development of globalization gives many impacts in many fields, including in education. Education in the 21st century is one of the examples of globalization era. Learning in the 21st century has a challenge especially learn about English as a foreign language. One of the challenges is how to increase the English skills of the students. Technology is one of the opportunities of the globalization era to face the challenge of the 21st century. In this research, video educative on YouTube is used as a media in the English learning process. The aim of this media is to improve the listening and speaking skills. The students watched the English video educative first that is uploaded by a native speaker. They will listen how each word is pronounced, then they will retell what they have already heard of making a video. This video has a purpose of improving speaking skill by remembering on the video education that the students' have heard. The objects of this paper are the students of English Department, Semarang State University. This paper uses the mix method. Data is collected by the implementation of video educative learning, interview, and observation activity as primary data and also other sources that related to the paper as a secondary data. The result of the study is students can improve their listening and speaking skills of English by using video educative on YouTube, so they can increase their capability in English.

Keywords: 21st century challenge, video Educative learning, improve listening and speaking skills

Introduction

The development of globalization era has given many impacts in many parts of human life, including education. The education in 21 century or as we know as globalization era was influenced by many things like technology and language. The language which is a media to learn in such many fields of education. As we know that in many sources of book use international language. So as the student in 21 century must be able to understand international language especially English because English has become a global language (Crystal, 2003), it means that English has been used by many people around the world. Unfortunately, learn English is not easy. There are many aspects which must be mastered. Language scholars of today regard language as a social activity, an activity of four fundamental kinds or uses, namely, speaking, listening, writing and reading (Jibowo, 2005). In fact, the four basic

aspects in English are not easy to understand by many people especially non-native speaker. Many people said that listening is the hardest one. Because to be able listening in the English language we have to take many attentions, practice a lot and so on. As we know that when the native speaker said usually they said in a higher speed of intonation, so we as non-native speaker couldn't interpret what the native speaker said about.

Listening is the process of identifying the component of sounds and also sound sequences, whereby known words are recognizable (Asemota, 2015). Listening is one of English skill. It is really importance for someone to master it. it determines the successful of a communication. When we can listen well, so we can understand what other people said. Otherwise, when we didn't understand, so it will be misunderstood and the communication between two people or

among many people didn't happen. Listening can thus be seen as a process, which involves more than mere hearing of sounds and noises, but including identifying, understanding and interpreting spoken languages (Harrowth, 1966). To understand the spoken language, we have to master about the elements of listening skill. They are (1) discriminating between sounds, (2) recognizing words and understanding their meaning, (3) identifying grammatical groupings of words, (4) identifying expressions and sets of utterances that act to create meaning, (5), (6) connecting linguistic cues to non-linguistic and paralinguistic cues, (7) using background knowledge to predict and to confirm meaning and (8) recalling important words and ideas (Tyagi, 2013). In this case, vocabulary is the basic skill that someone has to master it. So, through improving the vocabulary, it also can improve the listening skill. One of its strategies increases the listening habit. It could be from the video that was uploaded by a native speaker on youtube. Besides the students knew the new words, they also knew how that vocabulary was pronounced.

The other skill of English is speaking skill. This skill is difficult enough to study. Speaking usually involves face-to-face interaction. Less confident learners may feel threatened when called upon to speak to an audience, even if the audience is a small one (Man-Man, 2006). As we know, English is an international language, but not all people in this world can speak English. it is especially in the country which does not use English as a mother language. It only certain people who use English to communicate each other even not in all their daily live. They usually use English only in their workplace where is obligated to use English. whereas, the workplace where has not English requirement in communication, so they will use Indonesia language. It happened because English is a foreign language in Indonesia. this fact makes people in the non-native speaker country felt difficult to speak in English if they don't

master English well. For example, when non-native speaker people have to do a communication among native speaker and only English that is used in the conversation. It can be seen in student exchange, in the international workplace, doing a cooperation in a job, and so on. It will make them confuse how to share their ideas or what they want to say.

Considering those problems, so English has to be mastered since in the early period and continuously. Through the institution of education, it is one of the strategies to improve the English ability. In Semarang State University, the students can learn about English in the English department, faculty of language and arts. Related to this research, the students of the third semester were chosen as the object of this research. Through doing the pretest and posttest, the researcher can know the progressive of speaking and listening skill of the students.

In this research, the researcher uses video educative on YouTube as a media in learning English especially to improve the listening and speaking skills. As we know that nowadays everyone uses the internet to access information that they want to know. One of them is on YouTube. In the form of video, which is including audio and visual information sometimes make people more interesting to access it than another browser of the internet. Students also very like to search information on YouTube. So, this is one of the advantages of using the internet, in this case, YouTube. In this research, YouTube is used to improve listening and speaking skills of the student. Through the video on YouTube, students can learn how each word is pronounced correctly and clearly. This is aimed to improve the listening skill. Besides that, thy also can improve their speaking skill by imitating the native speaker regarding the correct pronunciation.

Methodology

The method that was used in this research is a mixed method. Mixed methods is a

writing approach that combines or associates qualitative and quantitative forms. This approach involves philosophical assumptions, the application of qualitative and quantitative approaches, and the incorporation of both approaches (Creswell, 2013). The use of this writing approach is intended to obtain the quantitative and qualitative data used as empirical evidence in answering the formulation of research problems. Thus, with the use of mixed methods research findings will be better, complete and comprehensive.

Qualitative Data Analysis uses an interactive model consisting of steps: (1) data reduction, (2) display data, and (3) Conclusion or verification. Quantitative data is analyzed with descriptive statistics, among others the calculation of the percentage of listening and speaking ability improvement of pretest and posttest results in the implementation of video educative learning.

The object in this research is many students of English Department, faculty of language and arts of Semarang State University, especially in the third semester. The object was needed to test the implementation of video educative learning. There are 25 students those were chosen as a sample. The procedure of simple random sampling was followed as described by Mugenda (2008). The table of random sample was taken from the score of pretest and posttest of the students. The implementation of this research to the students was four months.

The data was taken by the implementation of video educative learning, interview, and observation activity as a primary data and also other sources that are related to the paper as a secondary data such as journals, books, articles, and other sources. The data was analyzed by many steps, such as calculated and arrange them into the table, calculated, and counted by using the average formula.

Findings and Discussion

Based on the pretest and posttest about listening and speaking test, the researcher can know the improvement of the students' listening and speaking skills. The steps of the implementation of video educative learning can be seen in the list below:

The Implementation of Video Educative Learning:

1. Socialisation

The researcher gave the information first about video educative learning first to the students. This is aimed to give them an understanding the benefits of this learning in improving their listening and speaking ability in English.

2. Giving the materials

The students were given many materials about listening and speaking lesson. It was aimed to give them the knowledge about how to improve their listening and speaking ability through Video Educative Learning.

3. Pretest

After giving the materials for their knowledge, the researcher gave the students a pretest which was related to the listening and speaking ability. This test was aimed to know the listening and speaking skills of the students before the researcher gave the video educative learning.

4. Choosing Video on YouTube

This part is used as a media in the implementation of Video Educative Learning. First, they have to find any video on YouTube which is spoken in English by a native speaker. The kind of video depends on what they want. It could be a lecturing, tutorials, news, or anything. The duration of the video is between 3 to 7 minutes.

a. Video Educative Learning

This is the main part of this research. After the students were had already found the video, there are many parts that they did, such as:

i. Listening and Watching The Video

Through the video on YouTube that they found, they had to listen to it carefully. It is purposed to know how far their listening ability. They not only listen to what the native speaker said but also they had to understand what the speaking of the native speaker about. This understanding really forced the students to make sure that they know what are each of the words those is spoken by the native speaker. It also can improve their vocabulary, because if they didn't know about any words that the native speaker said, they would find it in the vocabulary. This is the good thing for them because mastering the vocabulary is the basic knowledge of listening and speaking skill.

ii. Imitate

After the students listening video on YouTube Video, they had to imitate it. there are two purposes in this step. First, it is about remembering the vocabulary, because they wanted to imitate, so they had to remember about sentence by sentence in the video. Automatically, they tried to remember word by word. Second, this is the part of improving the speaking skill. By imitating the native speaker they not only knew how each word was pronounced correctly, but also they learned about stress, vowel, consonants, diphthongs, and so on those are related to the pronunciation.

iii. Speaking

This activity is about retold the video that was done by one student to others student by making a video and showed it in front of the class. This activity is aimed to improve the speaking skill of the students by remembering on the video educative that the students' have learned.

5. Posstest

Posstest was given to the students to know about the improvement of the students' listening and speaking ability after giving video educative learning. The

students' pretest and posttest score can be seen in the table below:

Table 1. Students' Pretest and Posttest Score

No	Name	Test Score Before Video Educative Learning	Test Score After Video Educative Learning
1	Khoiri Susan	75	86
2	Fria Bintang Listiawati	70	81
3	Fastabila Auliani	65	75
4	Ruli Novitasari	71	80
5	Julia Tsamrotul Jannah	73	80
6	Lisa Nurmahawi	77	76
7	Winni Titis Rahmawati	65	78
8	Mahdi Hilda Rosidah	75	80
9	Maria Ana Mei Lestari	73	84
10	Retno Damayanti	71	80
11	Arif Susmono Aji	73	74
12	Sri Devi Sudiyanti	65	73
13	Asfia Nur Laeli	75	77
14	Mira Ayu Puspita	72	80
15	Nurul Anisa	80	80
16	Kinanti Syifa Pradini	80	81
17	Dhidha Mega Ratri	73	76
18	Nuzulia Nur Farida	72	79
19	Purwati	70	78
20	Rashinta Wahyu Puspita	76	78
21	Nur Laila Syarifatun Nisa	72	82
22	Akidatul Yusmalinda	71	81
23	Mohamad Wisnu Fajri	71	79
24	Kiki	80	85

	Meiarista		
25	Alisha Rahma Putri	80	81
Average		73	79.36

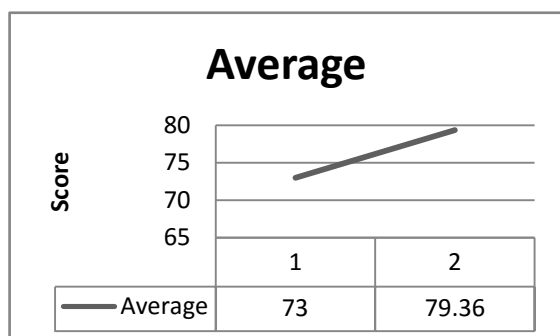


Chart 1. The Improvement of Listening and Speaking Skills of the Students

Conclusion

Video Educative Learning is a strategy to improve the listening and speaking skills of the students through learned the video educative on YouTube. The activities are about listening and watching, imitate, and speaking. Based on the score of the students during pretest and posttest, it can be concluded that the activity of video educative learning can improve the listening and speaking skills of the students.

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WHAT MAKES EFFECTIVE TEACHING IN THE 21st CENTURY

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Abstract

Life and technology have developed from time to time. As consequences, they influence the education in the world. Technology has important role in educational program especially in the 21st century. It could be the big question today: what impact does technology give in the teaching and learning process in the classroom today? **Chai(2005)** makes the claims that a teacher has the opportunity to teach less, learn more'. She argues that teaching is not just 'delivering knowledge'. Teaching is about communicating: When I teach, I communicate with my students and I encourage them to communicate with me. I want to know their opinion about things, their hopes and fears, how they feel and how they reach to some situations. It is clear that the main factor in education is a teacher, because a teacher plays an important role in learning process. Without teacher, the world will be lost. Teachers are facing more complex and difficult challenges of their works, for examples: an increasing diversity of students and parents, higher demands of education quality, the higher standard of teaching and learning process and outcomes, etc. Therefore, compared to the previous era, a professional teacher today should have wide range of teacher competencies, such as teaching and managing class effectively; building, developing, and managing the relationship with students and school community; using technology for more effective communication and instruction. Thus, creating a comfortable classroom for students is important for 21st century teaching.

Keywords: effective teacher, teaching problems, the 21st century teaching

Introduction

Effective teaching in 21st century is a high demand for our educational in this country. Research shows that teaching effectiveness is the single most important school-based factor in student success. Students who have highly effective teaching for three years in a row will score 50 percentile points higher on achievement tests than students who have less effective teaching three years in a row (Sanders & Rivers, 1996). This research shows us that the successful of education is depends on the teaching'effectiveness. Moreover, critical thinking and problem solving are the main factors from the teacher to help the students become the effective students. Many problems which happen in our school today where students are as the victim because of this rushness, for example drugs, free sex, engage in a gang fight, murdering, abortion, etc Further, the failure of the conditions above because the failure of communication. Communication is the basis for all human interaction, and in the

communication there is a process or activity that serves to connect senders and receivers of message through space and time (Dillman, 2006). It is means that communicating is also one of the vital role in transferring the knowledge to the students. This point is also influences the learning process in classroom because the communication is a complicated and vital aspect of teaching and learning. The proses of interactions occur between various players, they are students, teachers, principal, parents and community members. The good communication will be bring the successful of learning process. To solve these issues , the 21st century skills movement will require keen attention to curriculum, teacher quality, and assessment to solve this problem.

Regarding to this issue, we should know the defenition of efective. According to Wikipedia, effective means "*successful in producing a desired or intrnded result or it can be said effective solutions to*

environmental problems. Another definition, effective is *capable, competent, effective, effectual, efficacious, efficient* refer to that which is able to produce a (desired) effect. Effective is applied to that which has the power to, or which actually does, produce an effect: an effective action, remedy, speech. Effectual is used especially of that which produces the effect desired or intended, or a decisive result: An effectual bombardment silenced the enemy (Thesaurus Dictionary). So, making effective in English teaching in 21st century is considered not only as a solution to solve the problem but also to help the student and to save our country because the future of this nation depends on the young generations.

Being a teacher in past decade is different with being a teacher nowadays. This world has changed. The need of student has also changed. The demands of skills should be mastered in this global world is also changing. What we had in the past century is different with what we have today. Therefore it is important to develop the learning paradigm that covers those changing. The 21st century learning is a kind of movement from traditional to more modern learning. This 21st century education tried to adjust education with the future world. Some organization such as 21st century Partnership and C21 Canada have developed framework of 21st century skills. These organizations also become partner, source, and assistance for those who want to apply 21st century education in their learning environment. Teacher should be able to develop their critical thinking due to their children's ability to think critically. As the school function for student, schools are expected to prepare students for bright future in rapidly changing world. Increasingly schools are expected to educate young people to behave responsibly to avoid their problem to drugs and alcohol, cyber safety, road safety and their sexual health. Schools cannot be expected to do this alone. Effective teaching will take part together with school and parents to make this

become real. Therefore, there is no more objection or excuse for teacher for not knowing or even not developing 21st century education in their teaching and learning process. This paper tries to identify what 21st century teacher deals with, what should they have and do in conducting the teaching and learning process in this 21st century education.

Discussion

The role of education in the 21st century is the crucial factor that our government should be care about this because our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. Schools in the 21st century will become the most important place, a place for teachers and students to connect with the technology that develop in every minutes of life. Teachers in this new environment will become model and source of information, giving children the ability to turn knowledge into skill to have a wisdom. There are many skills that students will need in order to be successful in the 21st century. Here are a few of the most important 21st century skills of students, they are: Ability to collaborate, Work in teams, Critical thinking skills, Ability to use technology. In the ideal 21st century classroom, students are actually excited about going to school and also the type of classroom. Students collaborate with people from different schools and different countries to learn about issues that affect us all, as well as how we can solve them today and in the future. A good teacher knows what to do to make students reach the goal of 21st century education. Therefore it is important to know more about what skills that should be developed during the learning experience. Here will be discussed and explained various skills that should be mastered by students as learning outcomes. It also relates with what teacher should do to help students reach the goal of 21st century

learning. The outcome presented in this paper is taken from P21, an organization that develop the framework for 21st century skills. The framework is described in figure 1.

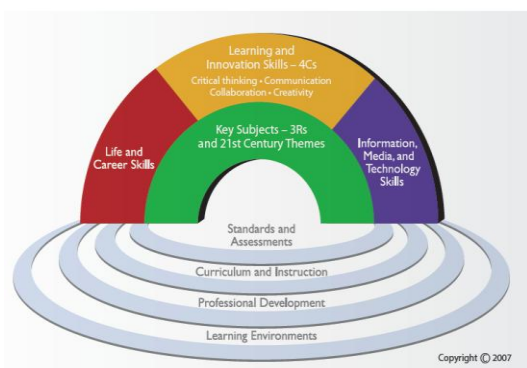


Figure 1. The outcomes of 21st century education
(Taken from Partnership for the 21st Skills, 2009)

Kinds of academic knowledge as learning outcomes is presented by green domain in figure 1.1, it is consist of core subject and 21st century themes. Core subject represent target knowledge that want to be mastered such as English subject, Mathematic subject, History subject, etc. But here we focus on English teaching and learning process. In this core subject it was developed deep understanding of English as communication tools, it is learnt how to invite people formally, how to make description of certain thing, etc. It is believed that in conducting teaching and learning process, teacher should associate the materials of core subject with issues that develop in society, or it is called as 21st century themes. It is done to make students not only get the knowledge of core subject but also applied the knowledge to their real life. 21st century themes consist of global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy, health literacy, environmental literacy (Partnership for 21st century skills, 2007). These themes should be integrated in the curriculum in order to propose more and better understanding to the content knowledge. Teacher needs to integrate these themes in to their teaching because in real life students do not only talk about language

and arts, they also talk about health, politic, economic, environment and so on.

Besides students' academic knowledge, students are also required to developed specific skills, expertise and literacies during the teaching and learning process in school. Therefore teacher should developed learning materials that activate 21st century skills. Those skills are life and career skills (presented by red domain); learning and innovation skills (presented by yellow domain), and IMT stands for Information, Media, and Technology literacy skills (presented in blue domain). These skills are developed in order to make students ready to live in more complex life and working environment. Life and career skills consist of flexibility & adaptability; initiative & self-direction; social & cross – cultural skills, productive & accountability; leadership & responsibility (Partnership for 21st century skills, 2007). Those skills are developed to prepare students for their future in facing college and workplace. While learning and innovation skills are developed to prepare students to take a part as a society in this more complex world. These skills include creativity and innovation; critical thinking and problem solving; communication and collaboration (Partnership for 21st century skills, 2007). As we know that today is the era of digital and technology, education is expected to prepare students to be able to immerse in this world as the digital native, therefore teaching and learning process is hoped to develop students' skill in information literacy, media literacy, and ICT literacy. However those outcomes could not be got if there is no support from the learning environment systems. Good systems will produce good outcomes and vice versa. Therefore synergize the system and the outcome is badly needed in teaching and learning process. The support systems of 21st century education as it is described by figure 1.1 consist of standards and assessment, curriculum and instruction, professional development, as well as learning environment.

The standard and assessment program should be developed to cultivate critical thinking, problem solving, collaborative working, interactive communication and creativity (Suherdi, 2012). Students' assessment is used as a part of learning, both for teacher and students. For teacher, assessment is a reflection of their teaching. Whether or not the teaching method used has successfully helped students to reach the learning goal. While for students, assessment is used as a reflection of their understanding of particular materials. It also becomes a source to know what is their strength and weaknesses in a certain subject. As we see that assessment is important for both teacher and students it should be developed well. It is important to consider assessment that involve students reasoning, rather than require students to memorize a bunch of facts. It also important that teacher does not mislead between the goal of learning and the goal of assessment. It is because what we see in Indonesia, teacher tend to see a standardized test or national examination as a goal of their learning, so that they use the half of semester focused on the examination items preparation. It should be avoided that it will make students cannot complete their learning and it seems that the learning process will be in rush.

Teaching is enjoyable when teacher has known some strategies how to teach well and preparing some materials which is suitable with the students need in the 21st century. A Master of technology in the classroom is the main necessity of the classroom today as the result of life and technology have developed from time to time. Technology in the classroom, whether it's for lessons, assessments, or interactions, can help students learn better and faster, and help make a teacher's time more effective. Information Communication Technology (ICT) skills are preparing for teachers to improve their skill in using high technology. Teachers should learn to improve to their individual development by taking experiences from others through online

networks and sharing some information thus forming their own personalized learning networks. Teacher should know how to collaborate as an effective teaching in the 21st century, educator should be able to collaborate and work together well in a team. In learning process, working with others is an important 21st century skill. The advantages of collaborating with other people is very effective in learning process to share the idea or knowledge. Sharing the teacher's expertise and experience, communicating and learning from others, and often doing reflection is important part in learning and teaching process in the 21st century.

Further. In teachers professional development, research indicates that many teachers do not use technology or do not use it effectively because they don't have the skill for that. Graduates of teacher education programs frequently possess basic technology skills, but may not understand how to apply or integrate technology into classroom practice in meaningful ways (Charp and Cuban, 2003). Beside the supporting factor in this term that technology is the main factor in making the effective teaching in the 21st century, there are some characteristic of the 21st century teacher when they want to apply the effective teaching in the 21st century classroom.

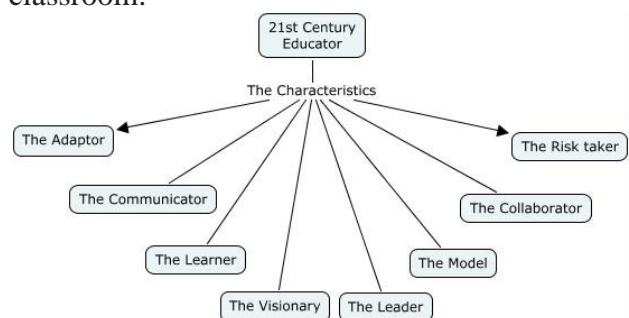


Chart 1. Characteristic of the 21st Century Teacher

Brown, H. Douglas (2007) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their

students, and of course, on their own level of knowledge and skills". According to Harmer, J. (2007), the term 'facilitator' is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own, but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge. So, according to this statement, all teachers should consider how our role might affect our students' learning. Are our classes teacher centered, with always at the center controlling everything in the classroom? Or are we able to 'let go', and allow students to take center stage or to actualize themselves.

Conclusion

When we want to improve the quality of our education, we must pay attention to the quality of the teacher itself. If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are. The function of schools used to be the source of knowledge, a place where children were educated more or less without the parents control. Schools used to prepare learners for exams. Nowadays schools need to teach their learners how the changes that took place in schools have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students' school life. Teachers would organize after-school activities. They used to be the authority in the class and often took over the role of parents. The responsibility of governments, higher education institutions, and mostly teacher educators both in pre-and in-service education, is huge. Above all, there is much work to solve these problems to integrate 21st century learning standards and implement curriculum designed to teach

appropriate to such standards. Students and teacher must learn and share content within the context of 21st century skills.

Recommendation

In teacher professional development, the government should give a big attention to the issue that teachers should be trained for the necessity of the teaching in the 21st century. Because of this reason that the teachers' factor is the main source or play role vital in education development. For the teacher itself, they should improve their skill and knowledge as a professional teacher in the 21st century. Partnership for 21st century skills (2009) argues that all the 21st century must focus on both namely developing teacher professional development programs and integrate 21st century skill into both

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THE EFFECTIVENESS OF *STRATEGY-BASED READING INSTRUCTION (SBRI)* AND *RECIPROCAL TEACHING (RT)* FOR TEACHING READING COMPREHENSION IN EFL CONTEXT

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Abstract

The objective of the study is to investigate the effectiveness of *Strategy-based Reading Instruction (SBRI)* and *Reciprocal Teaching (RT)* for teaching reading comprehension. The research had been done in English Education Program of Purworejo Muhammadiyah University involving two classes of the fifth semester students. It is an experimental study that had been done by pretest-treatment-posttest. The reading comprehension test adopted from TOEFL and FCE was used to collect the data of student reading proficiency. The data were analyzed by using descriptive and inferential analysis. The finding shows that SBRI is more effective in improving Students' Reading Proficiency as this has been proved by different mean score between SBRI class and RT class. The mean score of SBRI class is 66.4 which lays in the "Good" level, while the mean of RT class is only 61.4 which lays in the "Sufficient" level. The inferential analysis shows that the t-test is 2.27 with the significant level 0.027 (<0.05). It means that H_0 is rejected and H_a is accepted.

Keywords: SBRI, Reciprocal Teaching, reading comprehension

Introduction

In the globalization era, the need of skills in foreign language is urgently required. English is needed for communication as well as assessing new knowledge and technology. With the English skills, the graduates can have wider opportunity to get jobs both in their own country as well as in foreign country.

However, to get good learning outcome is not easy for students as they learn English as foreign language. As the learning exposure is not easily found. And they only learn and practice English in their school environment, in other environment English is never used.

As a result the learners' competence does not easily develop. Based on the researcher experience as TOEFL preparation trainer the result of TOEFL test generally low not only in listening but also in written expression and reading.

However, in this research the researcher only limits the discussion on reading problem and the possible way of overcoming the problem.

According to (Westwood, 2008) there are some reasons of students' reading difficulty. Their comprehension are often hindered by limited vocabulary knowledge, lack of fluency, lack of familiarity with subject matter, readability in text level, inadequate use of effective reading strategies.

In order to be able to read more effectively in foreign language and have better comprehension in texts they are reading, learners must be trained with explicit instructions in reading class. In this study the researcher will focus on explicit training by using Strategy based Reading Instruction (SBRI) and Reciprocal Teaching (RT) for teaching reading.

The theory Language Learning Strategy (LLS) had inspired many researchers on reading by focusing in the form of explorative studies by using Strategy Inventory for Language Learning (SILL). These learning strategies had been issued by Oxford which cover Direct Strategies and Indirect Strategies. Direct Strategies include Memory Strategies,

Cognitive Strategies and Compensation Strategies, while Indirect strategies cover Metacognitive strategies, Affective strategies and Social Strategies (Oxford, 1990).

Research in reading had more developed into the explicit instruction of teaching learning strategies, particularly reading through the proposed frameworks, among them is Cognitive Academic Language Learning Approach/CALLA (Chamot, Ph, Robbins, & Ph, n.d.). Based on the CALLA framework there are five stages in teaching the strategies i.e. Preparation, Presentation, Practice, Self-evaluation and Expansion. In this research, the researcher adopted this framework to give instruction in reading comprehension in the term so call Strategy-based Reading Instruction (Chamot, 1995).

In Strategy based Reading Instruction, reading strategies are taught explicitly; students are told the names of particular strategies; they are given the reasons for using the strategy; they observe the teacher modelling the strategy; and they are given opportunities to practice the strategies (Cohen, 1996).

Reciprocal Teaching (Palinscar & Brown, 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

For the purposes of instruction, Brown, Palinscar (1984) selected four concrete activities that could be engaged in by novice learners. These were summarizing (self-review), questioning, clarifying, and predicting.

Based on National Behavior Support Service (NBSS) there are five steps in explicit reciprocal teaching:

Step 1: Scaffold student learning by modelling, guiding and applying the strategies while reading.

Step 2: In groups of four allocate a role to each student i.e. summarizer, questioner, clarifier and predictor.

Step 3: Have students read a few paragraphs of a text selection. Suggest to students they use note-taking strategies such as underlining, coding, etc.

Step 4: The predictor helps the group connect sections of the text by reviewing predictions from the previous section and helps the group predict what they will read about next by using clues and inferences in the text.

Step 5: Roles in the group switch and the next selection of text is read. Students repeat the process in their new role. Repeat this process until text/topic selection is finished.

There are some earlier research SBRI on. Among them are firstly Yousefv and Lotfi (2011) focused on investigating reading comprehension of graduate students and their attitude. The findings of the research shows that most of students improved their reading comprehension and their attitude towards reading become more positive (Yousefvand & Lotfi, 2011). Secondly is Medina (2012) focused on investigating the effect of strategy instruction of EFL reading of effectiveness of this strategy in improving reading comprehension of undergraduate students of Colombian university. The result shows that reading instruction is really useful and students become more self-confident and enhanced their motivation (Medina S. Lopera, 2012). Thirdly is Kashef et al. (2014) focused on investigating the impact of SBRI on students' reading strategy use. The result of the study shows that the teaching intervention had a significant effect on the use of strategy in reading. The fourth is Mohammadi et al. (2015) focused on investigating the impact of teaching learning strategy on reading comprehension ability and the learners' believe. The result of the study shows that the strategy instruction

could boost the reading comprehension ability and it could change the learners' belief (Mohammadi, Birjandi, & Maftoon, 2015). Finally Alkhawaldeh (2015) focused on investigating the effect of reading strategy-based EFL program on reading achievement of high school students and their awareness of strategies. The finding shows that students had better understanding on texts (Alkhawaldeh, 2015).

While the earlier research on Reciprocal Teaching firstly had been done by Todd and Tracey (2006). They investigated how reciprocal teaching affected vocabulary acquisition and reading comprehension in four at-risk students in a fourth grade inclusion classroom. The findings indicated that three of the participants increased in both vocabulary acquisition and reading comprehension skills (Todd & Tracey, 2006). The second study was done by Ooi, Choo, and Ahmad (2011) focusing on the effects of Reciprocal Teaching strategies on reading comprehension. The finding revealed the effectiveness of the strategies (Ooi, Choo, & Ahmad, 2011). The third study was done by Hampson-Jones (2014) as he focused on effectiveness as a method of whole class reading comprehension instruction at Key Stage Two. Results revealed a significant improvement in comprehension scores for the RT groups (Hampson-Jones, 2014).

Five earlier studies on *Strategy-based Reading Instruction (SBRI)* and three studies on *Reciprocal Teaching (RT)* have shown their effectiveness in improving students reading ability particularly in EFL context. In line with the previous studies above the researcher conducts a research with the aim to investigate the effectiveness of *Strategy-based Reading Instruction (SBRI)* and *Reciprocal Teaching (RT)* for teaching reading comprehension in EFL context.

The following research question was formulated to serve the objective pursued the study.

“How is the effectiveness of *Strategy-based Reading Instruction (SBRI)* and

Reciprocal Teaching (RT) for teaching reading comprehension?”

Research Hypothesis

Ho: The use of SBRI is not more effective for teaching reading comprehension compared to RT.

Ha: The use of SBRI is more effective for teaching reading comprehension compared to RT.

The result of this study is expected to be beneficial as a valuable input for teaching reading comprehension. English teachers and lecturers may learn about various learning strategies and explicit strategy training for teaching reading comprehension to have a better result.

Methodology

This research belongs to quantitative research involving two classes. The subject of the study is the fifth semester of English Education Program of Muhammadiyah Purworejo University. The research was conducted in reading class, the first class was taught by using Strategy-based reading Instruction (SBRI), which the other class was taught using Reciprocal Teaching (RT). The researcher used a reading test to get data of students' reading proficiency as the research instrument. The test was tried out to 60 students of the sixth semester of English Education Program Purworejo Muhammadiyah University. The try-out participant characteristics are similar to the actual participants- the fifth semester students of English Education Program of UMP. Based on the item analysis the difficulty index is 0.75.

The research was done through the following procedure. Firstly the researcher chose the participants that consists of two classes. Secondly, the researcher administered the pretest to both classes before given them treatment. The treatment was done for 10 meetings with one meeting each week which last for 100 minutes for each meeting. After treatment the researcher gave the students posttest.

The data were analyzed by using descriptive and inferential analysis. The analysis was done by using SPSS verse 22.

Findings and Discussion

The research was done through Pre-test-Treatment and post-test. The tests and treatment were given to both classes. The purpose of giving the tests is to get the data of students' reading proficiency. To make classification of students' reading proficiency the researcher adopted from the Classification students' Achievement by Arikunto (2009:245). The classification can be seen as follows.

Table 1. Classification Student Achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

1. Students' Reading Proficiency in SBRI Class

The data of Reading Proficiency in SBRI Class were taken from the result of pretest before given the treatment and posttest which given after the treatment. The different score between pretest and posttest can be seen in the following table.

Table 2. Frequency and percentage of pre-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80-100	Excellent	A	0	0
66-79	Good	B	5	17.85
56-65	Sufficient	C	6	21.42
40-55	Fairly Sufficient	D	12	42.85
30-39	Low	E	5	17.85
Total			28	100

The table shows the pretest score of 28 students in SBRI Class. It can be seen that there are five students belong to good category, six students belongs to sufficient category, twelve students belong to fairly sufficient category, five students belong to

low category and none of student belongs to excellent category.

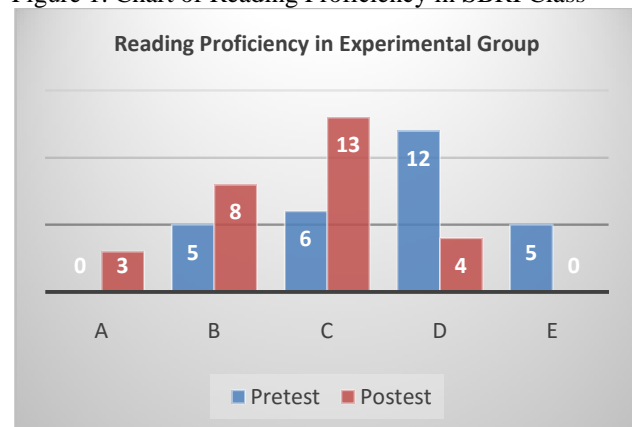
Table3. Frequency and percentage of post-test

Interval	Interpretation	Grade	Frequency	Percentage (%)
80-100	Excellent	A	3	10.71
66-79	Good	B	8	28.57
56-65	Sufficient	C	13	46.42
40-55	Fairly Sufficient	D	4	14.29
30-39	Low	E	0	0
Total			28	100

The table shows the posttest score of 28 students in SBRI Class. It can be seen that there are three students belong to excellent category, eight students belong to Good category, thirteen students belongs to sufficient category, four students belong to fairly sufficient category, and none of students belongs to low category.

Based on the descriptive analysis of pretest and posttest SBRI Class there are different score before and after treatment of teaching Reading Comprehension by using Strategy-based Reading Instruction (SBRI). Before treatment the minimum pretest score is 30 and after treatment the posttest score is 53. The maximum pretest score is only 77, while in posttest is 88. There is also different mean score, in the pretest is only 50.50, while in the posttest is 66.46. Based on achievement category the students reading proficiency belongs to good.

Figure 1. Chart of Reading Proficiency in SBRI Class



2. Students' Reading Proficiency in RT Class

The data of Reading Proficiency of RT Class were taken from the result of pretest and posttest. In the inSBRI Class the lecturer taught reading comprehension using Strategy-based Reading Instruction, while in RT Class the students were taught reading by using Reciprocal Teaching. The different score between pretest and posttest can be seen in the following table.

Tabel 4. Frequency and Percentage of Pre-test

Interval	Interpretation	Grade	Frequen- Cy	Percent- age (%)
80-100	Excellent	A	1	2.85
66-79	Good	B	3	8.57
56-65	Sufficient	C	7	20
40-55	Fairly Sufficient	D	21	75
30-39	Low	E	3	8.57
Total			35	100

The table shows the pretest score of 35 students in RT Class. It can be seen that there is one student belong to excellent category, three students belong to good category, seven students belongs to sufficient category, twenty-one students belong to fairly sufficient category and three students belong to low category.

Table 5. Frequency and Percentage of Post-test

Interval	Interpretation	Grade	Freq- uency	Percent- age (%)
80-100	Excellent	A	1	10.71
66-79	Good	B	10	28.57
56-65	Sufficient	C	14	40
40-55	Fairly Sufficient	D	10	28.57
30-39	Low	E	0	0
Total			35	100

The table shows the posttest score of 35 students in RT Class. It can be seen that there is one student belong to excellent category, ten students belong to good category, fourteen students belongs to sufficient category, ten students belong to

fairly sufficient category and none of the student belongs to low category.

Based on the descriptive analysis of pretest and post-test in RT Class the minimum pretest score is 30 and the posttest score is 53. The maximum pretest score is 83 and the same score gotten in post-test. There is different mean score, in the pretest is only 50.82, while in the posttest is 61.40. Based on achievement category the students reading proficiency belongs to sufficient.

Class

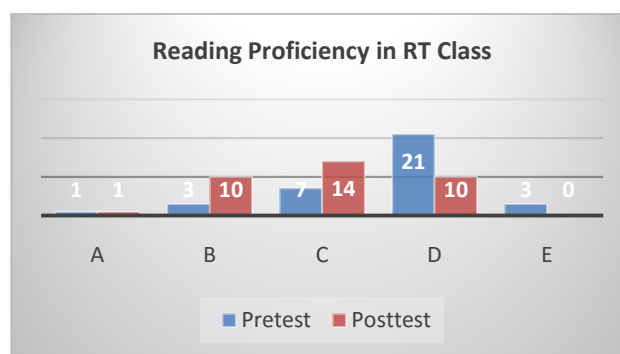


Figure 2. Chart of Reading Proficiency in RT Class

Based on the descriptive analysis there are different score in SBRI Class and RT Class. The minimum score of experimental group is 53, while the minimum score of RT Class is 50 and the maximum score of the SBRI Class is 88, while maximum score of the RT Class is 83. There is a different mean score too, in the SBRI Class 66.46, while in RT Class is only 61.40. Based on the achievement category the students' reading proficiency in of SBRI Class belongs to "Good", while in the RT class is "Sufficient".

The researcher used t-test for the inferensial analysis which is done using SPSS Verse 22. T-test is used to test the different mean between the SBRI Class and the RT class. The result of the t-test can be seen in the table below.

Table 6. Statistical Analysis of Hypothesis

Group	N	Mean	Std. Deviation	Std. Error Mean
Exp	28	66,46	9,543	1,803
Control	35	61,40	8,164	1,380

Hypothesis	t-value	t-table	Note
Hypothesis 1	2.269	2.000	Ha: accepted

Based on the analysis using t-test, it is found that t-value of t-observe 2.27 is higher than the t-table 2.00 with the significant level 0.027 (< 0.05). It means that the use of Strategy-based Reading Instruction (SBRI) is more effective than the use of Reciprocal Teaching to teach reading comprehension. So, H_0 which says “the use of SBRI is not more effective than the use of Reciprocal Teaching for teaching reading comprehension.” H_a is accepted.

This finding is in line with earlier studies related to strategy-based reading instruction in foreign language learning context. In Yousef and Lotfi study (2011) after training by strategy-based reading instruction most of their students improved their reading comprehension. Similar finding on Effects Of Metacognitive Strategy Instruction conducted by Wichadee (2011) shows after the instruction, the reading score and metacognitive strategy use were significantly higher.

The finding in the use of Reciprocal Teaching is line line with Todd and Tracey study (2006). It indicates that three of the participants increased in both vocabulary acquisition and reading comprehension skills. However, there were no differences found when both interventions were used for one of the participants. In the researcher’s study the use of RT could increase the students’ reading proficiency from fairly sufficient in the pretest to sufficient in the posttest, however, the increase is not as significant as the use of SBRI. Different finding shown by Hampson-Jones’ dissertation (2014). It shown that RT was effective in three different whole class

settings, with children as young as seven. In this research RT was effective as the research participants were very young, however, in the researcher’s study RT is not significantly effective as the participants were the adolescence.

Conclusion

Based on the finding and discussion the conclusion is made as follows.

Strategy-based Reading Instruction (SBRI) is more effective than Reciprocal Teaching for teaching reading comprehension as it can be proved by the different mean score of reading proficiency between the SBRI class and the RT class. The mean score of the SBRI class is 66.46 as it is the good category, while the mean score of the RT class is 61.4 as it is in the sufficient category. The inferential statistics shows that the t-test is 2.27 higher than the t-table 2.00 with the significant level 0.027 (< 0.05). So, H_0 which says “the use of SBRI is not more effective than the use of Reciprocal Teaching for teaching reading comprehension” is rejected. H_a is accepted. It means the use of SBRI is more effective than RT for teaching reading comprehension as shown that the students’ Reading Proficiency increase significantly.

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SECRET TO FINLAND'S EDUCATION SUCCESS: A REFLECTION FOR EDUCATION IN INDONESIA (A LITERATURE REVIEW)

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Abstract

Finland has emerged as the top-scoring of Organization for Economic Cooperation and Development (OECD) on the Program of International Student Achievement (PISA) assessment since 2000. Its secondary school students regularly achieve high scores in PISA tests. Finland has one of the world's best performing education systems. The gap between the highest and lowest students within schools is not significant. Many researches have been conducted by researchers from various countries to investigate the Finland's education success. As a developing country, Indonesia is one of the lowest-scoring OECD nation on PISA. Finland's education could be a model for Indonesia. This study is aimed to present the secret of Finland's education success and to compare with Indonesian educational system. Based on the analysis, the most probable factors as the key elements that has impacted Finland's education success are excellent teachers, and appropriate curriculum and educational system. The writers try to propose solutions for Indonesian teachers and Indonesian educational system policy makers to be used as a reference.

Keywords: Finland's Education, Excellent Teachers, Indonesian Educational System

Introduction

With its high levels of educational achievement and attainment, Finland is regarded as one of the world's most literate societies. More than 98 % attend pre-school classes; 99 % complete compulsory basic education; and 94 % of those who start the academic strand of upper secondary school graduate. Completion rates in vocational upper secondary school also reach close to 90 % (Sahlberg, 2010; Statistics Finland, 2010; Välijärvi & Sahlberg, 2008).

Sahlberg (2010) and OECD (2014) add since it emerged in 2000 as the highest scorer of Organization for Economic CO-operation and Development (OECD) nation on the international PISA (Programme for International Student Assesment) which is held once in three years, researchers have been pouring into the country to study the Finland's education success. How did a country with an undistinguished education system in the 1980s surge to the head of the global class in just few decades? Research and experience suggest one element trumps all others: excellent teachers. This policy

brief examines the crucial role that teachers and teacher education have played in the dramatic transformation of Finland's education system.

The mind set of the society toward teachers pfoession is really good. Education has always been an integral part of Finnish culture and society, and teachers currently enjoy great respect and trust in Finland. Finns regard teaching as a noble, prestigious profession similar with medicine, law, or economics.

Until the 1960s the level of educational achievement in Finland was rather low. Only 1 out of 10 adult Finns in that time completed more than nine years of basic education; achieving a university degree was an uncommon attainment (Sahlberg, 2010; Sahlberg, 2007). At that time, the education level of Finnish was comparable to Malaysia or Peru, and left behind its Scandinavian neighbors like Denmark, Norway, and Sweden. Today, Finland is publicly recognized the value of its teachers and trusts their professional judgments in schools. Without excellent teachers

Finland's current international success will be impossible.

Factors that impact Finland Success

1. The Teacher

Among young Finns, teaching is consistently the most admired profession in regular opinion polls of high school graduates. There are only eight universities which have Department of Teacher Education. Becoming a primary school teacher in Finland is a very competitive process, and only Finland's best and brightest are able to fulfill those professional dreams. They must have the highest scores and excellent interpersonal skills. Annually only about 1 in every 10 applicants will be accepted to study to become a teacher in Finnish primary schools, for example. Among all categories of teacher education, about 5,000 teachers are selected from about 20,000 applicants (Sahlberg:2010).

The entry requirement for permanent employment as a teacher in all Finnish basic and high schools today is a master's degree. Preschool and kindergarten teachers must have a bachelors degree. Salary is not the main reason young people become teachers in Finland. More important than salaries are such factors as high social prestige, professional autonomy in schools, and other social benefits.

All teachers hold master's degrees. Primary school teachers major in education, while upper grade teachers concentrate their studies in a particular subject, e.g., mathematics, as well as didactics, consisting of pedagogical content knowledge specific to that subject.

Candidates in primary teacher education study three main areas: (1) the theory of education, (2) pedagogical content knowledge, and (3) subject didactics and practice. Each student completes a master's thesis. Prospective primary school teachers normally complete their theses in the field of education. Secondary teachers select a topic within their subject. The level of academic expectations for teacher education

is similar for all teachers, from elementary to high school.

A broad-based curriculum ensures that newly prepared Finnish teachers possess balanced knowledge and skills in both theory and practice. It also means that prospective teachers possess deep professional insight into education from several perspectives, including educational psychology and sociology, curriculum theories, assessment, special-needs education, and pedagogical content knowledge in selected subject areas.

Educational theories, research methodologies and practice play an important part in preparation programs. Finnish students also learn the skills of how to design, conduct, and present original research on practical or theoretical aspects of education. Another important element of Finnish research-based teacher education is practical training in schools, which is a key component of the curriculum, integrated with research and theory.

Teaching practice is integrated into both theoretical and methodological studies. Over the five-year program, candidates advance from basic practice to advanced practice and then to final practice. During each of these phases, students observe lessons by experienced teachers, practice teaching observed by supervisory teachers, and deliver independent lessons to different groups of pupils while being evaluated by supervising teachers and Department of Teacher Education professors and

Finnish teachers who are master degree have the right to participate in post-graduate studies to supplement their professional development. Many teachers take advantage of the chance to get doctoral studies in education. For doctoral studies in education, students must complete advanced studies in the educational sciences. This means that subject teachers much change their focus from their initial academic concentration, e.g., biology to education, so that they not only understand their subject expertly, but also how the content of the subject can be better taught.

2. The Curriculum and Education System

The educational system in Finland today consists of an optional pre-school year at age six, followed by nine-year basic school (*peruskoulu*)—a six-year primary school and a three-year lower secondary school (junior high school)—compulsory to all. This is followed by voluntary three-year upper secondary education with two streams: general and vocational education. Content experts and subject-focused teachers provide instruction in the upper grades of basic school as well as at the upper-secondary level.

While the National Curriculum Framework for Basic School and similar documents for upper secondary education provide guidance to teachers, curriculum planning is the responsibility of schools and municipalities. The school-level curriculum is approved by local education authorities and teachers and school principals play a key role in curriculum design. Teacher education provides them with well developed curriculum knowledge and planning skills. Moreover, the importance of curriculum design in teacher practice has helped shift the focus of professional development from fragmented in-service training towards more systemic, theoretically grounded schoolwide improvement efforts.

According to *fillingmaps.com* (2014) there are some characteristic of Finnish education system as explained below:

Less Testing And More Learning

The Finnish education system does not employ external standardized student testing to drive the performance of schools; neither does it employ a rigorous inspection system. Instead of test-based accountability, the Finnish system relies on the expertise and accountability of teachers who are knowledgeable and committed to their students.

The teachers have time to teach skills that allow students to develop into individuals who know how to start a project and work systematically to accomplish a

goal. They have time to teach craft education where students get to learn how to do real life skills like sewing, cooking, cleaning, woodworking and more! And while they are learning these amazing skills they are also learning math and problem solving and how to follow directions.

Do Not Use Standardized Test

Finnish schools do not use standardized testing to determine student success. There are three primary reasons for this. First, while assessment practice is well-grounded in the national curriculum, education policy in Finland gives a high priority to individualized education and creativity as an important part of how schools operate. Therefore the progress of each student in school is judged more against his or her individual progress and abilities rather than against statistical indicators. Second, education developers insist that curriculum, teaching, and learning should drive teachers' practice in schools, rather than testing. Student assessment in Finnish schools is embedded in the teaching and learning process and used to improve both teachers' and students' work throughout the academic year. Third, determining students' academic performance in Finland is seen as a responsibility of the school, not the external assessors. Finnish schools accept that there may be some limitations on comparability when teachers do all the grading of students. Finnish teachers must design and conduct appropriate curriculum-based assessments to document student progress, classroom assessment and school-based evaluation are important parts of teacher education and professional development.

Fewer Topics And More Depth

In Finland, teachers take their time. They look deeper into the topic and don't panic if they are a little behind. There are no tests. There is no need to rush through. The students get to actually understand the material before they are forced on to a new topic.

Fewer Instruction Hours And More Planning Time

Teachers have shorter days as well. Also, teachers and students in Finland are not expected to be at school when they do not have a class. This system allows the Finnish teacher more time to plan and think about each lesson. It allows them to create great, thought provoking lessons. Although Finnish teachers' work consists primarily of classroom teaching, many of their duties lay outside of class. Formally, teacher's working time in Finland consists of classroom teaching, preparation for class, and two hours a week planning school work with colleagues. From an international perspective, Finnish teachers devote less time to teaching than do teachers in many other nations. For example, a typical middle school teacher in Finland teaches just less than 600 hours annually, corresponding to about four 45-minute lessons a day.

Less Time in School And More Rest

Students typically start school between 9:00 and 9:45. Schools cannot begin before 9:00 am because research has consistently proved that adolescents need quality sleep in the morning. The school day usually ends by 2:00 or 2:45. This overall system allows both students and teachers to be well rested and ready to teach/learn.

Fewer Classes And More Breaks

Students have several breaks/recesses/snack times during the day and these usually happen outside come rain or shine. These 15 to 20 minute gives them time to digest what they are learning, use their muscles, stretch their legs, get some fresh air and let out the "wiggles."

The teachers also have these breaks. In Finland these rooms are always full of teachers who are either working, preparing, grabbing a cup of coffee, or simply resting, socializing, and mentally preparing for their next class.

Less Homework And More Participation

According to the OECD, Finnish students have the least amount of homework in the world. They average under half an hour of homework a night. Finnish students typically do not have outside tutors or lessons either. This is especially shocking when you realize Finnish students are outscoring the high performing Asian nations whose students receive hours of additional/outside instruction.

Teachers feel that what the students are able to do in school is enough. Again, there is not pressure to have them do more than what is necessary for them to learn a skill. Often the assignments are open-ended and not really graded. Yet, the students work on it in class diligently. It is very interesting to see what happens to the students when they are given something to do. The students who were not listening to the lesson at all put away their phones and start working on the task set before them. Even if it is just a suggested assignment, they give it their full attention up to the end of class. It is almost like there is an unspoken agreement.

The Comparison Between Finland and Indonesiain Education

According to Khasya (2016) education in Findland and Indonesia is strongly different in many aspects. It can be seen from the very far PISA rank between the two countries, where Finland is the best and Indonesia is still below the international average of 500. Here are some comparisons between Finland and Indonesia in term of education:

1. Finnish students annually come to school 190 days. On the other hand, Indonesian students study study at school 230 days (it is one of the country with the highest amount of days used for studying at school). Indonesian thinks that the more students come to school, the smarter they will be.
2. Finland adopts the Humanistic learning system that emphasizes their students to combine theory and

- practice as well as placing students as independent object, but accompanied by a sense of responsibility, learning is conducted by using dialogical, reflective and expressive approach. So that they have ability of the problem solving. While the Indonesian education system is a theoretical behavioristic which emphasizes theory and learning with the stimulus-response method, and place students as an individual who is passive.
3. Finnish give lessons not through lectures, but by asking the participants to actively seek learning materials, teachers only give direction. So that participants know more in real about what they are looking for. In Indonesia, the lecture method is still used, and do not give more chance for students to be active.
 4. In contrast to Education in Finland, Indonesia still use standardized test that we call Ujian Nasional (UN). It's different with Finnish education system, good result in testing is the orientation of the learning process that determine the success and prestige of a school. It makes students always think how to pass the exam rather than their skill and knowledge mastery.
 5. Finland does not use the term ranking and promoted to the next grade because there will be psychological problems among those who get highest and lowest rank. There is no students left behind in Finland education system because they focus on the individual progress of the students. While in Indonesia, ranking and promotion to the next grade is used to motivate students.
 6. The atmosphere of education in Finland is more convenient and flexible. They do not oblige the students to apply uniform. They study with a cozy atmosphere. While in Indonesia, educated people are marked with a "uniform".
 7. Education facilities in Finland provide counseling for students who have special needs. While in Indonesia, the school did not want to be bothered by it. In addition, the nutritional intake of students in Finland very concerned to support the understanding of the materials and in Indonesia students mostly buy snacks only if they get a break time.
 8. Finland is very concerned about nutrition for their students. Schools provide a nutritious lunch, ranging from milk, bread, pasta, smoked fish, and soups. All are provided free by school. While in Indonesia, in break time, students mostly buy snacks even they usually buy them in untrusted food seller which is unhealthy and sometime dangerous.
 9. In Finland there is no segregation system, meaning all levels of society can feel the same facilities, free education starting from primary education to universities. Government even provide shuttle buses for primary school pupils. If there is no shuttle bus, a government subsidy money for students' transportation. While in Indonesia, the rich deserve better, while the less fortunate are not so considered, even drop out of school. Although the government has promoted a 12-year fair with the slogan "free" but still many other charges made by the school. So, the word "free" was deemed useless because still have a lot of money spent for other expenses.
 10. In Finland, there is no caste of school. Private schools get the same amount of funds to public schools. Meanwhile, in Indonesia there are grouping students in regular classes and class for clever child, the child class sluggish Indonesian language and bilingual classes (English as the

language of instruction) and make caste schools (national standard, national plus schools, and international schools.

11. In Finland, English is taught from the third grade of elementary school. On the other hand, English in Indonesia is compulsory taught in the first grade of senior high school.
12. Teachers in Finland have their authority to choose and plan their teaching materials. Whereas, in Indonesia teachers should follow the model provided by the government.
13. In Finland all teachers must have master degree and the 10 best graduates of the university, while we still confuse to improve teacher qualifications that are equivalent to undergraduate (S1), and still receive the prospective teachers who graduate with mediocre grades.
14. Finnish reduce the test to be as little as possible. While in Indonesia, students saddled with lots of tests.
15. Homework is still given but only takes a maximum of half an hour. In contrast, in Indonesia homework is very important to make students get used to discipline. Even in some schools, no day without homework.

Suggestions for Teachers

Teachers in Indonesia can not adopt all what Finnish teachers do, because we have different society and government policy. But of course we are really possible to apply some of the ways done by teachers in Finland such as:

1. Focus on the students performance and progress, do not state students' testing achievement and curriculum as target. Because we serve students, not curriculum.
2. Create comfortable and save atmosphere in the classroom in order to raise students confident to actively involve in class activities.
3. We should not give too much homework and testing to the students and give more time portion for learning process.
4. Do not judge students based on their achievement, but appreciate them based on their progress. So, they compete with themselves not their friends.
5. We should not deliver lessons through lectures only. Ask the students to actively look for the materials and we only give clear direction. So that students know more in real about what they are looking for.
6. We should teach skills that allow students to develop into individuals who know how to start a project and work systematically to accomplish a goal.

Conclusion

Most researchers and analysts say that excellent teachers play a very important role in the success of Finnish in developing education. Some of the successful practices that can be taken from Finland are:

1. The government of Finland is really successful to create well organized education system.
2. The development of precise research based teacher education programs that prepare teachers in content, pedagogy, and educational theory, as well as the capacity to do their own research, and that include field work mentored by expert.
3. Significant financial support for teacher education, professional development, reasonable and equitable salaries, and comfortable and supportive working atmosphere.
4. The amount of universities that provide teacher education department is only eight. So, it is really possible to create similar standard of graduate and teachers' with strong competence.
5. The creation of a respected profession in which teachers have considerable authority including responsibility to design curriculum and student assessment, which engages them in

the ongoing analysis and refinement of practice.

6. Indonesian teachers are really possible to see Finnish teachers' success as a perfect model and try to apply the strategies which are possible to be applied by us.

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REFLECTION ON IMPLEMENTING BLENDED LEARNING IN THE TRANSLATION CLASSROOM VIA EDMODO

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Abstract

To face the challenges of 21st century education, schools have to reform their traditional classroom by using online learning to enhance and transform teaching and learning. Blended learning is a mixture of face-to-face learning and online learning. In translation classroom, students may use their ways for translation. They may use electronic device for translation, dictionary, or other ways to gain the desired quality of the translation output. They usually expect their translation would meet at least three quality aspects, such as accurate, natural, and communicative. To gain the quality of translation, students have to make sure that the input of the source language and the process of translation are semantically and structurally correct because it would be hard to translate the sentences which have problems. In this paper, the writer would like to share some feedbacks from the students of the Business English Study Program of Politeknik Ubaya Surabaya Indonesia in his translation classroom by reflecting on the student learning experience in Translation. These feedbacks would help guide the students to improve the output of translation. This classroom action research findings would help the teacher encourage the students learn how to translate in better ways. In other words, the teacher would facilitate the students to become smart translators by using reflective ways to raise their awareness to gain the desired output of translation.

Keywords: reflective ways, translation input, desired output, blended learning

Introduction

The vast development of digital technology has given a great impact to the 21st Century challenges faced by teachers and schools/educational institutions. Today technological applications seem to be the first language for students. They use a fast increasing various web-tools, such as WA, facebook, Twitter, and even Edmodo apps. They live and learn by using technology. On the other hand, teachers are the learning facilitators today that also have opportunities to learn the vast development of digital technology for better learning and teaching. Therefore, the Business English study program of Politeknik Ubaya Surabaya would try to use the blended learning in teaching translation as a new approach to face the 21st Century education challenges today.

In this paper, the writer would like to reflect on the drawbacks and benefits in implementing translation subject by using

blended learning via Edmodo. These feedbacks are necessary to improve the translation classroom and the virtual classroom in blended learning. Therefore, the writer would like to find out the challenges/difficulties/drawbacks in learning Translation by using blended learning, the successful factors for Translation classroom by using blended learning, and the reflective ways to raise the awareness to gain the desired output of translation and to learn how to be smart translators.

In this paper, the writer would like to discuss about blended learning via Edmodo. What is blended learning? Blended learning is not about replacing teachers with technology or about technology integration. Blended learning here means a personalized student-centered learning that combines face-to-face learning and online learning.

In blended learning, the students could optimize their face-to-face learning to learn how to learn in class and then they

could enrich their online materials, and do some online instructions/tasks independently anywhere and anytime via online learning apps, such as Edmodo. To be successful in blended learning also starts from the learning design of the teacher. The teachers have to design the challenging learning material which would be a bit more difficult knowledge level than the average student knowledge level (Limantoro, 2012). If the knowledge level is too easy for most students, most of them would be bored but if the knowledge level is too difficult for most students, most of them would be lost. It means they could not understand and do it. In blended learning, students and teachers have to be active and focus on learning but the students should not focus on technology because technology is merely a tool for learning.

In this part, the writer would also explain about the benefits and drawbacks of blended learning. The benefits of blended learning would be as follows:

1. Flexibility of access to learning that reinforces the student's autonomy to accomplish tasks at their own pace in any place at any time (Poon, 2013).
2. Opportunity to embrace technology, encourage a community of inquiry, and support active and meaningful learning (Owston et al, 2008)
3. Student satisfaction to enable them to become more motivated and more involved in the learning process, thereby enhancing their commitment and perseverance (Donnelly, 2010; Sharpe et al, 2006)
4. Encouragement to develop the critical thinking skills (Owston et al, 2008)

And the drawbacks of blended learning for teachers would be as follows:

- a. Difficulties in acquiring new teaching and technology skills (Poon, 2013).
- b. Technological problems for teachers.
- c. Teacher resistance to technology means a marked reluctance by

academics to engage with online learning (Anderson, 2008).

- d. Teachers were much less positive than their students about the learning benefits of an online learning way (Heaton-shrestha, May, and Burke, 2009).
- e. Teachers worldwide had low enthusiasm for using technology in learning (Becker and Jokivirta, 2007).
- f. The previous research result had been found out that 65% of teachers were more afraid of teaching with technology (Allen et al, 2012).
- g. The attitude, readiness, and technological skills of the facilitators were also the key factors to facilitate student learning (Harris et al, 2009).
- h. Time commitment for blended learning course design and for monitoring and given feedbacks for students.

And the drawbacks of blended learning for students would also be as follows:

- Technological problems, such as updated technology tools, poor signals, and low batteries.
- Attitude and motivation of learners to cope with independent learning (Tabor, 2007; Mitchell and Honore, 2007).

Moreover, the commitment and readiness of the schools/institutions for online learning are also the key factors to facilitate student learning by providing facilitates for accessibility with consideration of sufficient bandwidth, firewalls, and connection speed.

In this part, the writer would also discuss about the Translation classroom. Translation is a basically a change of form. And in translation process, the form of the source language is replaced by the form of the target language (Larson, 1998) and the diagram of the translation model from Larson could be seen below:

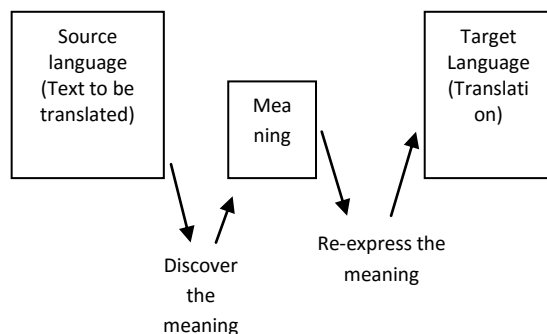


Figure 1. Diagram of Translation Model from Larson

This translation model starts analyzing the words, grammatical structure, situation context, and cultural context in order to gain the meaning of the original text. Then, the translator continues re-expressing the meaning of the text by using the words, grammatical structure, situation context, and cultural context in order to gain the translation of the text in the target language. In the translation process, the input text to be translated should be semantically and structurally correct. If the sentences/ the texts have sentence problems, such as fragments, run-on, non-parallel, the sentences/ texts will be difficult to translate.

Further, there have also been types of translation, such as a literal translation and a free translation. A literal translation is a translation that approximates to a word-for-word representation of the original. And a free translation is a translation which reproduces the general meaning and intention of the original but which does not closely follow the grammar, style or organization of it (Richards et al, 1992). The other translation types could be translating (written form of translation) and interpreting (oral/spoken form of translation) from the source language to the target language. Ideally, competent translators should have mastery of source language and target language, have knowledge of source and target cultures, understand the topic, know the vocabulary and grammatical structure of both languages.

Furthermore, achieving the desired output of translation, translators have to consider the qualities of translation. Ideally, the target text needs to be accurate, natural, and communicative. An accurate translation conveys the precise/some meaning as the source one. A natural translation would be as natural as the source one so that the target one doesn't sound like a translation at all. And a communicative translation makes the readers/audience understand the meaning of the target one so that the message could be delivered and understood.

Methodology

In this case study, the writer would like to conduct a survey on the implementation of blended learning in Translation via Edmodo. In this survey, the writer would like to use questionnaires and interview to collect the data. He also did some observation to investigate the students' activities and tasks in translation classroom via Edmodo. The questionnaires and interview were used to know the students' opinions on the translation subject and on accomplishing the translation tasks/assignments via Edmodo. The respondents of this survey were all the students who took the translation subject in the odd semester of the academic year of 2016/2017. There were fourteen students of the second year from Business English study program of Politeknik Ubaya Surabaya. The respondents consisted of three male students and eleven female students. The results of this survey would be analyzed in the form of percentage and reported in Findings and Discussion section.

Findings

In this chapter, the writer would like to explain the findings of his survey (questionnaires and interviews) as follows:

1. When asked whether the respondents had difficulties to translate from Indonesian to English, they replied that more than half of the respondents (79%) had difficulties to translate and a few of them (7%) did

- not have difficulties to translate, and a few others (14%) sometimes had difficulties to translate from Indonesian to English.
2. When asked their difficulties to translate from Indonesian to English, they replied that more than half of the respondents (71%) had difficulties in vocabularies/equivalent words and half of them (50%) had difficulties in grammatical structure.
 3. When asked whether the respondents had difficulties to translate from English to Indonesian, they replied that more than half of the respondents (71%) had difficulties to translate, and a few of them (14%) did not have difficulties to translate, and a few others (14%) sometimes had difficulties to translate from English to Indonesian.
 4. When asked their difficulties to translate from English to Indonesian, they replied that more than half of the respondents (71%) had difficulties in vocabularies/equivalent words, and half of them (50%) had difficulties in grammatical structure.
 5. When asked how they usually translated, they replied that more than half of the respondents (79%) used literal translation and a few others (28%) used free translation.
 6. When asked which one was more difficult, translating or interpreting, they replied many of the respondents (43%) thought that interpreting was more difficult than translating because of some reasons, such as lacks of vocabularies/choice of words, lacks of new words, incorrect grammar, unclear voice, and nervousness.
 7. When asked their opinions about translation class, they replied that more than half of the respondents thought the translation class was useful (71%) and interesting (64%) but a few of them thought the translation class was difficult (21%).
 8. When asked what made them enjoy translation, they replied that almost all respondents (93%) enjoyed translation because of some reasons, such as the teacher (29%), new vocabularies (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%).
 9. When asked how they usually translated, they replied that more than half of the respondents (79%) used electric devices, such as smart phones and Google translation, more than half of the respondents (57%) asked their friends, and a few of them (14%) used a dictionary.
 10. When asked what kind of learning they liked most, they replied that more than half of the respondents (71%) liked blended learning and a few others (29%) still liked traditional (face-to-face) learning because they could still ask their teachers/friends directly/orally.
 11. When asked what their difficulties were in translation tasks via Edmodo, they replied that more than half of the respondents (64%) didn't have difficulties in translation class via Edmodo, some of them (29%) had difficulties in poor connection/signals.
 12. When asked why they liked learning online/via Edmodo, the respondents replied that they had flexible time to do it (86%), learning via Edmodo was easy and helpful (71%) and they could also open/use it again and again (64%).
 13. When asked how they expected the qualities their translation output, they replied that the respondents expected the qualities of their translation output were natural (50%), communicate (50%), and accurate (36%).
 14. When asked them to translate a sentence (There were a plenty of

mice in the warehouse of my cousin's son the day before yesterday) from English to Indonesian, the respondents made the following translation:

- a. Mistakes in vocabularies/equivalent words, such as they translated "the day before yesterday" = "*kemarin lusa*" (43%) and "*lusa lalu*" (7%), "cousin's son" = "*ponakan*" (14%) and "*anak*" (21%), "warehouse" = "*ruang bawah tanah*" (14%), and "a plenty of" = "*puluhan*" (14%).
 - b. Mistakes in grammatical structure, such as they translated "there were" = "*di sana*" (21%).
15. When asked them to translate (*Tidak ada orang yang datang ke rumahku yang kecil dan sederhana ini tahun lalu*) from Indonesian to English, the respondents made the following translation:
- a. Mistakes in vocabularies/equivalent words, such as "*sederhana*" = "ordinary" (14%) and "wooden" (29%).
 - b. Mistakes in grammatical structure, such as "*tidak ada orang*" = "nobody is/are" (46%), "*yang datang*" = "come/comes" (29%).

Discussion

In the discussion of the findings, the writer would like to highlight the key points of the findings above as follows:

In translating from Indonesian to English (79%), the respondents had a bit more difficulty than that from English to Indonesian (71%). It means that more than half of the respondents had difficulties in translating because of lacks of vocabularies/equivalent words (71%) and grammatical structure (50%). There were two big challenges/difficulties in translating when they had to find out the equivalent

words and use the appropriate grammatical structure.

In types of translation, the respondents who got the translation subject in the first time preferred using literal translation (79%) to free translation (28%). As novice translators, the respondents learnt literal translation first.

According to the respondents, interpreting was more difficult than translating (43%) because of some reasons, such as lacks of vocabularies, lacks of new words, lacks of grammatical structure, the unclear voice of the source, and the state of nervousness.

Almost all respondents (93%) enjoyed the translation classroom because of some reasons, such as the teacher (29%), new vocabularies/words (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%). The teacher role was very important because the teachers were the facilitators, the materials/course designers, and motivators for fun learning.

The respondents usually translated by using electric devices (79%), such as smart-phones and Google translation or by using a dictionary (14%) but they still asked their friends (57%) when they had difficulties in translation/interpretation. Therefore, the majority of them didn't have difficulties in using Edmodo (93%). From the data, the students who took Translation subject had their electric devices like smart-phones or laptops with apps and internet connection so that they didn't have difficulties to use and send their works/tasks via Edmodo/online. They also had the need for collaboration by asking one another or learning together. It was also interesting to know that only a few of them still used a dictionary while most of them used online devices.

The respondents usually liked blended learning (71%) meaning they also used online learning like Edmodo but a few others still preferred traditional/face-to-face learning (29%) because they could still ask their teachers/friends directly. In fact, all the respondents didn't mind using and sending

their works/tasks via online/Edmodo because the students had flexible time to do them (86%), learning via Edmodo was easy and helpful (71%), and they could also open/use it again and again (64%). But if they were given an option to choose, some others still preferred face-to-face learning. In addition, some students had difficulty in poor connection/signals (29%) and their e-device didn't support the blended learning via Edmodo (7%).

Conclusion

In this part, the writer would like to conclude the important points of this paper. Today technological applications seem to be the first language for students. Therefore, the Business English study program of Politeknik Ubaya Surabaya would like to use the blended learning in teaching many other subjects including Translation via Edmodo to face the 21st Century education challenges today.

In this paper, the writer would like to reflect on the drawbacks and benefits in implementing blended learning via Edmodo. These feedbacks are necessary to improve the translation classroom and the virtual classroom in blended learning. Blended learning means a personalized students-centered learning that combines face-to-face learning and online learning. In blended learning, the teachers are the facilitators that help, guide or facilitate their student learning. To be successful in blended learning, the teachers have to design the challenging learning materials. In blended learning, students and teachers have to be active and focus on learning but the students should not focus on technology because technology is merely a tool for learning. And the benefits and drawbacks of blended learning would be a lot. It is also important to know the attitude, readiness, and technological skills of the facilitators to facilitate student learning.

Further, translation is basically a change of form from the source language to the target language. There are two types of translation, such as literal translation and

free translation. And the other translation types are translating (written form of translation) and interpreting (spoken form of translation). And to achieve the desired output of the translation, the translators have to consider at least three qualities of translation. And the qualities of translation are accurate, natural, and communicative.

In this survey, the writer found out that the respondents' difficulties were vocabularies/ equivalent words (71%) and grammatical structure (50%). They also preferred using literal translation (79%) to free translation (28%). They also said that interpreting was more difficult than translating (43%). And almost all respondents (93%) enjoyed the translation classroom because of some reasons, such as the teacher (29%), new vocabularies/words (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%). They also thought that the translation class was useful (71%), interesting (64%), but difficult or challenging (21%). So, the majority of the respondents had positive thinking about the translation class by using blended learning via Edmodo because they had flexible time (86%), learning via Edmodo was easy and helpful (71%) and they could open/use it again and again (64%). And the respondents translated by using electric devices (79%), by using a dictionary (14%), but they also asked their friends (57%). The respondents usually liked blended learning (71%). And based on the data collected, their two big difficulties/drawbacks of their translation were vocabularies/equivalent words and grammatical structure. Finally, the teacher role in blended learning was also the key factor because the teachers were not only the course designer but also the facilitators and motivators for fun learning.

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‘CARTOON STORY MAKER’

Linking Technology and ELT for Young Learners Speaking Skill

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Abstract

Teaching English to young learners are claimed to be magical process of learning. In so many conventional ways, they are getting bored easily and difficult to be focus on what is taught. Eventually, they are creating words or even sentences that out of the language rules that they think were true. While, this digital era has been so familiar to the young learners’ daily routine. Almost every child are able to use the computer or phone. Therefore, the purpose of this article is to help the teachers of English especially for young learners link technology and language teaching in their particular schools and classrooms for their specific purposes by using Cartoon Movie Maker. In this case study, the analysis were conducted by observations, online-questionnaire, and pre-post Constructed-Response Assesment. It was found that the study gained enhancenment in the motivation as well the speaking skills. Hence, the concluding argument of the article is that the Cartoon Movie Maker provides an interesting case study of the relationship between theory and practice in ELT and points to the way teachers might engage with other kind of interesting softwares in the technology for the young learners.

Keywords: technology, English language teaching, young learners

Introduction

In this urban lifestyle most of Indonesian’s parent find their everyday life involves two or more languages. Tough they were not generally part of an establish bilingual community in this country, it is found that the parents even the whole family especially in big cities communicate using English to each other at most rather than Bahasa Indonesia. Like it or not, this phenomenon raised fascinating issue amongst other adults that the earlier a child tougt English is the more native-like the child will become and that is the better. In respond to this issue the parents are trying many ways to get their children close to English.

Unluckily, teaching English to young learners is not that easy. Even can be stated as ‘magical process of learning’ beacuse of their speech and the respond they will say are somehow unpredictable and out of the language rules. Young learner exhibit a vivacity in communicating and learning. Whatever the stuff of life is, children seem to have an overflow energy supply. But, in so many conventional ways of teaching and

learning, the young learners are getting bored easily and hard to focus on learning the English lesson. The Modul PLPG Pendidikan Anak Usia Dini (2013, p. 8) explicitly stated that children learn through playing. Furthermore, Hopper and Naremore (1978, p. 3) said:

The same boundless energy and creativity children show in playing is unleashed in the more important task-game of learning to communicate. We say task-game because parents and teachers take it more seriously than the children do. Kids are most interested (and probably learn most) while playing.... Chilen play with sounds, with putting words together to create and re-create events of the day. They seem to create because the act of creation is a delightfull experience.

On the other hand, technology usage’ issue in the child tier are not disparate to the one mention above. According to the data of a research conducted by The Ministry of Communication and Informatics of Indonesia (Kominfo) and the UNICEF (2014) there are thirty millions of Indonesian’ children and teenagers who were internet users. Supported by the report

of CNN Indonesia that in Philadelphia children started from age four years already have their own mobile devices and about seventy-two percent (72%) of children under eight years old around the world since 2013 are the active mobile devices user (smartphone, tablet, iPod). Therefore, those all phenomena discussed above arouse the writer to conduct this case study.

Methodology

1. English Young Learner and Technology

There are at least three factors in the history of language teaching according to Stern and Weinrib (1978: 152) that contributed to the development of a foreign-language component in the education of younger children, they are; 1) the demand for a radical improvement in language learning, 2) the wish to exploit the young child's supposedly greater language learning abilities, and 3) the desire to enrich the educational experience of primary-school children. While, Fitriyaningsih (2016) explained that:

"If we are teaching for young or children will be create many advantages for children. The young learners decide to study English because of their own willing and motivation. And then the young learners have better knowledge of using language. This advantage teaching English for young learner: first the children understand their own culture better, second the children learn further language more efficiently, third the children develop cognitive flexibility and the last the children grow sharper memories".

Due to this issue, the writers conducted a four weeks case study with a group consist of six Indonesian 8-9 years old children, one hour per day and twice in a week. The young learners were given a story from *Cartoon Story Maker* in which they saw for example how to introduced self to the new neighbour, or did monolog to the classmates about how many dolls they got from their birthday last year. But, cartoon is not the only character used in the story. On the fourth meeting, the writer used faces of young learners themselves as the character and the response were very good. They be more excited and some of them were volunteer even gave their picture to be used in the character for next meeting. Later, the young learners were worked in pairs and practice the short story. In many cases, they rebuilt the story by writing it in accordance to the context happen to them (for example the boys were using *Play Station' cassetes* instead of doll). In each meeting, the writer always end up with five questions related to the lesson discussed on that day. Here the example taken from post-activity' questions asked to young learners on the fourth meeting.

*How many gift you got from last year birthday?
(singular / plural)

*Then, how would you respond to the people who gave it to you?
(expressing gratitude)

*Who knows, where did Anna get the dolls from?
(CSM)

*What doll is it? What is the colour of the hair?
(Define characteristic of the doll in the CSM)

*What was Anna said to her grannie? (expressing gratitude)

2. The Data

In this study, the first step was the writers did observation. There was ten young learners in one primary class belong to an english course. From the observation, the writer eliminated four students because they were ranging from 10 until 14 years old and only took six students, four females and two males who were 8-9 years old as the experimental group. There was no control group used in this study.

Later, they were given two different written stories and they read it for about twenty minutes. Next, the story were taken away and they did pre-test in form of Constructed-Response which was Performance of problem solving-tasks. This session was filmed and the writer asked set of questions related to the stories read by the young learner related to expression of asking permission and introducing self. They did this pre-test in turn (when one is in, the others wait outside) and the young learner had to answer it while the writer herself scored them based on the speaking rubric.

Then, the treatment using *Cartoon Story Maker* begun for the next eight meetings in which six young learners explored and learned English by technology.

After all the treatment done, again, they were showed two different stories (each had five minutes duration) through CSM and they watch it twice for every story. After that, the story stopped and they did the post-test in form of Constructed-Response and all were the same procedures as in pre-test. Merely one different that in this post-test an online -questionnaire was distribute to the young learners to see their perception toward CSM. They fill this questionnaire at home by using their own or their parents tablet. This questionnaire aimed to see whether or not they feel more engaged through this innovation.

The result of pre-post test films were transcribed so the writer can recheck her scoring in the rubric. Here, the writer focused on the young learners' fluency, vocabulary, content and their comprehensible.

Findings and Discussion

1. Findings

In this case study, it was found that linking technology and english language teaching through CSM to the Speaking skill of the young learner gained a significant improvement. The improvement showed on the table of pre and post test results below:

Table 1. Pre-Post Test Result

No	Indicators of Speaking	The Average of Pre-Test	The Average of Post-Test
1	<i>Content</i>	65.00	86.66
2	<i>Fluency</i>	65.83	88.33
3	<i>Vocabulary</i>	68.33	83.33
4	<i>Comprehensible</i>	67.50	87.50

It can be concluded from the table above that the indicators of speaking such as *content*, *fluency*, and *comprehensible* were gained significant improvement. Though on the *vocabulary* indicator the young learners were gained the least improvement, but almost all the young learners felt that they were way much more confident to do speaking activities (both monolog and role playing) during the 'treatment-weeks' because they got huge chance of repetition along with concrete example from CSM before they really perform it. They also stated that the movie helped them much because they really like to copy the speaker's accent from the movies and frankly speaking it surprised the writer in all sudden, the young learners said it made them feel their speaking be more native like.

Though this was not the first time that the young learners had worked with such topics, but they admit that their English lessons were normally textbook-based with little pair work. CSM' stories were also able to re-watch at home by the young learners and their parents because it was posted on whatsapp group whom their parents because it was posted to whatsapp group whom their parents are the members. Further, the young learners also stated the reason why they think CSM were benefited them (taken from

the online-questionnaire made by the writer):

- Being with friends and do the task together.
- Fun, interesting and get many new words.
- Can spell better and the story is very good

A week after this research done, the writer also did some short chat to the young learners' parent on whatsapp to ask if there was any changing related to their children learning style. The answer was pleasing because almost all of them stated that their children often still watched the stories given from the CSM class and they also explore the same kinds of CSM story available on the internet though it was not suitable for their level of proficiency.

Table 2. YL' Responses toward CSM

No	Question	Young Leaners' response	
		YES	NO
1	Are you happy in learning speaking through CSM?	100%	0%
2	Are you happy to do the task with you friend?	100%	0%
3	Can you spell better now?	100%	0%
4	Do the stories your teacher showed in CSM class are good?	100%	0%

Hence, the writer feel that linking technology and english language teaching for the young learners were undoubtedly brilliant for this tier of learners.

b. Discussion

According to the fact happening to the young learners, it can be concluded that they were excited and motivated to learn through CSM and also their speaking were significantly improved. Though there were still several limitation concern to this study:

- The number of the sample was too small. Therefore, the writer suggested to create larger group of young learners if this kind of reasearch were going to re-conducted.
- It only measure the speaking skill. For the further research, the writter suggested to integrate all the four skills (*listening, speaking, reading, writing*).
- The number of boys and girls was not equal. Since in this article there was only two boys and four girls, for the further research the writer suggest the have equals number of boys and girls young learners to see whether or not the gender issue also influence the result.

Conclusion

Linking technology and english language teaching, the writer obtained important data as well as interesting fact both about young learners' speaking skill and teaching learning situation during the study. Instead of improving the speaking skill of young learners, english language teaching through technology also save more time and cost to apply.

Cartoon Movie Maker provides an interesting case study of the relationship between theory and practice in ELT and points to the way teachers might engage with other kind of interesting softwares in the technology for the young learners.

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FOSTERING STUDENTS' MOTIVATION ON SPEAKING THROUGH TALKING STICK AND SNOWBALL THROWING METHOD

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Abstract

This research was a study to examine the students' motivation on speaking through talking stick and snowball throwing. It used descriptive quantitative. It meant that this research would find the students' motivation toward the use of talking stick and snowball throwing method. The subject of research was the eighth grade of SMPN 3 Tegowanu. There were 44 students. The data analysis of this research were questionnaire and video documentation. Based on the research result, the students' motivation of questionnaire were 3.38 students response very good in the use of talking stick in the experimental class. Then, there were 3.00 students response was good in the use of snowball throwing method. It meant that the students have a motivation to the learning process especially in speaking skill. Meanwhile, the result of the video documentation showed that the students' motivation became better than in the previous meeting. The students who really felt ashamed at the beginning now they are not as ashamed as before. The students be more confident that at the beginning they always hide their face and ashamed to speak up because of less confident. Even their motivation for speaking much better after being given the method of talking stick and snowball throwing. Then, the researcher suggests that the teacher could use talking stick and snowball throwing method in teaching speaking to achieve students' speaking ability.

Keywords: talking stick, snowball throwing, students' motivation

Introduction

Speaking has an important part of people's communication of the world. By speaking, someone will know what people mean in their communication. English speaking ability is very important for people interaction where people almost speak everywhere and everytime through English. In this global era, many people use English as media of communication and it makes people who come from different countries easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution.

According to Rebecca (2006, p. 144), cited in Efrizal (2012, p. 127) speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Based on the states above, speaking is always on our daily activity. In SMP N 3 Tegowanu, the teacher hoped that speaking is one of the students' ability is which must be mastered but in fact, the students still thought that English was not important at this time, so they still ignored their ability in English especially in speaking.

Because of the condition, it made most of the students spoke in Indonesian or Javanese too as a response of the English class. The teacher also still did not motivate and stimulate the students to increase their ability of speaking in English. It was one of the problems that made the students thought that speaking English was not the important thing in their competence. By motivation, students will be more get the energy for themselves to know the English lesson better than before as the source which said that motivation is one of the change energy or the students who are token with the feeling which appears and the reaction for achievement the objective (Hamalik, 2010, p. 106).

Talking stick is one of cooperative learning models. In applying of this cooperative learning, the teacher divides the class becomes some groups with five or six students who are heterogeneous (Huda, 2014, p. 224).

Besides talking stick, snowball throwing is a method that is also used by many teachers for their students for improving four skills, especially in this speaking skill. According to Rahmadini (2012, p. 2-3), snowball throwing is one of learning models that makes the students able to respond the message from mother students and send that message to their friends in a group. This model is amusing the students.

Those methods also have the benefit for the learning process for the students and for the teacher. Based on the definition above, it shows that those methods will solve the problem on students' speaking and the teacher's problem in teaching in the class. Realizing that speaking is important for English learners, so the teacher has to get some strategies in teaching and then talking stick and snowball throwing are some of the ways to solve them.

Beside the method, the motivation also giving the important part for the students' speaking. In source of Suprijono (2013, p. 163) it mentions that the motivation has some indicators, they are:

- 1) There is a desire and wish to be success
- 2) There is motivation and requirement in the learning process
- 3) There is a hope or wishing in the future
- 4) There is an appreciation in the learning process
- 5) There is an interesting activity in the learning process
- 6) There is a good learning atmosphere, so it probably makes the students can study well.

Based on the explanation, motivation is related to the purpose of the learning process. It makes the students always in a good way to study and will not be lost the guiding of the learning process. The students will know the aim of the activity

that must be done as the purpose in the learning process.

Methodology

The research design was descriptive quantitative. The subject of the research was the eighth grade students of SMPN3 Tegowanu in the academic year 2015/2016 are VIII A until VIII C. They had 22 students in each class. Therefore, the total of all the population was 66 students.

The instrument and data analysis of the research, the researcher used, questionnaire and video documentation, as the method of data collection the researcher calculate the result of the qualification average questionnaire. Based on the video documentation, the students practice their speaking after they did the test. There are eleven groups who performed their speaking test. Some of them looked so brave to speak up in front of the class but for their pronunciation, it was still bad. For the other groups almost all of the students felt ashamed when they were recorded because they felt afraid because of less confident. It showed that they haven't the motivation enough for being better. But after giving the treatment of talking stick and snowball throwing, the students' motivation became much better then before being given the method.

Findings and Discussion

1) The Result of Students' Questionnaires on Motivation

a. The Students' Speaking Motivation Using Talking Stick Method

The questions contained ten questions. There were five positive questions and five negative questions. Each number had five answers, there were totally agree, agree, doubt, disagree, and totally disagree.

Based on the table above, there were 35.38 of the students agreed to use of talking stick method in learning English. It could improve the students' speaking achievement. It meant that talking stick was suitable for increasing the students' motivation in learning English, especially

in speaking skill. Based on the result of calculation, it was 3.53 of students who have a good motivation. It meant that it was in very good category. Those were many students in the experimental class agreed on learning speaking English by using talking stick. It proved that there was any effect of using talking stick to the student's interest and motivation to speak English.

b. The Students' Speaking Motivation Using Snowball Throwing Method

The questions contained ten questions. There were five positive questions and five negative questions. Each number had five answers, there were totally agree, agree, doubt, disagree, and totally disagree.

Based on the table, there were 30.00 of the students agreed to use of snowball throwing method in learning English. It could improve the students' speaking achievement. It meant that snowball throwing was suitable for increasing the students' motivation in learning English, especially in speaking skill. Seeing the result of the questionnaire, it could be seen that the result of calculation was 3.00. Based on the scoring scale of the students' motivation, it meant that the students' motivation had in good category. The researcher could conclude that most of the students in the control class supported on the learning process of English lesson by using snowball throwing, especially in achieving the students' ability in speaking.

According to the data of the questionnaire on the control group by using snowball throwing, it could be said that there was any impact of using snowball throwing to the student's interest of speaking or to the motivation of the students by using snowball throwing method. It showed that most of the students were actually had the motivation for being good, but they were still felt ashamed when they tried to be better. Here, the teacher had an important role to make the students felt easy to express and they could increase their

ability by practicing to speak up in front of another students.

2) The Result of Video Documentation in Experimental Class and Control Class

The use of video documentation was used for collecting the data that support the data of the researcher. In this part, the documentation was used for record all the test when the students did the speaking test in try out class, experimental class, and control class. In the try out class, the researcher shoot students who did a speaking test. There were eleven groups, consisted of two students each group who did a speaking test with the duration of each group was around thirty seconds till a minutes. In the experiment and control class also done the record and each class consisted of eleven groups who spoke in pairs.

Based on the video documentation, the students practice their speaking after they did the test. There are eleven groups who performed their speaking test. Some of them looked so brave to speak up in front of the class but for their pronunciation, it was still bad. For the other groups almost all of the students felt ashamed when they were recorded because they felt afraid because of less confident.

In pretest of both experiment and control class showed that the students still ashamed for speaking. Sometimes they did a mistakes when they pronounced the sentences and their grammar was so bad. But at the end of the treatment, there were changing on their speaking. Slowly, they could repair their problem when they were speaking. Looked that they didn't ashamed when they were speaking in front of their friend although still there was students who still ashamed with their friend.

Based on the result above, the researcher could conclude that there was the raising ability of the students speaking achievement based on the pre-test and post-test result on the experiment and control class.

Conclusions and Suggestions

1. Conclusions

Based on the research activity at VIII grade in SMP N 03 Tegowanu, it can be concluded that there was significant difference between talking stick and snowball throwing for students' speaking ability. It refers to the information below:

1. The result of questionnaire in both of the classes showed that the students had good motivation. The result of questionnaire showed that there was 3.53 of the students were interested for the learning process by using talking stick method in the experimental class. For the control group, the result of questionnaire showed that there was 3.00 of the students interested for the learning process by using snowball throwing. Based on the research result, it could be concluded that the students' motivation of English lesson by using talking stick and snowball throwing was good.
2. The result of video documentation, most of the students have the same problem, that was in the pronunciation and grammatical error. In the pre-test, it was so clear when the students felt so ashamed to practice it but after they got the treatment of talking stick and snowball throwing method, there was improvement of their ability in speaking, especially in their pronunciation although it was not perfect but it was better than before. It could be seen that the talking stick could enhance the ability of students skill and could increase their motivation for learning English well.

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THINK PAIR SHARE VS TEAM PAIR SOLO ON STUDENTS' WRITING PROCEDURE TEXT

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Abstract

This research aimed to find the significant differences of students' achievement in writing procedure text using team pair solo and think pair share. This research used a quantitative and experimental method. The research design was pretest posttest control group. The population was the students of class VII SMPN 33 Semarang by using simple random sampling was VII D as the experimental group, VII C as the control group, and VII B as the tryout class. The research instruments used were test and questionnaire. The result of the test is $t_{arithmetic}$ is lower than t_{table} so the hypothesis is not accepted. It means that there is no significant difference of students' achievement in writing procedure text between students who were taught writing using team pair solo and those who were taught by using think pair share. The result of posttest in experimental class is 77.61 and control class is 77.38.

Keywords: team pair solo, think pair share, writing of procedure text.

Introduction

Writing is one of the four language skills that is important in learning English. Zaki et al. (2014: 1) mention that writing is used as a medium of delivering ideas, feeling, and thoughts of the writer to the readers in written form. As stated by Huy (2015: 53) writing is an essential tool to support the other skills, if the students has good writing ability, they can speak and read the text more effectively.

In writing process, it is required many skills, and constituted a complex domain to learn and teach (Ningrum et al., 2013: 2). The students should listen to other people, discuss with others, and read more books to gain more information before doing and making a good writing. Students' messages could be delivered to their readers by writing. In addition, writing is almost same with speaking, because students can deliver their aim or their message to the other people, but the differences are when writing they write down it on the paper, and it is more difficult. The purpose of learning English as stated in KTSP curriculum applied in SMPN 33 Semarang especially in syllabus for the seventh grades, that students

can understand the aim of functional text, know the function of related text, and generic structures or the language features. There are some kinds of written text or functional text that teacher teaches at seventh grade of Junior High School students. One of them is procedure text. Procedure text is a kind of text that the aim is to explain how to make or do something (Ruswinarsih, 2015: 15). Based on Guerra (2010: 104) procedure text is a text which designed to describe how something is achieved through a sequence of steps. The purpose of procedure text is giving guidance about steps to do or make something.

Based on the pre observation done at seventh grade of SMPN 33 Semarang, it showed that the students had difficulties in writing procedure text. The difficulties were to determine a topic or the main idea, arrange words became a sentence using the right grammatical rules, and arrange every sentence became a coherence paragraph. Actually the students had good ideas but they had difficulties in delivering their thought in the written form. They also had many basic mistakes in written works that

were spelling, grammar, punctuation and organization.

The think pair share and team pair solo were chosen because the students can be motivated and have collaboration with others in writing or creating a procedure text. Think pair share and team pair solo is learning models that give students the opportunity to work independently and in collaboration with others in learning about a kind of text. Team pair share and team pair solo learning model are almost the same, both of them are using discussion and working in pairs but the steps are different. In think pair share, students work individually first before working in pairs and doing discussion (Usman, 39: 2015). While in the team pair solo learning model, students are doing discussion with the team first and for the next steps they work individually (Satriyani et al., 41: 2016). That two learning models are suitable for learning English because it helps students to have collaboration with their group or team.

Methodology

The research design of this research is true experimental research with pre-test and post-test control group design as mentioned by Arikunto (2006:85) cited in Jusman (2014:3) as follow:

$E = O_1$	X	O_2
$C = O_3$	-	O_4

The experimental research involves two groups of experimental and control groups. The experimental group and control group received a treatment but in different way, experimental group uses team pair solo and control group uses think pair share.

The population of the study was seventh grade students of Junior High School 33 Semarang in the Academic Year 2016/2017 with the total of population was 180 students. The sample of this research was VII C and VII D. Was used simple random sampling method to find the sample,

by choosing VII C as the control group taught using think pair share, VII D as the experimental group taught using team pair solo, and VII B as the tryout class. As stated by Sugiyono (2013: 82) simple random sampling was a simple method to take the sampling because choosing of the sample from the population was randomly without paying attention at any strata in that population.

Findings and Discussion

1. The Result of Students' Pretest of Writing Procedure Text Using Team Pair Solo in Experimental Class and Think Pair Share in Control Class

The experimental class was taught using team pair solo. Pretest was given on Monday, October 3rd 2016. There were 36 students joining in the experimental class. Before treatment, the writing of students' in experimental class and control class was not well-structured, some students did not complete the material or some steps in their writing.

The average value of the pretest at the experimental class is 67.8. Here is the result of the average value pretest at experimental class:

Table 1. The Average of Pretest in The Experimental Class and Control Class

Pretest	N	Mean
Experiment class	36	67.83
Control class	36	75.77

From the Table 1, it is required mean from experimental class is 67.83. The mean of experimental class is lower than the control class because there were some students who did not follow the pretest in the experimental class. In the other hand, the score of the pretest in the control class before being given the treatment is 75.77. The pretest score in control class is better than the experiment class.

2. The Posttest of Writing Procedure Text Using Team Pair Solo in the

Experimental Class and Think Pair Share in Control Class

After being given the treatment in the experimental class and control class, the students' writing became more well-structured and they completed every step in writing procedure text clearly.

The average of posttest at the experimental class is 77.6. The following result from the experimental class is as follows:

Table 2. The Average of Posttest in the Experimental Class

Posttest	N	Mean
Experiment class	36	77.61
Control class	36	77.38

Table 2 shows that the mean score from experimental class is 77.6. It means that there is enhancement between the mean score of pretest and posttest in the experimental class with 9.78. The posttest score is higher than the pretest before it was given the treatment using team pair solo.

Based on the analysis, the average of the pretest in experimental class is 67.8 while the average of the posttest in experimental class is 77.6. It means that the use of team pair solo learning model at the experimental class is significant with the students' achievement in writing procedure text.

3. The Difference Result Between Experimental Class and Control Class

In obtaining the result of differences between the experimental class and control class, it is needed to calculate the test difference average of comprehension.

There is the difference test result average of ability comprehension in the experimental class and control class. The analysis of test used Independent – Sample T test. The following of hypotheses used:

$H_0: \mu_1 = \mu_2$ (There is no difference between experimental class and control class)

$H_1: \mu_1 \neq \mu_2$ (There is difference between experimental class and control class)

The significant level used is 5%. It could be seen in the column Sig. (2-tailed) at the line Equal Variances Assumed with criteria of significant value is $\alpha < 0.05$, then it is received by H_1 .

The following is the result the analysis of the test difference average ability comprehension.

Table 3. The Analysis of Test Difference of Comprehension.

	F	Sig.	T	Sig. (2-tailed)
Equal variances assumed	.435	.512	.054	.957
Equal variances not assumed			.054	.957

Based on the Table 3, the result of significant is $0.957 > 0.05$. It means that it is not received by H_1 . So, it could be concluded that it is not significant, and there is no difference between the experimental class and control class.

The criteria of the calculation is if $t_{\text{arithmetic}} > t_{\text{table}}$ with a significance level is 5%, then H_1 is not accepted. In determining the result of difference average of ability comprehension of concept in the experimental and control class is used a test Independent Sample of T-Test. Then, if the value Mean is $\mu_1 > \mu_2$ then it is received by H_1 . The mean of the experimental class is 77.61 and the control class is 77.38. It meant that $\mu_1 > \mu_2$ ($77.61 > 77.38$), it is received by H_1 . In conclusion, the experimental class is better than the control class.

Discussion

The students' achievement of the experiment class that was taught using team pair solo in writing procedure text got enhancement. After being given the treatment using team pair solo learning models, students' achievement is better than before.

The students' achievement of the control class that was taught using think pair share in writing procedure text also gets enhancement. The students' achievement is

better after being given the treatment. The students' average score in posttest is better than in the pretest.

In conclusion, both of experiment class and control class gets enhancement in their students' achievement, but there is no significant differences on students' achievement of writing procedure text taught using think pair share or team pair solo because both of the classes were taught using the treatment that was almost the same.

Conclusion

Based on the research findings, it could be concluded that there is no significant differences on the students' achievement in writing procedure text using think pair share and team pair solo, because the result of significant is $0.957 > 0.05$. It means that it is not received by H_1 . So, it could be concluded that it is not significant. In the other hand, the mean score of experimental class is 77.61% and the mean score of control class is 77.38%. There is an enhancement on students' writing procedure text in experimental class using team pair solo. While, the students' writing of procedure text result in the control class using think pair share also gets enhancement. So, both of the experiment and control classes get enhancement. Their writings became more well-structured than before the application of team pair solo or think pair share.

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TEACHERS' ASSESSMENT OF YOUNG LEARNERS' ENGLISH PRODUCTIVE SKILLS

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Abstract

Assessing the productive skills namely speaking and writing tends to be more difficult than assessing the receptive skills namely listening and reading. The teachers need to pay more attention in assessing these skills especially for the elementary school students who are in the beginner level of English ability. Therefore, the aims of this research were to find out : The test format, marking criteria and the scoring scheme used by the teachers in assessing students' productive skills. This research was conducted under descriptive design. The respondents were 2 English teachers of Sekolah Dasar Islam Terpadu 'Aisyiyah (SDITA) Taman Harapan Curup. The data were taken from observation, interview and document analysis. The results of this research were : 1) The test formats used by the teachers to assess speaking skill were interview, picture description, and presentation while composition, brief description, writing the interview result and writing the expression were used to assess writing skill. 2) The criteria used by the teachers were pronunciation, vocabulary and fluency for speaking assessment, grammar, vocabulary and mechanics for writing assessment, 3) The teacher use the scoring scale to score students' productive skills. The scale itself depends on the criteria or language components which were being assessed and each scale of score has its own description. Virtually, it would be better if the teachers write down some notes in students writing product so that they can analyze their weakness easily.

Keywords: assessment, productive skills, young learners

Introduction

In human age, there is a critical period where the language acquisition tends to be better. Lenneberg (1967) pointed out that "between the age of three and the early teens the possibility for primary language acquisition continuous to be good" (p.158). Since English has become a necessary nowadays, it is important to be taught in the early age. Concerning with it, this study was conducted in Elementary School.

Regarding to the teaching learning process, the assessment plays the important part. Alberta says that assessment indicates whether students learning activities need to be modified or enriched or if outside intervention is needed (Alberta, 2007). It means that the assessment is needed to determine whether the learning objectives have been accomplished or not. Furthermore, it is strongly related to the students' motivation. As Christiane (1998)

said, "we should do everything we can to motivate our students, and positive evaluation will certainly help in this respect." (p.203). In other words the assessment becomes one of teacher's effort in motivating students which will affect the successful of learning process.

In language teaching, there are four skills which are divided into two categories namely receptive and productive skill. Golkova and Hubackova (2014) described that the category of receptive skills recognized as passive skills is demonstrated by reading and listening. Passive language skills do not force students to produce anything actively. The productive skill, on the other hand demonstrated by speaking and writing, are also called active skills - mean the transmission of information that alanguage user produces in either spoken or written form.

Each skill in both productive and receptive skill should be assessed differently

since the ability which is being assessed is different each other.

As most active users of any foreign language know, speaking and writing are in reciprocal relationship. Undoubtedly, grammatical structures, words and their proper use, and certain extent of accuracy need to be respected. These are implemented in both types of active skills.

Based on the grand tour observation to some elementary schools in Rejang Lebong regency, the researcher found that SDITA Taman Harapan is the only school which has assessed the whole English skills separately. Furthermore, the teachers used the subjective test in assessing students' speaking and writing skill.

Considering the things that need to be assessed in productive skill, this research then investigate the assessment system of students' productive skills applied by the English teachers of SDITA Taman Harapan Curup including the test format, marking criteria and the scoring scheme.

Hopefully, this research can be references for the other schools and the teachers to apply the more appropriate assessment system. For the teacher, for example, it can be used to analyze students' weakness in certain material, and inform the teacher whether the learning activities need to be modified or enriched. For students, the appropriate assessment system will give the fair judgement to the students based on their own ability so that they can measure their weakness and strength toward the material as a tool to improve their ability.

Assessment

Assessment is the process of gathering evidence of what the child can do. It is supported by Ur (2009) who states that "in assessment, the learner is simply informed how well or badly he or she has performed" (p.167). In other words, assessment is done as an effort to evaluate students' progress and improvement by giving the real information to the students based on their performance. In this part, the appropriate test format, marking criteria and

scoring scheme are needed. Through these three aspects, the effective assessment is hoped to be reached.

Assessment Format

Weir (1998) states that "as a general rule it is best to assess by a variety of test formats" (p.42). So the varied test formats are needed in testing students' ability. In this research, the test format that is aimed by the researcher is the way that is used by the teacher to assess their students' language ability that includes the task and activity. In the following are the test formats described by some experts that can be used in assessing students' productive skill.

1. Testing Writing

Ur (2012) pointed out some formats of writing test. "Firstly, composition, the activity that leads students to write a composition of some sentences based on the topic given by the teacher. Secondly, brief descriptions and dialogues. It is usually used in elementary level where the students are given a picture to be described or the beginning of a dialogue to continue with a set number of exchanges" (p.181).

2. Testing Speaking

Ur outlined some simple formats of speaking test that are more appropriate to be applied in elementary school that consists of interview, picture description, presentation and group or pair discussion. In interview the students are asked to make a dialogue or conversation between two people about the topic or material that is learnt. In picture description the student describes a picture or a series of pictures. It is particularly suitable for younger learners or beginners like elementary school students. In presentation the student is asked to present an extended description, explanation or other oral account where they are given a topic and time to prepare, while then the tester simply listens and assesses. Last, in group or pair discussions the teacher divides students in a pair or small group and then gives a topic to

be discussed. It can be used in order to assess the speaking ability of two or more students at the same time (Ur, 2012).

The Marking Criteria and Scoring Scheme of English Productive Skills

Alister (2015) pointed out that “assessment criteria define, for each assessment instrument, the knowledge, skills and other qualities being assessed and the standard of achievement which must be met to receive a particular grade or mark” (p.7). For productive skills, the following criteria are very needed in measuring students’ ability.

a. Speaking skill

Regarding to the marking criteria and scoring scheme, Jones et.al asserts, “for analytic system there are six elements/components to be assessed, i.e. fluency, grammatical accuracy, pronunciation of sentences, pronunciation of words and sounds, interactive communication, and vocabulary resources.” (as cited in Nur Mukminatien, 2000, p. 40). Based on the criteria, students’ then assessed by using the scoring scheme either holistic or analytic scoring procedure.

b. Writing Skill

As a productive skill, the main element of writing is the idea or the content where it will be supported by the accuracy of grammar use and the word choice in order to get the best writing. Moreover, the mechanics such as punctuation, spelling and capitalization are also the important part in order to avoid the misunderstanding of the message between the writer and the reader. In accordance with this idea, the criteria or language components of writing have been outlined as follows (O’Malley, 1966, p.142).

Table 1: Components/Criteria of Writing Described by O’Malley

No	Language Component	Description
1	Idea development/ organization	Focuses on central idea with appropriate elaboration and conclusion.
2	Fluency/struct	Appropriate verb tense

	ure	used with a variety of grammatical and syntactic structures.
3	Word Choice	Uses varied and precise vocabulary appropriate for purpose.
4	Mechanics	Absense of errors in spelling, capitalization, and punctuation.

Since this research was conducted in elementary school so the researcher investigated what criteria which used by the teacher and how do the teacher give a score. Regarding to the scoring scheme, the researcher use some theories such as given by Hughes and Ur as the guidance in order to investigate how do the teachers score students’ skills. Similar to speaking test, the writing test also use a scoring rubric since it is a productive skill to. For analytical scoring, each criterion were scored separately before it sums to the single score, meanwhile in the holistic scoring the score is given generally to the students’ work.

In accordance to assessment study, the researcher found several related studies. One of them is a research entitled “An Analysis of Teacher’s Techniques in Testing Students’ Four English Skills (A descriptive research in the second grade of MTsN 1 Kepahiang)” that was analyzed by Ade KurniaPutri, S. Pd. I. In her research, she investigated the techniques used by teacher in testing students’ four language skills according to H. Douglas brown theory and her findings showed that the techniques used by teacher were authentic listening and listening cloze for testing listening, discussions and conversation and read aloud for testing speaking, picture cued for testing reading, and picture cued and ordering for writing. It tends to be different with this present research since the researcher investigated not only the test techniques or test format but also the criteria and the scoring schemes used by the teacher in evaluating students’ English productiveskills.

Methodology

This research employed descriptive study. Gay and Airasian (2000) state that Gay and Airasian (2000) “descriptive study determines and describes the way things are, thus this research reported the result of research just as it was found” (p. 175). In other words, this research reports the real data based on what is found in the field without some addition or assumption from the researcher. Observation, interview and document analysis were used as the techniques of collecting data where the instruments for obtaining data used by the researcher were interview guidance and checklist. The observation was done to investigate the test format while interview were used to investigate the marking criteria and the scoring scheme used by the students in assessing students’ English skills. The respondents of this research were 2 English teachers of SDITA Taman HarapanCurup who taught English in 4, 5 and 6 grade.

Findings and discussion

1. The Test Format Used by the Teachers in Assessing Students’ English Productive Skills

The findings towards test format used by the teachers of SDITA Taman HarapanCurup were gotten by three techniques of data collection namely observation, interview and document analysis. This technique of triangulation which means the use of multiple techniques is used to strengthen the data gotten as the research findings, and after analyze the data gotten by those several techniques, the researcher found that the test format used by the teachers in assessing students’ English abilities are served on the following table.

Table 2. The Test Formats Used by the English Teachers in Evaluating Students’ English Ability

No.	Skill	Test Format
1.	Speaking	1. Interview 2. Picture Description 3. Presentation
2.	Writing	1. Composition 2. Brief Description and

Dialogues
3. Writing a result of interview
4. Writing the expressions based on some statements

The Criteria Used by the Teachers in Assessing Students’ English Productive Skills

The investigation towards criteria used by teachers of SDITA Taman HarapanCurup were done through interview and document analysis. From both techniques of collecting data, it was found that the teachers used the same criteria in assessing students’ ability in each language skill as served on the table below.

Table 3. The Criteria Used by the Teachers in Assessing Students’ English Ability

No.	Skill	Marking Criteria
1.	Speaking	1. Pronunciation 2. Vocabulary 3. Fluency
2.	Writing	1. Structure/Grammar 2. Vocabulary 3. Mechanics

2. The Scoring Scheme Used by the Teachers in Assessing Students’ English Skills

The investigation toward scoring schemes used by the students was done through interview and was supported by the document analysis. The documents that were analyzed covered teachers’ lesson plan, textbook, teachers’ note and students’ work. The finding showed that both teachers speaking and writing skills they used scoring scale to score students’ work and performance. The scale itself depends on the criteria or language components which were being assessed and each scale of score has its on description.

In scoring speaking, the teachers use the subjective test. In scoring speaking skill, the researcher found that the teachers tend to use the holistic scoring procedure where they use the scoring scale that included the description of the whole criteria used in assessing students’ ability without separating the score for each criterion. The scoring scales of both teachers are 60 to 90.

Although the range of scale between both teacher were quite different, there were a quite similar description of criteria or language component that were used as the indicators in assessing and giving the score towards students' performance. In students' works, the researcher found that there was only a single score without any separation of score based on each criterion used.

In scoring writing, the teachers tend to use the holistic scoring in assessing students' writing ability where the scoring scale is 70 to 100. From the interview and document analysis, the researcher found that both teachers used some scoring scales based on some fix criteria of language component which were being assessed namely structure, vocabulary and mechanics. On the other words, it can be said that the teachers scored the students' writing with a single score without separating the score for each criteria.

In addition, based on the interview and document analysis the researcher found that the English teachers in SDITA Taman HarapanCurup classified the score of students' English skills into three aspect, cognitive, psychomotoric and affective. Its classification were based on the operational verb in the indicators of material developed by the teacher that classified into the appropriate aspect using revision of taxonomy bloom given by school that has fixed classification of each operational verb.

Conclusion and Suggestion

From the finding and discussion, it could be concluded that the teachers used different test format in evaluating students' English four skills. Those were seem to be accordance with the theory of test format given by some experts that every language skill must be assessed differently, but for listening test format it will be better if the teachers let the students to listen the real native speaker words from the tape recorder, video or another audio visual tool in order to introduce the students with the real English accent, in hope it can give them bigger

motivation to learn English. Regarding to the marking criteria, both of the teachers used some fix criteria in assessing students' English ability for each skill. Both of them use the similar criteria namely pronunciation, vocabulary and fluency for speaking assessment, grammar, vocabulary and mechanics for writing assessment, understanding/identifying information for reading and listening assessment. The criteria used was fixed to the level of students in elementary school, so not all of the criteria described by the theory applied in assessing students' skills. In line with scoring scheme, the teachers used the scoring scales which consisted of breakdown of grade or marks with the descriptions of the criteria used in assessing students' ability. The scoring schemes to assess reading and listening used by the teachers were same. They use the objective scoring where there was a fix score for each question. Meanwhile, in assessing students' productive skills namely speaking and writing, both teachers used scoring scale with the similar description for each scale, the differences were only on the range of the scale. On the other hand, it was found that both of them did not separate the score of each criteria used especially for speaking and writing as the productive skills that sums into a final score but rather they gave directly a single score for students' work, so there were no detail information about students weakness. Therefore, it will be better if the teachers give some explanations first about what things that are going to be assessed in each skill, in hope the students can maximise their effort on some important parts to get the maximal score. Furthermore, it will be better if the teachers make some notes about students mistakes in hope that they will realize their weakness and can make the improvement for the certain part needed.

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PROBLEM BASED LEARNING: SUPPORTING ACTIVE STUDENT RESPONDING IN WRITING

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Abstract

Students had difficulties to focus and got the idea to write their research report when they asked to finish their writing in certain time. Therefore, the researchers conducted the research on applying Problem Based learning (PBL) to support the Active Student Responding (ASR) in writing. The objectives of this research is to describe the students' responses in writing academic research especially their final project. The subjects of this study are the eighth semester of *Universitas Terbuka* who join *Pemantapan Kemampuan Profesional* subjects. The research methodology is descriptive quantitative. The sampling technique of the research is simple random sampling which uses 20 students from the eighth semester. The data obtained from questionnaire and observation. The research study concludes that the application of Problem Based Learning (PBL) encourage students to be creative in writing and enhance students' critical thinking in solve the problem. They tend to have a big effort to finish writing on their final project. It can be seen from the means result of students' concept learning questionnaire 69.8%. It meant that there were a big motivation from the students to write their research project.

Keywords: Problem Based Learning (PBL), active student responding, writing

Introduction

Writing research article demands students to focus in determining idea and apply the coherence structure. It also gives good impact for their writing product which can be published in journals. The good impact can be reached if the students pay attention and lecturers give model on their writing research article. It is in line with Hyland statement that students can develop their writing when they can imitate and collaborate the lecturers' model (2003:3). Whereas, some of students still lack of awareness to write properly and structurely. This condition happened to the students in *Universitas Terbuka* who were in the eighth semester. They had responsibility to finish their final project which used action research as the methodology. Based on the researchers' observation, the students still used conventional method to write their research article. They also felt confused when they tried to find the topic of their research. In addition, they got difficulties in determining their research roadmap and their research problems. Moreover, they

did not have enough knowledge to browse and search some literature reviews from internet or digital online library.

In line with those obstacles above, the researchers focus on the supporting students' responses in writing research article using Problem Based Learning (PBL) model.

Writing

Writing has many forms including sentences, paragraph, genre/text, essay, and academic report or final project. As stated by Grossmann (2009:3) there are many forms of writings which consisted of formal and informal writing or simple writing until academic writing.

In addition, writing research or final project needs some procedures or processes that must be mastered by students to publish their research on journal. Based on the White & Arndt (1991:4) cited in Grossmann (2009:5-6) there are some procedures which are used in writing processes. The procedures can be seen in the figure 1 below;

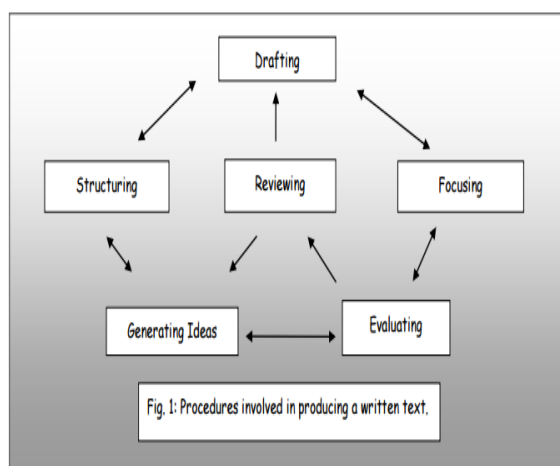


Figure 1. The Processes of Writing

The figure above describes that writing processes consists of generating ideas, structuring, drafting, reviewing, focusing, and evaluating.

Besides, the procedures of writing also needs some writing sequences activities which can foster students to write structurely. The activities are discussions (class, small groups, pair), brainstorming (making notes/ asking questions), fast writing (selecting ideas/ establishing view points), rough draft, groups (peer evaluation and responding), first draft, arranging information/ structuring the text, preliminary self-evaluation, conference, second draft, self evaluation/prof-reading/editing, finished draft, finished product, and final responding to draft. Those activities can be seen clearly on the following figure;

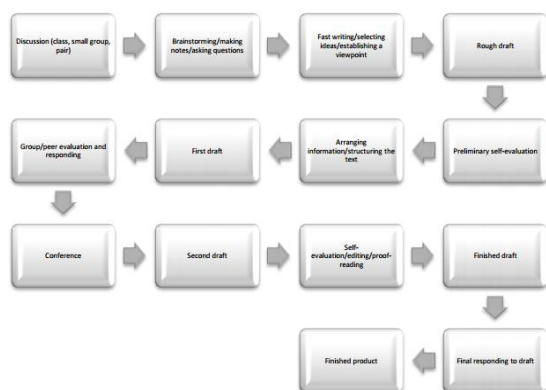


Figure 2. The Sequences Activities in Writing

Problem Based Learning (PBL)

Problem Based Learning (PBL) is a concept of learning model which based on the problems faced by the students. This conceptual model of facilitated learning, has been used with outstanding results in the education major. It is in line with Downing (2013:621) mentioned that Problem Based Learning is not only learning pedagogy but also a training environment in which all curriculum elements are systematically aligned to help students achieve the learning outcomes. Furthermore, Savery (2006:9) suggests that an instructional and curricular learners centered-approach which encourages learners to conduct a research, integrate theory and practice, apply knowledge and skills to develop viable solution to a defined problems called Problem Based Learning.

Moreover, Problem Based Learning (PBL) has advantages for students. As stated by Downing (2013:621), there are advantages when students learn using Problem Based Learning, such as;

1. it allows students to become learning facilitators rather than lecturers
2. it promotes critical thinking while conveying information literacy content/concepts
3. it is much more suited to teaching conceptually about digital information rather than just illustrating various online resources in a given subject area
4. it promotes peer-to-peer learning, which is more closely aligned with how students learn.

In conclusion, Problem Based Learning needs a collaborative learning based on students center learning which give many benefits for improving students' writing final project in the eighth semester to complete their study in Universitas Terbuka.

Active Student Responding (ASR)

Active Student Responding (ASR) focuses on series of strategies to enhance active student participation in their own learning (Jerome&Barbetta, 2005). Jerome & Barbetta also apply six steps when using ASR (Active Student Responding), such as;

1. The lecturer poses a question to the class.
2. The students prepare to answer with thinking time
3. All learners respond at the same time in active manner based on individual basis,
4. The lecturer reviews the students' answer by scanning individual pupils responses.
5. Lecturer gives feedback for students' responses.
6. Teaching is adjusted, where required.

The six steps are applied on the teaching and learning process when the researchers teach writing final project.

Methodology

This study is a descriptive quantitative one. The subjects of this study are the eighth semester of *Universitas Terbuka* which joined in *Pemantapan Kompetensi Profesional* subject. There are 20 students who must finish their final project in that semester. The technique sampling is simple random sampling. The data obtained from students' responses questionnaire which distributed to them after doing teaching learning process using Problem Based Learning and observation lists from applying the six steps of active student responding.

Findings and Discussion

Questionnaires Result

After analyzing the findings, the researchers got the result from questionnaires which there was an active response from the students' writing processes. It could be described into ten indicators of students' learning concept in writing final project. Firstly, students could engage critical thinking in writing processes which had 70% of them successfully to promote themselves in writing. Secondly, the students

were also able to focus on the teaching learning processes. It could be seen from the result percentage that was 72% students tended easily to concentrate on their writing. Thirdly, there were 77% of the students which were able to discuss well in groups. Fourthly, there were 67% students which could be engaged in the discussion in groups. Next, there were 65% students which could give response and idea while the teaching learning process happened. Then, there were also 74% students had good motivation to do writing research. Moreover, there were 78% students who had a courage to come forward and shared their ideas in front of the classroom. In addition, there were 63% students who could promote themselves to comprehend the material in the learning process. Next, there were 60% students who studied the material before the teaching learning process happened. The last, there were 72% students who determined their topics or ideas based on the problem of research.

Observation Result Based on Six Steps of Active Student Responding and Problem Based Learning

The observation result obtained from the six steps of applying Active Student Responding. Based on the first step, the lecturers give some questions to the students clearly and had a close relationship to determine a topic of research. It meant that lecturers asked students to be active in engaging learning process. Next, the second step which discussed about the preparation of the students to answer the questions given by the lecturer using thinking time. It meant that they were given the time to think and find the answer. The third step, all students were able to answer using active manner. Next, in the fourth step, the lecture gave the clear reviews for them in individual basis. The fifth step, there was a good complete feedback from the lecturer which gave them clear understanding in writing. Finally, the last step gave clear point of view that the teaching learning process had been changed where it was needed.

Conclusion

This research concludes that the application of Problem Based Learning

(PBL) encourage students to be creative in writing and enhance students' critical thinking in solve the problem. They tend to have a big effort to finish writing on their final project. It can be seen from the means result of students' concept learning questionnaire 69.8%. It meant that there were a big motivation and active responding from the students to write their research project.

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WRITING REFLECTIVE JOURNALS INFLUENCES STUDENTS' VOCABULARY MASTERY

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Abstract

The concern of this study is to investigate the effectiveness of writing reflective journals right after having an English class on students' vocabulary mastery. A reflective journal is a tool that allows students to reflect on and write about progress in their learning. They can identify and reflect on their successes and challenges. Teachers can gain information on what the students think and feel not in a threatening way. This study is conducted through a quasi experimental study which aims to determine whether writing reflective journals can improve students' vocabulary mastery. A total of 63 students (two classes having the same ability) from the second grade of Semesta Vocational High School of Bumiayu, Brebes, Central Java, participated in this study. The result of the study suggests that there is no significant correlation between giving students writing reflective journal right after their English class and their vocabulary mastery. The hypothesis concluding that there are significant differences in vocabulary mastery of students asked to compose a reflective journal every after finishing English class with students that are not asked to do so is rejected due to the significant level gained from the SPSS calculation from the result of pretest and post-test that is 0.394 or 39,4%. The reasons answering this phenomena are the lack of treatment time, the lack of students' effort in composing journals, unsupporting material, and no interactive writing journal.

Keywords : reflective journals, vocabulary mastery, quasi-experimental study

Introduction

In learning language, we need to master two points of language its self; surface structure and deep structure. Surface structure includes the understanding of morphology, and syntax. Morphemes are the basic units of language learning, or it can be stated that the very basic thing to know is about words or vocabularies due to its function in comprehending all skills in language, particularly English. Vocabulary is central to language and of critical competence to the typical language learner (Coady and Hackin, 1998). Widiyaningsih (2009) added it is of primary importance of the English teaching and learning because it has a pivotal role in molding the four language skills: Listening, Speaking, Reading and writing. On the other hand, vocabulary is the aspect of L2 learning that is often assumed to be maximally tractable (Catherine E. Snow & Young-Suk Kim, 2007). It is very important for the English learner to acquire vocabularies as many as

possible to support their four English skills. Unfortunately, vocabulary is often neglected in most second and foreign language classes (Fernández, Prahlad, Rubtsova, & Sabitov, (2009). Widaningsih (2009), nevertheless, points out that vocabulary mastery should be the first priority in English language teaching and learning. In the same vein, McCarthy (1990) emphasizes that one of the most important skills that teachers of English can give to learners is a wide range of rich vocabulary. Stanovich (1981), however, believes that it is impossible for learners to perform well in English if their vocabulary is very poor. Thornbury (2002, p.13) puts it succinctly: If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Moreover, it is not surprising that vocabulary acquisition is a huge challenge.

It is estimated that high-school graduates need to know 75,000 words in English-that means having learned 10-12 words every single day between the ages of 2 and 17 (Catherine E. Snow & Young-Suk Kim, 2007). Hence, it is very essential to teach vocabulary to the students learning second or foreign language. It is connected between learning vocabularies and successful communication that is the aim of learning language. Mastering vocabularies will ease the process of learning to read and write which is the key developmental milestone in a literate society (Christopher J. Lonigan, 2007).

One of the solutions to solve this dilemma is to make the students learn and acquire vocabularies through some ways of teaching that actually force them to learn, memorize and apply vocabularies subconsciously, namely writing reflective journal. This activity can be done right after the teaching and learning processes. There has been a body of research in which the task was autobiographical in nature (Anderson 1982, Hettich 1976, 1980, 1988, 1990, MacManus 1986, Terry 1984 via Cisero 2006). However, in this article, reflective journal writing is defined broadly as meaningfully interacting with the teaching and learning processes by applying information to personal experiences.

In academic language study, the writing system is often an immediate point of focus, as it serves as the entry point for vocabulary and grammar study (Kern, 2000). Writing activities in general is recognized as methods that enhance critical thinking (Hettich 1990, Young and Fulwiler 1986). Reflective journal writing, in particular, has many potential benefits for learning in all types of disciplines. One immediate advantage is that writing allows students to contextualize the new information they are acquiring (Elbow, 1993), allowing them to make sense of what they are learning rather than merely memorizing. Students are able to ask questions, admit confusion, make

connections, and grow ideologically (Good and Whang 1999).

However, learning to write is very essential to improve students' competence in English due to the complexity of the factors in writing. One of them is vocabulary mastery. Hence, this aim of the study is to investigate whether writing reflective journal influences students' vocabulary mastery.

Several studies investigated the effects of reflective journal writing on students' learning. O'Connell and Dymont (2006) investigated the benefits of the journal as a tool to encourage students in the process of reflecting on their own learning and improving their own writing skills. To produce good writing, the students have to master many vocabularies in order to be appropriate in selecting the diction used.

Spaulding and Wilson (2002) examined the journals of 34 students. They posited that reflective journal writing can serve four purposes for the student. According to them, journal writing is important for students as it serves as a permanent record of thoughts and experiences, establishes and maintains a relationship with the instructor, provides a safe outlet for frustrations and concerns; and aids internal dialogue. Consequently, reflective journal writing can aid in promoting critical thinking skills when learners use the writing process to analyze challenging classroom issues and to establish alternative solutions to those problems (Dymont, and O'Connell, 2003).

Based on the reviewed literature, it is noticed that reflective journal writing is vital for maximizing students' vocabulary mastery, increasing motivation, and developing critical thinking skills. Moreover, some researchers reported better achievement for students in the subject matter.

Methodology

This study is conducted in quasi-experimental method. It is not used pure-experiment because the researcher cannot control some aspects influencing the vocabulary mastery instead of writing reflective journal. The design of the research is Nonequivalent control group design. This design is about the same as pretest-post-test control group design, yet in this design, the experimental group and the control group is not chosen randomly. The two group will face pretest and post-test. A pretest was used to measure the students' previous knowledge of vocabulary. A post-test was also used at the end of the study to measure whether there was a significant change on the learners' vocabulary mastery after receiving writing reflective journals.

The setting of this study is Semesta vocational high school in Bumiayu, Brebes Regency, Central Java. The population of this study is all the second-graders, whereas the samples are only two classes of Health-care Analyst (Analisis Kesehatan) consisting 63 students taught by the same English teacher. The purposive sampling is used to determine the classes which are chosen to be the sample. The second grade of Health-care Analyst (Analisis Kesehatan) one then is pointed to be the experimental group which is treated to be given writing reflective journal right after the English teacher finishes explaining the material. And the second grade of Health-care Analyst (Analisis Kesehatan) two is the class which is not given any treatment dealing with writing reflective journal after the class, which is called the control group.

Both classes are given pretest of vocabulary consisting of 40 numbers of questions formed into five synonyms, five antonyms, ten definition matching and twenty completing sentences from some words in parentheses. The pretest questions are already checked the validity and the reliability by giving them to the students of other major, that is the second graders of Pharmacy (2 classes).

After being tested and the result is significant, the experimental group and the control group are given the pretest. After the pretest, the English teacher starts to give treatment to the experimental group. When it is considered enough, the teacher conducts post test to the both groups.

Findings and Discussion

The Tables below present the results of data analysis. The interpretation and the discussion of the emerging patterns are based on the results. The analysis of the data collected uses SPSS statistics 22.

Table 1. Pretest and Post Test Mean Comparison

	Pretest	Post-test	N
Experimental	55.9375	70.0781	32
Control	56.0968	63.9516	31

The mean performance of the two groups (experimental and control group) are about the same: $M=55.94$ is about the same as 56.09 . it can be concluded that both groups have the same competence in their vocabulary mastery.

After being treated by the reflective journal writing in the class for the experimental group, the mean results for the post-test of the two group show the differences. Mean of the experimental group in the post-test indicates higher score than the control group. But, if we take a look into the second table from the analysis of the correlation Pearson Product moment, we can find different result.

Table 2. Correlations

		Pre-Test	Post-test
Pre-Test	Pearson Correlation	1	.156
	Sig. (2-tailed)	32	.394
	N		32
Post-Test	Pearson Correlation		1
	Sig. (2-tailed)		.32
	N		32

The table shows the correlation between variable Y “Vocabulary Mastery” and variable X “Reflective Journal Writing” with the subject (N) 20. the significant level from the correlation between the pretest result and the post-test result is 0.394. the hypothesis will be rejected if the significant level of the correlation is $P > 0.05$ (5%) (Burhan Nurgiyantoro, Gunawan and Marzuki. 2000). Whereas from the statistical data gained from SPSS, for this study, the significant level / P is 0.394 (39.4%), or it is not significant. Based on the statistical data, the hypothesis stating that writing reflective journal influences students’ vocabulary mastery is rejected.

The general finding of the study indicates that the use of reflective journal writing in the teaching of vocabulary in English as a Second Language is not effective and subsequently does not influence students’ vocabulary mastery. The statistics shows that the learners who were exposed to reflective journal writing did not do much better in the post test than their colleagues who were not. Even though, the experimental score for the post-test is better than the control group, but the result does not indicate the significant improvement of the students’ vocabulary mastery.

Many reasons possibly explain these findings. The first reason is from the time given to the treatment session. The short time in giving the treatment seems to be one of some factors causing the ineffectiveness of reflective journal writing in improving students’ vocabulary mastery. The treatment was only done twice (the first meeting in 13 of April 2017 and the second meeting in 20 of April 2017) with 40 minutes in each meeting. This is because of limited time available in conducting this study due to middle term test and National examination faced by the third graders.

The second factor causing the ineffectiveness is students’ competence in understanding what the reflective journal

is and optimizing their ability in writing. From the journals written by the students can be found that the reflective journals produced by the students are far from the reflective journal supposed to be. Most of students’ journal only consist of a short paragraph consisting no more than four short sentences. Though the journal should be ungraded to encourage the students inhibit their free thought and write freely without the pressure of the grade (Jensen and Denton. 1991) but, Hahnemann (1986) found that students put little effort into the writing in ungraded journal. Reynolds (1997) recommended that although no specific grade should be given for the journal, appropriate feedback should be conveyed.

The next factor is the material given at the treatment session that did not support in composing a journal. At the two treatment phases, the material discussed in the class is Grammar Discussion. In fact, in this kind of discussion the exposure to the students about experiences, new knowledge and information, issues and cases are less. The material considered supporting this method (writing reflective journal) is a material that forces the students to read a lot, analyze a lot, understand and comprehend much as well as synthesize more. Those points can really help the students’ intake of some new vocabularies helping the students to compose a reflective journal.

The following factor also takes part in this study, which is interactive journal writing. Interactive journal writing is a method whereby the students hand in journal to the instructor at frequent intervals (ie. Weekly) and the instructor give comments, ask questions about the entry and provides feedback about the students’ reflection. Interactive journal writing not only provides stimulation but also is a useful strategy to enable students to develop and upgrade their reflective writing skills (Williams, Sundelin, Foster-Sergeant, Norman.

2000). during the treatment, the journals written by the students did not get any interactions from the instructor. The English teacher did not discuss or do as what interactive reflective journal writing should be applied. From this case, the students did not obtain any correction, guidance to improve or even suggestion to be better in writing.

Conclusion

The finding has shown that the class that used reflective journal writing as an additional method in teaching learning English, particularly in mastering vocabularies did better in the post test than the one exposed to the usual method (without reflective journal writing), but did not give any significant improvement on it. The difference is only slightly different. Actually this method is effective and able to help English teachers in making students' vocabulary improved if the application of this method based on some points; they are (1) enough time of treating the students with this method, (2) make the students are eager and put much effort to compose good journals, (3) create supporting material to ease the students to create reflective journals towards what they face, experience, get and learn from their class and the most important thing is (4) interactive reflective journal writing; the teacher not only commands the students to write a reflective journal, but also asks them to hand in everything that they have written and try to give feedback on their work.

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GERMAN LANGUAGE LEARNING THROUGH VIDEO TO IMPROVE STUDENTS' MOTIVATION AND INTRODUCE GERMAN CULTURE

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Abstract

Motivation is one of the important factors in second language learning. Motivation can be increased by conducting various learning activities in the classroom, for example, with the video so that the process of learning activity is not monotonous. Furthermore, the teacher can also combine the language and culture teaching so that the students can learn more about the cultures of the target language. The purpose of this research is to know how is the effect of the video towards the students' motivation in German learning process and how the video can be one of the effective media to increase the knowledge about German culture. The video that is used in the learning activity is a video taken from several videos to study German, especially for grade A2. This video can be seen on a website named www.dw.com. The research methodology that will be used is descriptive qualitative. The samples that are taken in this research are two college students who study German Studies at Universitas Indonesia. The data will be collected through interview and observation.

Keywords: motivation, video, language and culture teaching

Introduction

As we know, motivation is one of the important factors that can affect students in language learning process. In their theory named Self-Determination Theory, Ryan and Deci (1985) divided motivation into different types based on different reasons that will cause the action.¹³ The most basic distinction is between intrinsic motivation and extrinsic motivation.¹⁴ Intrinsic motivation is when someone wants to do an activity because he thinks that it is enjoyable or basically interesting, meanwhile extrinsic motivation is when someone does an activity because he wants to reach some separable outcome.¹⁵

Intrinsic motivation was first investigated through the behavior of animal. The experiment found that many organisms can engage in exploratory,

playful, and curiosity-driven behaviors even though there is not reinforcement or reward (White, 1959).¹⁶ The behavior was spontaneous and gave the positive experiences to the animal associating with exercising and extending ones capacities. Intrinsic motivation is very important in humans life even this motivation has raised since we were a child. When we were a child, we learned and explored everything without rewards or external pressure. Ryan and Deci stated that in another sense intrinsic motivation stands in the relation between individuals and activity. Some people may intrinsically motivated to do some activities or some particular tasks, but others not.¹⁷

Furthermore, in order to create an interesting learning activity in the classroom, the teacher can use several tools, like audio – visual material. According to Cruse (2006), educators have recognized the power of audio – visual materials to get learners attention, increase

¹³Richard M. Ryan and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions* Contemporary Educational Psychology 25, 54–67 (2000), page 55 in <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>

¹⁴ Ibid.

¹⁵ Ibid. page 56.

¹⁶ Ibid.

¹⁷ Ibid.

students motivation and enhance their learning experience since filmstrips were first studied during World War II as a training tool for soldiers (Hovland, Lumsdaine & Sheffield, 1949).¹⁸ The most recent study stated that learning by using educational video and television can make teaching more effectively and creatively (CPB, 1997).¹⁹ Another study investigated the value of multimedia tools in relation to the frequency of use and perceived student achievement and motivation. According to teachers who use TV or video for two or more hours per week, they reported that two – thirds found that students learn more when TV or video is used, and close to 70% found that students motivation increased. Besides, more than half of frequent users found that video enhanced students' vocabulary (Cruse, 2006).²⁰ In conclusion, we can say that learning activity by using educational television or video has several advantages according to Cruse (2006) : (1) reinforces reading and lecture material, (2) Aids in the development of a common base of knowledge among students, (3) enhances student comprehension and discussion, (4) provides greater accommodation of diverse learning styles, (5) increases students motivation and enthusiasm, (6) promotes teacher effectiveness (CPB, 2004).²¹

Methodology

1. The Design of The Study

First, the researcher identifies the research problem clearly. In this study the problem is, how can German teaching using a video enhance students learning motivation and how can the teacher teach the German culture from the video. Then, the researcher reviews and synthesizes the

previous literature associated with the research problem. Third, the researcher makes some hypotheses based on the research problem. In this study, the researcher thinks that a video can enhance students' motivation and can be an effective aid to teach German culture. After that, the researcher describes the data that has been collecting and explains how such data will be obtained. Finally, the researcher describes the methods of data analysis to determine whether the hypotheses true or false.²²

2. The Subject of Research

The subject of present study were two college students who learn German studies in Universitas Indonesia. These students are studying in second semester and learning German at A2 level. They come from Indonesia and their first language are Indonesian language.

The first subject is PS (her initial name). She is 19 years old and has been learning German for 4 years (since in Senior High School). She is studying German because she wants to continue her master in Germany. When she can speak German well, she hopes that she can communicate with German clearly and she can get the job that has a close relation to Germany, for example she works in a German company, and so forth.

The second subject is DN (her initial name). She is 18 years old and has been learning German for 1 year 6 months (when she was in Senior High School, she joined the German course). When she can already speak German well, she want to work in German embassy or in a German company. She also wants to teach German and continue her master in Germany.

3. Research Methods and Data Collection Procedures

¹⁸ Emilia Cruse, *Using Educational Video in the Classroom: Theory, Research and Practice* (2006), page 1 in

<http://www.safarimontage.com/pdfs/training/usingeducationalvideointheclassroom.pdf>

¹⁹ Ibid. page 2

²⁰ Ibid.

²¹ Ibid.

²² University of Southern California (USC) Libraries Research Guides in <http://libguides.usc.edu/writingguide/researchdesigns>

This study is qualitative descriptive research. Descriptive research is a study that describes a phenomenon, fact, and an event that is happening now (Sunaja and Ibrahim, 1989, p. 65).²³ According to Sugiyono (2011), descriptive research is a study in order to give and describes a situation that happening right now with scientific procedures to answer the problem.²⁴ Meanwhile, qualitative research is a study that uses to describe and analyze a phenomenon, an event, social activity, attitude, belief, perception, and someone personally or as a group (Sukmadinata, 2009, pp. 53–60).²⁵

Data will be collected in two learning situations. In the first situation, students learned German as usual with the course and exercise book. In the second situation, the student learned German with a video about German culture and some tasks and at the end of this section, the researcher who is also the teacher in this study did an interview to the students about the comparison of German learning with book and video in relation to their learning motivation. Either in the first or second situation the teacher also did an observation to the students in their learning process.

4. Instruments

Instruments used in this study are interview about students' intrinsic motivation adapted from Ryan and Deci's theory, and observation in learning process.

5. Data Analysis Techniques

In this study, researcher used several steps to analyze the data based on Myles and Huberman (1992 : 15 – 19) : (1)

²³Tjuju Soendari, Metode Penelitian Deskriptif in [http://file.upi.edu/Direktori/FIP/JUR. PEND. LUA R_BIASA/195602141980032-TJUTJU_SOENDARI/Power_Point_Perkuliahan/Metode_PPKKh/Penelitian_Deskriptif.ppt_%5BCompatibility_Mode%5D.pdf](http://file.upi.edu/Direktori/FIP/JUR._PEND._LUA_R_BIASA/195602141980032-TJUTJU_SOENDARI/Power_Point_Perkuliahan/Metode_PPKKh/Penelitian_Deskriptif.ppt_%5BCompatibility_Mode%5D.pdf)

²⁴http://elib.unikom.ac.id/files/disk1/602/jbptunikompp-gdl-meiambarsa-30082-11-unikom_m-3.pdf page 37

²⁵<http://eprints.uny.ac.id/14815/3/BAB%20III.pdf> page 42

collecting data : the researcher collects the data with interview, or another collecting data strategy that she assumes as the best strategy, (2) data reduction : the researcher selects the data that is important and relevant to the research focus, (3) presenting data : the researcher presents the information that she got from the research, (4) making conclusion : the researcher makes the conclusion from her research findings.²⁶

6. Procedure of the Research

There are two learning situations in this study. In the first situation, the students learned German conversationally with the course and exercise book. In this learning situation, teacher and students used Studio D A2 book (including exercise book) and discussed the grammar, then the students did the exercise. Besides, the teacher gave also the material about German culture from the reading passage in the course book. The topic of the reading passage is about online shopping in Germany. This activity took about 90 minutes.

Furthermore, on the next week, the study for the second learning situation was conducted. The teacher taught the students about German culture, adjectives, and grammar with a video. This activity took also about 90 minutes. Before they watched the video, the students did some tasks about adjective that uses to describe someone's characters. This activity aims to prepare the students to do next activity. Then, the students watched the video and they had to answer the questions from the teacher on the worksheet. The video talked about the characteristics of German society. After that, the students did also the grammar exercise that has a relation to the video. It was about modal verbs.

²⁶Ali Sya,ban, *Teknik Analisis Data Penelitian Aplikasi program SPSS dan Teknik Menghitungnya*, in <https://www.google.com/search?q=teknik+analisis+data+penelitian+aplikasi+program+spss+dan+teknik+menghitungnya#>

Furthermore, the teacher led the students to discuss about the characteristics of German society and how is the contrast to our culture (Indonesian culture). Finally, at the last section, the teacher (the researcher) interviewed the students about the comparison of German learning with the book and video in relation to their learning motivation.

Findings and Discussion

In this research, we can investigate students' intrinsic motivation in relation to German teaching with book and video from several aspects, such as:

1. Enjoyment and Students' Interest in Learning in The Classroom

The activities that can enhance intrinsic motivation is the activity that is experienced as fun and enjoyable (Ryan, Williams, Patrick, Deci, 2009).²⁷ According to the interview, students said that they felt enjoy when they learned German either with book or video. But, they prefer learning with video because it was not monotonous so that they can more engage in the learning activities.

2. The Understanding of Lesson / Competence

According to CET theory (Cognitive Evaluation Theory) that was presented by Ryan and Deci (1985) stated that both feelings of autonomy and competence are important conditions for intrinsically motivated behavior.²⁸ From the interview, we can get some information about this aspect. The students told that either book or video can facilitate them to understand the lesson. They argued that book is more compatible for grammar

learning, meanwhile, the video is more compatible for culture learning. Both of students also admitted that they did not feel difficult to do the tasks during learning activity either with book or video. In addition, in relation to autonomy learning, both of students could participate in German learning activity either through the book or video. But, both of students told that they could more engage in learning activity through the video because the video gave more new information about the German culture, vocabulary and it stimulated them to be more active in the learning activity.

3. Affective Filter

Affective Filter Hypotheses was proposed by Dulay and Burt (1977) and reviewed in Krashen (1981). There are some affective variables that relate to success in second language acquisition²⁹ :

- a. Motivation: Students who have high motivation will generally do better in second language acquisition.
- b. Self-confidence: Students with self-confidence and a good self – image will do better in second language acquisition.
- c. Anxiety: Low anxiety can facilitate second language acquisition process, whether measured as personal or classroom anxiety.

So, we can say that affective filter has a close relation to intrinsic motivation. If the teacher can create the classroom activity with low affective filter, it will enhance the students' intrinsic motivation. According to the interview, both of students said that they did not feel nervous when they learned German either with book or video because they were interested in learning materials. Besides, as we knew from the previous explanation, the students argued that learning through video was fun

²⁷Ryan, Williams, Patrick, and Deci, *Self – Determination and Physical Activity : The Dynamics of Motivation in Development and Wellness* Hellenic Journal of Psychology Vol. 6 (2009), page 109 in https://selfdeterminationtheory.org/SDT/documents/2009_RyanWilliamsPatrickDeci_HJOP.pdf

²⁸ Ibid. Page 110

²⁹Krashen, *Principle and Practice in Second Language Acquisition* University of Southern California (1982) page 31 in http://www.sdkrashen.com/content/books/principles_and_practice.pdf

and not monotonous so that it can also create the low affective filter in the classroom.

Furthermore, the relation between the teacher and students can also affect the affective filter. Both of students (PS and DN) agreed that they have a good relation to the teachers and other students during learning activity process (either with book or video). The teacher can facilitate them to learn German and so did their friend.

4. Introducing German Culture through Video

Both of students agreed that culture will be more effective if learned through video. The students could see the German culture more clearly. By using the video, the students will be nearer to the objects that they learn. Besides, culture teaching through the video is also more effective because the students can build the imagination about the society of the target language that they learn. According to the teacher's observation, the students were more exciting when learned with the video. They asked many questions about German society characteristics and they seemed more engaged in language learning activity. From the teacher's perspective, video can be one of the media that helps the teacher to explain the lessons. Like the students said, that by using video, they can more understand the lessons, especially about the German culture and indeed, it can also enhance the students' learning motivation.

From the interview, German learning with book or video can make the students feel enjoy in language learning activity, especially with video because the video can entertain the students in language learning process when they feel bored. But, for grammar learning, it will be more effective if learned through the book because the students can see the structures and when they have not understood yet, they can read again. But, for the pronunciation learning, it will more helpful with the video because the students can hear directly some dialogues in the video.

Besides, both of students said that they did not feel nervous when they learned German either with book or video because they can understand the lesson well. DN also stated that the teacher is also friendly so that it can lead to the low affective filter in language learning classroom. So, we can say that the teacher has also an important role to enhance the students' learning motivation. The teacher must consider which media is the best choice to teach some materials so that the language learning activity can be effective.

Conclusion

In summary, the results of the present study indicate that German learning with video can enhance students' learning motivation because of some reasons:

1. The video can make the lesson more clearly for the students, for example, the pronunciation learning.
2. Learning through video is not monotonous and can create the low affective filter in the language learning activity in the classroom so that the students can feel more relax and enjoy during the learning activity.
3. The students can more engage in learning activity through the video because the video gave more new information about the German culture, vocabulary and it stimulated them to be more active in the learning activity.

However, the students also said that German learning either through the books or video each has its own advantages. They feel that grammar learning will be more effective if learned through the books, meanwhile culture and pronunciation learning will be more effective if learned through the video.

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STUDENT CENTERED LEARNING IN ENGLISH STUDY

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Abstract

A highlight of the Indonesian National Curriculum 2014 is the proposed shift in emphasis in teaching methods to a Student Centered Learning 'SCL' of communicative approach. It has major pedagogical benefits, which are particularly relevant to language learning. This is to identify and to know how the responsibility of SCL puts on learners, for their own learning by using variety of English language actively as medium of instruction during class. It involves students in more decision-making processes, and learn English by doing rather than just by listening and performing meaningless tasks which are often not in context, and therefore 'unreal' to them. They are 90% doing participating and the real thing while students practicing English for real-world skills. Learning becomes more active and memorable: because it is personalized, relevant to the students' own lives and experiences, it brings English use alive, and makes it relevant to the real world. The more actively involved students are in their own learning, the more they are likely to remember what they learn. By using communicative activity, English again becomes more 'real' and part of the students' lives.

Keywords: student centered learning; variety of English; communicative approach

Introduction

SCL environment provides a space for students to develop the strength of English skills. Such as SCL will encourage students to practice English actively, especially to the students of teacher trainees in English institutions. They read many English textbooks especially for their class subjects' presentation and discussion. This paper tries to describe at how students will be able to overcome their long term problem through the practice of English in SCL environment. The method leads students using variety of language to the class subjects based on communicative approach. Meanwhile, learning activity in SCL approach turns students more active than usual. This activity may give contribution to students communicating English alive. Therefore, the more students are dominant in SCL environment, the better they are mastery English, because "*Practice makes permanent.*"

Setback of Teacher Center Learning

Almost all educations in Indonesia conduct their teaching using conservative and TCL approach traditionally. Students learn English 'in straight lines' starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. And, Harmer cited from Woodward (2005: 82), by breaking language down into small pieces to learn them, it may be cheating the students of a language 'interlocking variables and systems'. He added that human learning is more random and convoluted. The teachers and lecturers tend to be more dominant. It gives a setback that students are not active during class; especially they are not given English environment to communicate English using variety of language without teacher intervention.

Communicative Approach

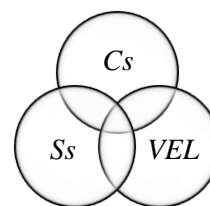
The 'what to teach' aspect of Communicative approach, according to Harmer (2005: 82), stressed the

significance of language function rather than focusing solely on grammar and vocabulary. The guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes. As Routledge cited from Crystal (2010: 80), a variety of language is a system of expression whose use is governed by situation factors ... varieties are, in principle, systematic and predictable. The 'how to teach aspect', in Harmer, it is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill. Activities in communicative language teaching typically involve students in real or realistic communication where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. As the results, students have a desire and purpose to communicate with no materials control. They concentrate to the content not form, besides using variety of language without teacher intervention.

Students Center Learning

SCL puts more responsibility on the learners for their own learning. It involves students in more decision-making processes, and they learn by doing, rather than just by listening and performing meaningless tasks which are often not in context and therefore 'unreal' to them. The more actively involved students are in their own learning of class subject, the more they are likely to remember what they learn (refer; diagram 1.1 SCL class & 1.2 Forgetting Curve. Because learning becomes more active (rather than passively listening to the teacher), it becomes more memorable: because it is personalized, and relevant to the students' own lives and experiences, it brings variety of language 'alive', and makes it relevant to the real world.

Diagram 1. SCL class



Note: Cs: Class subject; Ss: Students; VEL: Variety of English Language

Features of Students Center Learning

When planning more student center lessons it is useful to remember the followings:

- a) The more they contribute, the more they are likely to remember.
- b) If, however, teachers use the textbook as a base for then moving on to practice activities relating to the students' class subjects and areas of topic discussion, the students are more likely to become involved in the lesson, thereby remembering more.
- c) The main reason for students learning a language is to be able to communicate with other speakers of that language. In reality they will probably speak English with more *non-native* speakers from the region than with native speakers, and the ultimate goal is to be able to understand and respond to each other. Students therefore need opportunities to practice communicating in English without the constant fear of making mistakes hanging over them. If you feel the need to correct their mistakes, don't interrupt their conversations, make notes and give feedback later.
- d) Students have choices and make decisions about learning. Group work requires negotiation and decision making – working together towards a common goal.
- e) Focus on confidence building for real world skill. By developing communicative competence, language again becomes more 'real' and part of the students' lives.

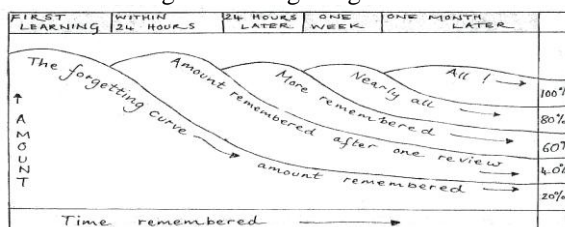
- f) Encourage interest in English used in the real world. By using authentic materials familiar to the students (class subject articles, PowerPoint, question/answer sheets) students are constantly in touch with the language in an absorbing way.
- g) Open-ended tasks are wider in their focus and involve a variety of language skills.
- h) High exposure to English through the use of authentic materials again: students may set homework involving research undertaken using the internet or other English language reference sources.
- i) Students learn *more* than language. They are also encouraged to think critically and develop problem-solving skills through more creative tasks and group work.

Review and a 'Forgetting Curve'

"Practice makes permanent."

The key process that bridges the gap between learning and acquisition is review. Review is a process of practising what has been presented to master the knowledge (to become permanent). Learners with learning difficulties would be given enough opportunities and even time to repeat through a variety of language and activities. The 'from learning to acquisition' process can be seen on the 'forgetting curve' that shows the process from first learning to acquisition.

Diagram 2. Forgetting Curve



There is a time line that illustrates the time of mastering (acquiring) a certain amount of knowledge. The curves show

how review is effective and leads towards the acquisition of knowledge.

Discussion

Writer describes what and how the responsibility SCL puts on learners for their own learning, fifth semester students majoring English education in Universitas Islam Balitar. The students use English side-by-side in class subjects such like literature, linguistics, English skills, research, cross-culture understanding, and the rests. Writer obtains data through observation, survey, video recorder, worksheets, and RPS. From observation and video recorder involve the students' activity in more decision-making processes, and they learn by doing, rather than just by listening and performing meaningless tasks which are often not in context and therefore 'unreal' to them. Writer will analyze data analysis of learners' responsibility and categorize them into spoken and written activity. The rests are supportive data to the analysis.

During teaching learning of the class subjects, students have more decision-making processes, and they use variety of English alive simultaneously by the language as a tool of communication among themselves. Bloomfield (1933) states language plays a great part in our life. Meanwhile Harmer (2005: 84), the 'what to teach' aspect of the Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary...to train students to use these language form appropriately in a variety of contexts and for variety of purposes. Therefore, English spoken language is actively used in the class for the introductory in greeting, opening conversation, giving instruction, discussion, and argumentation, asking and answering questions, closing, parting, and other general things.

All the class activities are taken place actively by students who should have at least Basic English, and they will set and

present their English as medium of instruction during study. The approach of SCL puts students as actors while lecturer stands as supervisor, moderator, and observer in the particular subject, (refer; diagram 2.1). Thorough out this process students learn by doing the language variety they are been learning. The language is used in real-world in long time learning to the specific subject they are learning, such like a subject writing or novel. It becomes more memorable: because it is personalised, and relevant to the students' own lives and experiences, it brings language 'alive', and makes it relevant to the real world. The teaching English alive has a relevant activities in Communicative approach, typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing (Harmer, 2005: 85).

Table 1. Setting of Variety English in class

Activity	Pre-tasks	Task cycle	Post tasks
Lecturer / teacher	Greeting Opening, Introduction to the class subject (Semantics).	Monitors/ observe: To judge the success of the different materials and activities that will be taken into lesson, or make changes in the future.	Giving constructive feedback. Deep-end: making correction and adjustments of the task. Closing & parting.
Student/ students	Greeting Name and position. Explore the topic of class subject (Semantics). Highlight useful words and phrases; provide	Students perform the task in pairs or small group (paper-presentation and Ppt.) Tell the rest of the class what they did and how it	Students are on their own in a group of 3 to 5 students. Discuss and try to answer in written and orally to the questions given

questions in related topic To understand task instructions	went. Report on the task either orally or in writing. And/or compared notes on what has happened.	during pre-tasks. Students manipulate , comprehend and interact with the task. Deliver information. Making closing.
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The learning sources of class subject above are textbooks, e-books, journals, objects, field notes, and website. The topics of discussion present in the form of articles, PowerPoint, and illustration.

By the end of SCL class activity, students have to furnish their discussed topics in hard and soft copy before submission. The expected furnished product is (e.g. short articles compiling for evaluation).

Teachers and lecturers of traditional teaching method often apply Teacher Center Learning 'TCL' approach. They actively conduct classes using second language of Bahasa Indonesia, and/or native language of Javanese or others. It has been using very long term problem, and become habitual speakers of code-switching and mixing to many schools and universities in Indonesia.

In contrast, putting *the habit of students learning English alive in SCL context* is very important. Such environment adjusts the student's behavior and rewards them with an achievement using variety of English, especially to the students of English teacher trainees.

Table 2. Habit of Students Learning English Alive in SCL Context

Students Activity	English Alive
GREETING	<i>Good morning/ afternoon/ evening, (Madam/ sir/ class). Welcome to Discourse Analysis lesson. Hello/Hi everyone.</i>
OPENING	<i>Let me just introduce myself.</i>

Name and position:	<p><i>My name is Susan.</i> <i>As some/most of you already know, I am Susan.</i> <i>I'm in charge of/responsible for presenting the topic of Text & Context in Discourse Analysis subject.</i> <i>I'm the first turn presenter for this lesson.</i></p>
Presentation (articles & questions)	<p><i>The tittles/ subject/ topic of today's presentation talk is Text & Context.</i> <i>Today I'd like to speak about Text & Context.</i> <i>What I'd like to talk about is Text & Context.</i></p>
DISCUSSION Objective: Main parts/outline:	<p><i>The objective of this discussion is to answer the questions related to Text & Context.</i></p> <p><i>The aim today is giving some background about Text & Context.</i> <i>I've divided/ split my talk into four main parts/ discussion.</i> <i>Firstly, what I want to do is give you some background from Text & Context.</i> <i>Secondly/Thirdly we will look at/move on to Text & Context.</i> <i>Then/Next/After that/Finally, I will speak about/examine of Text & Context.</i></p>
Visual:	
Timing:	
Questions:	
Audience:	<p><i>I will be using whiteboard and LCD.</i></p>
Link to start:	<p><i>The presentation will take/last about 15 minutes.</i> <i>I will speak for about 15 minutes.</i> <i>I plan to be brief. About 15 minutes.</i></p> <p><i>If you any questions please feel free to interrupt.</i> <i>Please interrupt me as we go along if you have any questions.</i> <i>I'd be glad to take any questions at the end of my presentation.</i></p> <p><i>I know you have all read the topic.</i> <i>I'm very grateful that you could come today.</i> <i>It's nice to see all of you.</i> <i>I look forward to your comments on this.</i></p>

	<p><i>Ok. Let's start with the first point which is explaining the background of Text & Context.</i></p> <p><i>Right. We can begin by looking at the background of Text & Context first.</i></p>
END Signaling the end:	<p><i>Ok. That brings me to the end of my presentation.</i> <i>Right. That covers everything I wanted to say about....</i> <i>So, that's all I have to say.</i></p>
Summarizing:	<p><i>To sum up...</i> <i>In brief...</i> <i>Before I finish, let me just go over...</i> <i>If I can briefly summarize...</i></p>
Concluding:	<p><i>To conclude, I would like to say that...</i> <i>I'd like to finish by saying...</i> <i>In conclusion...</i></p>
Final recommendation :	
Support:	<p><i>It seems to me, then, that we should...</i> <i>I would therefore recommend/advise that...</i> <i>I have prepared some questions which I will pass round.</i></p>
Closing:	<p><i>I'll give you my e-mail address in case you want to follow up something I said.</i></p> <p><i>Thank you for listening so attentively.</i> <i>Thank you for your attention.</i> <i>I hope that this has been useful.</i></p> <p><i>I'd be glad to answer any questions.</i> <i>So, do you have any questions?</i> <i>Are there any questions?</i> <i>Ok. I think that brings me to the end of the presentation. Are there any questions?</i> <i>Yes, the guy/ our mate sitting there (points).</i></p>
Inviting questions:	
GROUP DISCUSSION Result:	<p><i>Ok, let's start with group discussion about the question given</i> <i>Herewith, the answer to the first question is ..., second...</i> <i>The answer from our group discussion is...</i></p>

Sources: English for presentation (Dignen, B: 1999).

The aspect of *communicative approach* in this study trains students to use English language forms appropriately in a variety of contexts and purposes. As the results, students have a desire and purpose to communicate with no materials control. They concentrate to the content not form, besides using variety of language without teacher intervention. In review and a 'forgetting curve' *Practice makes permanent*, learners with learning difficulties would be given enough opportunities and even time to repeat through a variety of language and activities during SCL in classroom.

Conclusion

There is a gap of teaching English as a foreign language today in Indonesia. It is based on course books, and yet students are unable to communicate English actively. For eight semesters studying in undergraduate course, students' ability still not achieving to the stage of competency, although teaching has been using curriculum, schedule & lesson plan accordingly. However, through 'Learning English in SCL Approach', has made students explore aloud using variety of English during class subjects. This situation rewards students to the environment where they get encourage communicating in English during classroom activity.

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- Buku Kurikulum Pendidikan Tinggi, Thn 2014, Tim Kurikulum dan Pembelajaran Direktorat

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A PROPOSED SYLLABUS FOR TEACHING LITERACY TO DEAF STUDENTS

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Abstract

Curriculum is the guidance for the teachers to carry out their tasks in the teaching and learning process. The content of the curriculum should accommodate the students' needs and should be based on their abilities as well. So far, mostly of the English skills in any type of school are taught to the students separately, and they cause the students cannot integrate the skills. Many previous works have only focused on the curriculum for general school students, hence, the works focus on the curriculum for special needs students in form of D/HH students are a bit neglected. The fruitful of teaching literacy to deaf students cannot be ignored; therefore, deafness should never be excused of hampering on literacy. Literacy is defined as the ability to read, write and furthermore it processes the knowledge to be applied into the written one. Learning to read and write is a part of any language development or process. The paper presents an approach of integrating the syllabus of two basic competencies in one standard competency for teaching literacy to deaf students through total physical response. By applying mix-method, the study reveals that an integrating syllabus for reading and writing skills could help deaf students understand the two skills taught easily.

Keywords: Deaf and Hard of Hearing (D/HH), literacy, total physical response

Introduction

Literacy is said to be the ability of people to be able to read, and write. Beside reading, and writing, they should also be able to process the knowledge onto both the written and spoken forms of communication to let people know what are inside their mind.

In most discussions of adult literacy, a distinction is made between literacy as the acquisition of a distinct set of reading and writing skills and literacy as social knowledge. Combining the two perspectives, the definition of literacy is the ability to use knowledge about language, to comprehend and produce or reproduce texts, so that students can become functionally adept members of the society in which they live (Roach, 2011). It could be emphasized that students not only learn the thing, but they also have to use the language in their daily life/situation to make them be able to communicate with others. The Indonesian government has emphasized the important of literacy to be taught to every level of education, started from the early free-school

level, up to the university level in order to make the citizen of Indonesia aware of being literate people.

Teaching English to general school would not be easy and moreover teaching it to special need students. Both the teachers for the general school and special needs school should find the appropriate way of teaching to their students, and it can be neglected that they may have different technique to convey the message from the text.

The curriculum for junior and senior students for both general and special needs highlights the important of teaching kinds of genre to the students, which is part of the English subject. The types of genre taught to the students are: procedure, spoof, hortatory exposition, recount, narrative, descriptive, news item, report, analytical exposition and discussion, review texts, etc. The aim of teaching the genres to the students is to make them be able to understand the meaning of each genre and use the meaning in order to communicate with the

surroundings both in written and oral of communication forms.

The curriculum used by the teacher is school based curriculum; therefore we constructed the lesson plan by integrating reading and writing skills. The actual standard competence is reading skill, but the basic competence has writing skill.

Reading and writing are the two skills in English that have close relation to each other, hence, they cannot be separated, as Paul underlined that they share similar underlying processes and should be taught together, especially in the beginning of literacy stages (2009, p. 267).

Furthermore, he emphasized that "Reading is a constructive, multiple-contextualized entity involving an array of processes such as linguistic, cognitive, social (2009, 273)." It means that reading is a brain activity relates to linguistic, cognitive, and social entity the human should do. Meanwhile, writing can refer to 'either a process or a result: while we are actively engaged in the process, we are said to be 'writing'; and when we have finished, the product (our composition, or text) is also called (a piece of) 'writing' (Crystal 1995, p. 257) in Paul (2009, p. 321).

Teacher of deaf students should really find the appropriate technique of teaching reading at the same time the students would also learn writing. Therefore, the study was carried out to implement the integrated ways of teaching reading and writing to deaf students with different hearing level through total physical response for reading.

Meanwhile for writing task, the teacher applied guided free writing from Lang and Albertini (2002). Guide free writing is a technique of writing in which students are guided to write with specific writing instruction provided in steps.

The study is a case study of seven graders of deaf with different levels of hearing, and it has the aim of applying the two skills taught namely reading and writing to enhance them understand the material well. It took place at one of the deaf schools

in Bandung, with the consideration that the school has got ISO 9001-2008. It also has A for its accreditation, and becomes the school where some students from Nederland came for their teaching practices.

Methodology

The study applies mix method to answer two research questions relate to the students' performance in literacy (reading & writing) and the construction of the syllabus for English subject.

Creswell and Clark (2007, p. 11) underlined that 'A researcher mixes quantitative and qualitative approaches to research throughout a study. Both qualitative and quantitative question are posed, both forms of data collected and analyzed, and a quantitative and qualitative interpretation is made.

The students were given task with the same topic for reading and writing. The topics discussed were: Shopping list and Favorite fruit and vegetables. Both students' tasks were assessed using the reading rubric for short answer from Rose, et al. (2008) which consist of and writing rubric from Hammill & Larsen (1996). The components assessed in writing were: content and organization, vocabulary, language use and mechanics. Meanwhile, the qualitative data were collected from observation field notes, and the interview result.

Findings and Discussion

Finding refers to the data results from the study to answer the two research questions aforementioned. In the teaching and learning process, the teacher was suggested to integrate the syllabus with the standard competency of understanding the meaning of functional written text and simple monolog/essay in descriptive and procedure texts to interact with the surrounding environment.

The basic competency is integrated competencies for reading in which the students should be able to use the meaning

of short functional text. Meanwhile for reading, they have to be able to use meaning from short functional text; such as birthday card, shopping list, etc. For writing, the students should be able to express meaning in written functional text accurately, and clearly in order to be able to communicate with their surroundings.

Based on the type of the score the students got, the writer decided to put the score range into: 90-up (excellent), 81-89 (very good), 70-80 (good), and 60-69 (fair), lower score than 60 is considered poor. The ranges are for both reading and writing skills.

To carry out the task, the teacher explained the material: 'My Shopping List', and gave more attention to the students. After applying the integrated syllabus and the lesson plan, the students' scores of reading task were analyzed statistically and the first reading task scores are: one student got 80, three of them got 78, one student got 72, and two students score below 50. However, the students' writing scores are bad compare to reading score. Two students got 90, one student got 77, and the rest got lower than 60.

In the second task the students were given topic entitled *Part of the Body* but the teacher applied the same technique but adding TPR in her activity. Surprisingly, their reading scores were better than before in which four of them got above 90, two of them got above 80, and one of them got 75.

The teacher was still eager to know about the students' improvement and she had the students discuss another material that was close to their life. The material discussed was 'My family'. The third score the students got from the third task is as follows.

Reading score: one student gets 100, two students get 90, another three students get 80, and one student get 40. The writing score would be: one student gets 100, two students get above 90, one student gets 80, and the rest three students get score below the school standard. All of the statistics

analysis could be seen from table 1 until table 6 below.

Table 1. Students' Reading Scores

No	Name	Task 1	Task 2	Task 3	Average
1	#R1	78	96	86	87
2	#R2	78	96	93	89
3	#R3	80	86	100	89
4	#R4	72	93	90	85
5	#R5	18	82	80	60
6	#R6	78	96	80	85
7	#R7	48	75	40	54

Table 2. SPSS Output Reading Score

Descriptive Statistics										
	N	Range	Minimum	Maximum	Sum	Mean	Std.	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Nilai01	7	62.00	18.00	80.00	452.00	64.5714	23.37276	546.286	-1.722	.794
Nilai02	7	21.00	75.00	96.00	624.00	89.1429	8.33524	69.476	-.886	.794
Nilai03	7	60.00	40.00	100.00	568.00	81.2857	19.55091	382.238	-1.919	.794
Valid N (listwise)	7									

Table 3. Inferential Output (*Uji z*)

Name	Task1	Task2	Task3
#R1	0.57454	0.82267	0.24113
#R2	0.57454	0.82267	0.59917
#R3	0.66011	-0.37706	0.95721
#R4	0.31783	0.46275	0.44572
#R5	-1.99255	-0.85695	-0.06576
#R6	0.57454	0.82267	-0.06576
#R7	-0.70901	-1.69676	-2.11170

Table 4. Students' Writing Scores

No	Name	Task1	Task2	Task3	Average
1	#R1	90	93	97	93
2	#R2	53	70	17	47
3	#R3	93	97	100	97
4	#R4	33	77	93	68
5	#R5	33	83	20	45
6	#R6	77	70	53	67
7	#R6	40	67	80	62

Table 5. SPSS Output Writing Score

Descriptive Statistics										
	N	Range	Minimum	Maximum	Sum	Mean	Std.	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Nilai01	7	62.00	18.00	80.00	452.00	64.5714	23.37276	546.286	-1.722	.794
Nilai02	7	21.00	75.00	96.00	624.00	89.1429	8.33524	69.476	-.886	.794
Nilai03	7	60.00	40.00	100.00	568.00	81.2857	19.55091	382.238	-1.919	.794
Valid N (listwise)	7									

Table 6. Inferential Output (*Uji z*)/Writing

Name	Task 1	Task 2	Task 3
#R1	1.14135	1.13242	0.87177
#R2	-0.25964	-0.80715	-1.35742
#R3	1.25495	1.46974	0.95537
#R4	-1.01694	-0.21685	0.76031
#R5	-1.01694	0.28913	-1.27383
#R6	0.64911	-0.80715	-0.35428
#R7	-0.75189	-1.06014	0.39807

The study was conducted to answer the two research questions mentioned above that relate to the syllabus and the students' performance in literacy. Based on the score for reading, it could be confirmed that the syllabus applied has given significant result, although not all of the seven students get good score. The means of the three reading activities respectively are: 64, 89, and 81. It means that the syllabus is considered good to increase the students understanding on reading. However, for writing skill that has average of 59, 79, and 65 could be said it is fair.

The observation notes figure out that the teaching activity by integrating the skills gives benefit to the teacher when s/he can patiently assist the students with their problems. It can be neglected that teaching the skills to deaf students is difficult. Therefore, the teacher did the TPR to help them understand the material. Piaget (1950) wrote down that "The conceptual connection between the students' subject will form the scheme, so that they will acquire the integrity and unity of the knowledge they had learned." Indeed, the integrated syllabus gives good result.

The interview and observation field notes are used to support the finding. From the observation notes, the teacher has to be very patient since it is not easy to teach the deaf students literacy; even it is very short essay. They need many interactions with both their friends and the teacher, especially they need to be exposed to sign or spoken language as it is emphasized by Swanwick & Marschack who said that "... language development of deaf students depends on frequent, consistent, and accessible communication, regardless whether it's

through signed or spoken language ..." (2010, p. 119). In line with Swanwick & Marschack, Paul (2009 & 2011, p. 2) depicts that "...It is important for students to have "language comprehension" skills for through-the-air discussion....This through-the-air level of comprehension is critical for developing "print" (or any captured form) comprehension ...". The quotations underline that by involving students with both physical and mind would help them understand the material easily.

From the result of the interview, six students said that learning English, especially reading and writing are difficult to follow. In reading they like only doing multiple choice, since they need only to choose the answer. They also confess that they do not like to write long sentences neither study structure. The writer also asked the weak students why they got lower score than others. The answers are: they do not like English since it is hard to study nor to write.

One of the seven students that is #R3 was able to do his work better than his friends. His score in both reading and writing are excellent. Especially in writing he is able to write essay using some idioms. From the interview, he said that he studies at home with the help of his brother & father who also deaf. This is in accordance with what Moores (2006, p. 45) says: "Deafness, per se, has no effect on the acquisition of literacy skills. A deaf child has the same intellectual capacity as a hearing child.

Conclusion

Teaching English literacy to deaf is not a simple work to do, since there are many things to consider. The teacher has to be able to construct an appropriate syllabus that could cope with the students' difficulties, and help them solve the problem in understanding the materials taught. The implementation of the integrated syllabus of two skills by using total physical response gives valuable things to the teacher, although the teacher needs to give very extra attention to the students, both in explaining

reading and writing materials. The patience of the teacher is needed, since s/he is the one who understands the students' ability.

The students are helped since they have to read and act out the texts they study, and it becomes the better way for them to remember what the texts are about. One problem that could be staying unsolved is the way the students learn at home, since the teacher cannot monitor their progress. However, this study is a case study that cannot be generalized, and the syllabus is needed to be applied to any different level to see whether it will work or not.

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FOSTERING ENGLISH SPEAKING ATMOSPHERE FOR NON ENGLISH STUDENTS DEPARTMENT THROUGH ENGLISH COURSES

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Abstract

This research discussed about the influence of picture & picture and three minutes review in English course to students' speaking competence for non English department student. By comparing two teaching strategies; the implementation of picture and picture or three minutes review and conventional teaching method. This research used quantitative approach with experimental method. The population was the students of Rusunawa (students' dormitory) Unimus Semarang. The sample was the students of class C4 and A2 with the amount of 24 students in each class. The researcher took the sampling based on random sampling, with C4 as the experimental group and A2 as the control group. The research instruments used were the test and questionnaire. The result of the test was *t arithmetic* was greater than *t table*, so the hypothesis was accepted. There was significant difference in students' speaking competence between class taught with picture and picture or three minutes review and conventional teaching method that is 8.75. However, it was found that non-English students has various obstruction to join the English Courses. Time availability becomes one of those, because those students come from several backgrounds of study, and the schedule of English courses cannot be managed firmly. The courses were done to make the students getting used to that are why the schedule is made flexible, depend on the students' feasibility in joining the course. However, through many activities in the dormitory through the course showed positive foster in learning English, even though those students have different challenges.

Keywords: English course, speaking competence, non English department student.

Introduction

Language is a means of communication that is used to share information, ideas and feelings to other and communicate both in written and spoken forms. Considering the importance of English, government has stated that English is foreign language that should be mastered by students from junior levels up to university levels. Laufer (2008, p. 48) states that research in language acquisition during the late twentieth century made us consider some long-standing beliefs about how people learn to speak. For example, the communicative language teaching approach emphasizes authentic interaction, student-centered learning, tasks based activities and communication for real world and meaningful purposes. Students have to use the language productively and receptively in unrehearsed context in which teacher/tutor could guide but not control the students (Danker, 2015, p. 174). Learners need to be provided with different

opportunities to demonstrate their oral communicate abilities.

At the university level student is demanded to ask for the ability to communicate in English. The progression of science and technology requires the communication competence in English for academic as well as professional purposes. English is taught at both the English and non-English study programs of the tertiary level of education.

Based on the pre-observation in Rusunawa Unimus, there were two reasons why English was difficult to be mastered by students especially in speaking skill. First, the students began to learn English by reading instead of speaking. In fact, reading is different from speaking. The difference between written form and spoken form is the way how to write and how to pronounce it. Second, the materials on the recorder were usually read by English speaking people. Based on the pre observation above,

the purposes of English course that is held are; convince the students about their English pronunciation and practicing to speak in English, encourage students to master English as an international language, digging the students' motivation to speak English as much as possible and increase students' self-confidence to speak English without any hesitation.

According to Emaliana (2008, p. 2), in tertiary level of education, non-English department students learn English differently from English department students, the former study English for academic purpose (EAP), while English department students learn general English. As a compulsory course, EAP is taught in the beginning of study to make the students equipped with a study in the following years. English for academic purposes (EAP) or English for special purposes (ESP) has been encouraged for the teaching of English at the higher education in Indonesia. However there is still a discrepancy between the teaching of English at the non-English tertiary level of education and the English mastery needed to enter the workforce in Indonesia as the first focuses mainly on the speaking skill to support the student in finishing his study whilst the latter mainly requires the speaking and listening skill of the graduate to be admitted to the workforce (Fanani, 2014, p. 24).

It is important that the students improve their mastery in all four language skills especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills. Richards (2008, p. 106) states that learners often consider improvement in their spoken language proficiency as a measurement of their success in language learning.

Methodology

Arikunto (2009, p. 73) says that instrument in questionnaire method is an interview technique in the form interview guide. The instrument used in this experiments were to the influence of the students' speaking competence for non-English department

students on English course. The instruments were also trying to find about the students' motivation in classroom and their opinion about the English course.

Observation is an observation that is focused on the comprehension of how social event of the language classroom are enacted (Arikunto, 2007, p. 86). In this classroom observation, the objects of observation were students' activities in English language teaching learning. The researcher used checklist observation to make observation more systematic containing list of students' activities and response. Observation was intended to see and to know about the condition of class and students. The observation was focused on the development of students' speaking by using daily activity picture. It recorded on the form of field notes, teacher's diary and photographs.

Interview is basically conducted as conversational exchanges; acquires verbal answer for questions that is asked verbally in a meeting. These can be personal, such as face to face, or by telephone. As Peloghitis (2006, p. 11) argued that interview is an oral questionnaire. Instead of writing the response, the subject or interviewee was given the needed information verbally in a face to face relationship.

In analysing the data, the researcher tried to analyze the data after collecting the data. Then, the researcher classified the data into two groups: qualitative and quantitative data, qualitative (explanation using words) and quantitative data (using score). Qualitative is data which is shown by the words or sentences based on references. While quantitative data are collected by using instruments; checklist and questionnaire.

Before giving the course, the researcher prepared speaking test to be given to the students. The pre test was done for 48 minutes which was 2 minutes for each person and given as an individual task. The researcher arranged the course based on the lesson plan. English course for non English department students done during 4

times to obstruct students' speaking performance. Then the researcher divided the exercise by each group or/and individual to discuss about the course, the member of group or/and individually shared in front of the class orally. The researcher explained the evaluation. The researcher asked the students to make summary and gave their conclusion for convincing that what they learnt was easy to be understood.

Findings and Discussion

The research was conducted in two classes, namely the experimental class and control class. Experimental class was a class that used speaking guided and cooperative learning picture and picture and three minutes review, while the control class was the class was not using speaking guided and cooperative learning picture and picture and three minutes review.

After collecting the data result, the researcher would like to discuss it thoroughly one by one. Based on the research problem and the data from the previous chapter, there were several points which should be discussed.

1. Differences of Students' Speaking Test in Telling Storyline Taught Using Three Minutes Review or Picture and Picture Cooperative Learning Model and Conventional Teaching Method

The students' competence of the experiment class that was taught using three minutes review in telling storyline from the picture got enhancement. After given the treatment using picture and picture models, the students' achievement was higher than before. In experiment class, the average of pretest was 62, 91, and it was raising 77.5 in the posttest.

The students' competence in the control class that was taught using conventional teaching method in speaking also got enhancement. The students' achievement was higher after being given the treatment. The students' average score in posttest was higher than in the pretest. In

control class, the average of pretest was 60 and it became 68.75 in posttest.

From the data above, the differences about pretest and posttest were known from questionnaire number sixteen got 4.1 in interval good category, so that English course could improve students' speaking competence especially for non English department student. English course would be appropriate way in improving speaking performance, by using the three minutes review or picture and picture cooperative learning models that stimulate students more active in practicing English through describe the picture that was given by teacher/tutor.

There were two factors that obstruct the students' speaking performance of non English department students are first factor is less motivated in learning English. Like practice makes perfect. Students are in bad English environment, there is no partner to practice their English as simple as possible. Speaking was part of productive skill, which needs more practice. Second factor is English course held in different occasion, it would be held in the morning, afternoon or evening. When the students were asked to attend the English course in the evening after they had a lecturing in campus, they would be in tired, so the English course would not in good learning and teaching condition. The data was earned from observation and interview through individual and group interview.

2. Differences of Students' Responses Taught Using Three Minutes Review or Picture and Picture and Conventional Teaching Method

For collecting data of students' responses, the researcher used a questionnaire in experiment class and control class. After the questionnaire was analyzed, the result of the questionnaire in experiment class was 3.63 in good category. In control class the result of the questionnaire was 3.2 and it had very good category. It means that there was significance differences of students' responses taught using picture and picture or

three minutes review and conventional teaching method.

The responses were totally different by using the difference learning models. The students in experiment class were enthusiastic or attracted with the learning English using three minutes review or picture and picture. The students in experimental class were active and easy to be conditioned, they followed every step and every procedure in each learning models well. Students in control class got bored and felt sleepy during the learning process using conventional teaching method.

Based on the observation during the classes, both of English activities which most supporting in speaking atmosphere is pair and group discussion. Students are given time in practicing English as much as possible without any doubt and fear wrong. They feel free to delivered English to their peers. It would be different if they delivered English to teacher or someone older and smarter than them.

There was significant difference on the students' speaking performance taught using three minutes review/picture and picture and conventional teaching that is 8.75 in the post test. The mean score of experimental class was 77.50 and the mean score of control class was 68.75. There was an enhancement on students' speaking competence in experimental class that taught using three minutes review/picture and picture. While, the students' speaking of telling storyline the picture result in the control class that used three minutes review also got enhancement. Their speaking competence became better in the aspect of pronunciation, fluency, and grammar.

The students' responses between experiment class and control class that were taught using three minutes review/picture and picture method showed positive result. However, some students delivered that the time availability for those non English students who are staying in the dormitory become another challenge in learning English, beside the demand of mastering English skill itself.

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STUDENTS' PERSPECTIVE Is Teacher Still Important in Tele Class?

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Abstract

Teaching English in 21st century is totally different. It is not only deals with English for communication, but also for connecting someone to the cyber world. Students can learn English directly from their fingers' tip using their smart phone. The relation between teacher and students has changed because of the use of technology in English language learning. Teacher and students live in a Technology-Enhanced Learning Environment (TELE) that makes students as "Gen-Z". They are not only passive listening to the teacher's explanation but also seeking their own knowledge using their application in the smart phone. Besides that, there are visual, auditory, kinesthetic, tactile, group, and individual students as one of the main concern in TEFL. Furthermore, they like to finish all the tasks as soon as possible and find the solution using search engine. In line with blended learning, technology allows learning to take place partly or holly online. Online instruction is built into the design of a course. Classroom instruction is often used to prepare students to be autonomous learners that make them be active in learning. This study will be conducted by using questionnaire, observation, and interview from the students' perspective in TEFL blended learning class in Asian context. Are teachers still important in this kind of classroom?

Keywords: Gen-Z, students' perspective, teacher, TELE

Introduction

Before concern on the importance of teacher in 21st century and also in Technology-Enhanced Learning Environment (TELE) class, first another importance thing is about the most problem and about teaching 21st century and TELE class. The problem is commonly happened from teachers. Some teachers in 21st century are still being monotonous one. Giving task, homework, and teaching class by using paper based is the characteristic of this one. More, this kind of learning can make the Gen-Z nowadays to be bored. On the other hand, teacher who studies in previous era doesn't know about the need and characteristic student for this era. Recently, this is also happened especially in Asian context. Beside it, some teachers also think that technology have no big effect for education at all. They are just using and keeping monotonous style and also ignoring the technology implementation in classroom, especially language class. The

conclusion is some of them don't grow up through the modern era. Furthermore, do they fail to be teacher nowadays? It's horrifying, but no one wants they're failed at all. Next, the students grow up through the development era. Shortly, technology is everything in 21st era and also TELE class. It becomes the primary need and also substituting the use of book. Book used to be the key to get knowledge and technology is being the key nowadays. The result is they need and master on technology as well. So, what's the role of teacher in these kinds of problems? Is teacher still important in TELE class?

Second, another importance is about 21st century learning and TELE class. Teachers nowadays need to develop the learning method because of the dynamic learning method that related with the use of technology in classroom. In fact, the Gen-Z grown up through technology, and they adopt it earliest (Jones, 2002; McHaney, 2011), (cited in BrckaLorenz, Haeger,

Nailos, and Rabourn, 2013). Shortly, the connection for TELE class is teacher can develop learning method and knowledge acquisition through technology and also social media tools. Such tools are able to make the highest level of learning in society and also increases the access in society to be wide and fast (Coleman and Lenox, 2010). So, teacher would have new roles in TELE class. (Schlechty, 2002; Reigeluth, 2009; Reigeluth, 2012), (cited in Hashim, 2014) suggested about the new roles of teacher in new paradigm of instruction: Teacher as designer of student work, facilitator of learning process, and also the mentor. Therefore, teacher is able to go up through technology and also has good interaction with students. Last, technology must be the supported think for making good learning in 21st century, not delete the role of teacher. Isn't it?

Methodology

The study is based on the students' perspective about the role of teacher in TELE class and also they are still important or not. More, this study also will know about the development of student through the use of technology in class learning. The data are analyzed qualitatively. It's taken by using observation, questionnaire, interview, and documentation. The target of collecting data is from students of English department 4th semester. There are 28 students from 120. It taken by using cluster random sampling.

First is interview. The topic that used for interview is based on the theory from (Jones, Johnson-Yale, Millermaier, & Pérez, 2009; Reigeluth, 2009; Reigeluth, 2012), (cited in cited in BrckaLorenz, Haeger, Nailos, and Rabourn, 2013) about the students habit in using technology and also about the roles of teacher nowadays. The target is 5 students from 28. The indicators of interview are about the importance in using technology during learning, the effective way in catching the material when both technology and monotonous style are appeared in TELE

class, and the role (s) of teacher through the use of technology in learning process especially language learning.

Second is Questionnaire. The questions are based on the theory from (Malik, 2012), (cited in Malik, 2013) about the relationship and interaction between teacher and students. furthermore, the questionnaire is madethrough the use of technology in learning process. Each of the students gets a question paper and they have 12 minutes to fill it. The type of questionnaire is yes no question (see table 1).

Table 1. Yes-no Question Questionnaire

No.	Questions	Yes	No
1.	Do you think that technology is important in learning English?		
2.	Is teacher in class helping you to understand the learning?		
3.	Is technology in class helping you to understand the learning?		
4.	is teacher using technology to support the learning process?		
5.	Does teacher combine the technology and traditional media (paper, blackboard, etc.)		
6.	Could you study independently when teacher couldn't come in class?		
7.	Could you study the material and understand it easily when teacher teaches in the classroom?		
8.	Do you agree if the classroom nowadays just uses technology without teacher?		
9.	Do you agree if the classroom nowadays uses technology and it's directed by teacher?		

Last is the observation. The indicators for observing are based on the theory from (Goode, 2010), (cited in BrckaLorenz, Haeger, Nailos, and Rabourn,

2013) about the students in learning process. There are: 1. the use of technology in the classroom, 2. the method that teacher used, 3. and the understanding of students in TELE class today.

Findings and Discussion

Based on the methodology, the writer did all. 28 students were getting interview, questionnaire, and observation. Their perspectives and the result are known below:

1. Interview

The researcher had interviewed 5 from 28 students randomly. the targets are called St1, St2, St3, St4, and St5. Based on the indicator above, the questions were like this:

- a. What do you think about using technology in language class learning? Is it important or not? Give your reasons!
- b. Which one do you prefer as the effective way in classroom, teacher just teaches the material monotonously or also uses technology to support the learning process? Elaborate your answer!
- c. According to your perspective, what is the role of teacher through the use of technology in language learning process?

In this interview, the writer chose St3's answers to be one of the sample. St3 answered:

- a. "I think technology is important because technology helps the students to learn easier and easily."
- b. "I prefer using technology to support learning process as the effective way in classroom nowadays. Because, the teacher has to use technology in teaching their students. we can't deny that nowadays we are nothing without technology."
- c. "Teacher and technology are one component that is needed in this era. Technology has 2 points of view. There are negative and positive. So, teacher

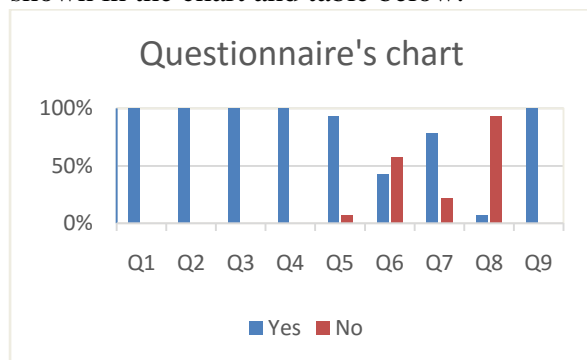
has to be as facilitator and mediator to facilitate students to be positive learners."

All of them had answered those following questions in the same time. So the writer could compare the answer from one with another. St1 answered about the importance of technology to support learning process. In this case, teacher must be the instructor through the use of it, and they are so important in class. It's also supported by St2. The explanation is that technology can make students easy to understand by combining teacher method with it, teacher also must be the motivator for students in order to give more motivation in learning process especially language learning. Next, the answers from St3 that is shown above. St3 explained that students can learn easily through the use of technology. So, teacher must be facilitator and mediator caused it's their necessity to use it in 21st century. Moreover, teacher also has a role to guide students thoroughly because technology has positive and negative impacts. Another answer from St4 is that technology is the important part of human being nowadays. It's so important in order to decrease students' boredom. Teacher is not only teaching but also being initiator to combine the common style in previous era with technology. Last answer from St5 is that today is 21st century, so we must go through technology. Jokingly, no learning without technology. Besides that, teachers still be teacher as well. more, they have new jobs and new roles in teaching 21st century and TELE class. They also have to be the motivator, friend, and also instructor for the Gen-Z. To sum up, the interview had done and the writer got positive thing about teacher's view in teaching the Gen-Z. no one said that teacher was not important. They do need teacher as usual.

2. Questionnaire

The writer also used questionnaire to acquire students and teacher

relationship in TELE class. The result is shown in the chart and table below:



No.	Questions	Number of students		Yes %	No %
		Yes	No		
1.	Do you think that technology is important in learning English?	28	0	100 %	0%
2.	Is teacher in class helping you to understand the learning?	28	0	100 %	0%
3.	Is technology in class helping you to understand the learning?	28	0	100 %	0%
4.	is teacher using technology to support the learning process?	28	0	100 %	0%
5.	Does teacher combine the technology and traditional media (paper, blackboard, etc.)	26	2	92.8 6%	7.1 4%
6.	Could you study independently when teacher couldn't come in class?	12	16	42.8 6%	57. 14 %
7.	Could you study the material and understand it easily when teacher teaches in the classroom?	22	6	78.5 7%	21. 43 %
8.	Do you agree if the classroom nowadays just	2	26	7.14 %	92. 86 %

	uses technology without teacher?				
9.	Do you agree if the classroom nowadays uses technology and it's directed by teacher?	28	0	100 %	0%

From the result, it can be known that all students agree that technology is very important. Beside it, they also agree that technology help them in class. In short, they use it so with teacher and teacher use it to support the learning process. Therefore, even though technology become everything nowadays, all of them agree that teacher also important to help student in understanding the learning material. In fact, 100% agree for point 1 – 4. Next, 92.86% students choose “yes” that teacher combine technology with traditional or paper based media. So, the method in teaching process and also the syllabus are bringing both of them. The writer can conclude that students need teacher who is using the combination media between modern and traditional although there is 7.14% said “no”. The 7.14% was not giving significant problem in class. Next, 42.86% students can study independently without teacher in class, this means when teacher had an agenda, a meeting or something important that can't deny. In other side, 57.14% students can't do the same thing, so the writer can conclude that students can study independent difficultly, although nowadays their class is TELE class but teacher is needed to help them. It's also supported from the result of the 7th and 8th questions. 78.57% can study and catch the point of material easily and it's caused by teacher's hand. 92.86% also agree that no TELE class without teacher. So, the writer can conclude that TELE class that appear nowadays is almost same with others class. Class consist of teacher and students, so with TELE class. Last, all of students agree that nowadays, technology must be used in class but it's directed by teacher. Teacher can be

called as instructor for overseeing the use of technology by students.

3. Observation

When the teacher and students did learning process, the writer had done the observation. It's known by class environment and the class still go as usual. The result of the observation show that Students benefit technology to help their difficulties. They used gadget or smartphone to help them and they had got teacher's permission before did it. They also asked the teacher to make them understanding the difficult part in book, e-book and also in the internet. Next, they almost did not ignore the teacher in lessons. They were keeping their attention and be enthusiastic. They became more active in asking teacher because they found the difficulties not only from book but also from the gadget and smartphone. It made the teacher gave the explanation more accurate and correct. Even technology was used by them, teacher also still used paper based task in order to make the combination of TELE class style with Old class style. Last, students enjoyed that kind of way and teacher still being teacher as usual with new roles not with monotonous style. All of the results provided almost same point about the importance of teacher. Even some students had negative view for teacher role in 21st century but clearly known that most students agree that they still must need teacher.

Conclusion

TELE class has provided students in different learning with previous era. The Gen-Z is not only being passive listener to the teacher's explanation but also seeking their own knowledge using their application in the smart phone. They also can make everything be done by their own skill with no one help them. So, due the type of students like this, it's not impossible that

students can be greater than teacher. In other hand, this paper says the fact. Teacher still be the part of students' life. Technology is everything for Gen-Z students but they need teacher when they get something difficult that can't solve by technology. In this case, internet is as the example. Besides that, almost 90% students agree that even technology is appear every time for them, they can't go through it without teacher. So, the difference with previous era is just for the role of teacher cause no one reason that delete the teacher's role. teacher just must develop the own self through technology and combine the technology with paper based learning. Therefore, in this century teacher do not just be the teacher that giving explanation and task for students. teacher is must being the facilitator that giving facilitation for students in getting difficult things, being friend for students in order to make them comfortable more in class, being director and instructor that directing students in using technology in positive way, and being the motivator in order to give them stimulus for more spirit in learning something, so teacher is like the parents in school time. Last, teacher is still so important in TELE class.

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LINGUISTICS

THE DIVERSITY OF DISCOURSE MARKERS ON COLLEGE SOPHOMORES' WRITINGS

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Abstract

This study aims to analyze the variants, frequency, similarity, and difference of Discourse Markers (DMs) which used by Surabaya male and female sophomores of English education major in writing their descriptive texts. The author applies qualitative approach, document analysis design, to identify their DMs in their texts. The findings of the study show that Elaborative Marker appears as the most dominant marker rather than Inferential and Contrastive Markers. More than a half of total number DMs used by the students dominated by 'and'. However, it indicates that the Surabaya College students have difficulty in varying DMs they used. Moreover, there is no indication of a major difference in terms of DMs variants between female and male students in their writings. This study benefit as one of the reflection form of English students' ability in using DMs. Regarding the several DMs which identically used by the male and/or female students, further studies are still needed to seek a satisfactory answer to this phenomenon.

Keywords: discourse markers, variants, genders, writing, college students

Introduction

Discourse Analysis (DA) was an increasingly popular and important area of language study which discussed not only about language but also its relation to the society, culture, and thought. Since the wide range of its activities, DA used to describe phenomenon whether in intra-discipline, inter-disciplines, or trans-disciplines of language education areas (Fauziati, 2009).

To be more specific, in spoken and written communication, DMs were verbal and non-verbal devices which contributed to the integrity of the discourse (Schiffrin, 2001 in (Rahimi, 2011). As far as writing was concerned, DMs helped us to use an effective and satisfactory piece of writing and, in fact, play a facilitating role in communication; furthermore, the lack or inappropriate use of DMs in an L2 would hinder successful communication or might lead to the lack of comprehension. In fact, L2 writers must learn that the reader would be able to follow the ideas expressed in the text easier if they signal the relations of their utterances to those which precede and

follow. Therefore, DMs constitute an important component of communicative competence, which L2 learners must acquire if they wanted to communicate effectively. This implied that the non-native speakers competent in using the DMs of the L2 would be more successful in interaction than those who were not.

To see how DMs were used by an L2 student, writer of English, is an interesting and important area of research in second language writing (Rahimi, 2011). Nonetheless, in L2 writing study was not only known about the different type of DMs used by L2 student writers in a specific genre but also find the possibility of a link between these markers and the genders of the students. Indeed, the studies of DMs that focused on Indonesian college students' writings were limited in numbers. Drawn by these circumstances, this study aimed to analyze the use of DMs by Surabaya college students in their descriptive text. Moreover, it compared differences DMs which used by the female and male students. This study might

benefit as one of the reflection form of college students' ability in using DMs.

Research Questions

1. What DMs are used by the Surabaya college students in writing descriptive texts?
2. What the differences of DMs are used by female and male Surabaya college students?

Nature of DMs

Schiffrin (1987) cited by Castro (2009) viewed DMs as sequentially dependent elements which bracket units of talk. She suggested that DMs were used in discourse because they provided "contextual coordinates for utterances". DMs could be found not only in spoken language but also in written language.

Erman (2001) believed that DMs used to signal transitions of various kinds, between smaller or larger chunks of discourse, either in the thematic organization at clue level or connecting larger pieces of discourse at the textual level. Their basic function was to 'move' the text forward and to ensure that the hearer got a coherent picture and can make sense what was being communicated.

Fraser (2009) viewed DMs as the third type of Pragmatics Markers (PMs) typically signal relation between the discourse segments which hosted them and the prior discourse segment, perhaps used by another speaker.

The Importance of Discourse Markers

Shumin (2002) argued that as a part of grammatical competence, EFL learners must develop discourse competence, which concerned with the intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence applied which aid in holding the communication together in a meaningful way. In communication, both the

production and comprehension of a language require one's ability to perceive and process stretch of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

DMs were related with cohesion relation, and it could be found in both monolog and dialog. In both language modes the readers/hearer needed to be cued as to how to build the coherent mental representation (Louwerse & Mitchell, 2003). Similar cohesion could, therefore, be found in both dialog and monolog.

Characteristics of DMs and Its Function

Fraser (2009) classified DMs into three main classes: a. Contrastive DMs (but, on the contrary); b. Elaborative DMs (and, anyway); and c. Inferential DMs (so, as a result). More specifically, Ying (____) combined classification of DMs functions which made by Fraser (1996), Swan (1980), and Schiffrin (1987). The detailed classifications on the basis of contextual meanings were: a) Addition (indeed, in addition, as well, not only, but also, furthermore, what's more, and, let alone, moreover); b) Contrast (but, however, rather than, otherwise); c) Enumeration (firstly, one the one hand, in other words); d) Exemplification (for example, such as); e) Transition (as far as I am concerned, in my opinion, I think); f) Reasoning (because, in that case); g) Summary (in a word, sum up); h) Result (therefore, so thus, so that, in that case, because, then); i) Adverbial clauses (despite, once); and j) Time (then subsequently)

DMs in Different Age and Gender

Shriberg (1996 in Bortfeld et al. (2001) found that men used more fillers than woman did, but the genders were equal with respect to other types of disfluency rates. Shriberg cautiously suggested that using more fillers may be a way for a man to try hold on to the conversational floor,

but pointed out that in her corpora. Gender was confounded with occupation and education level. related to the use of DMs 'you know' and 'I mean' by gender differences showed interesting findings. By analyzing and categorizing the total number of occurrences in the full corpus, the results seem to be contradicting previous claims that women used discourse markers more frequently as well as the hypothesis that men and women used DMs for radically different interpersonal and discourse functions. Their findings suggested that there were no significant differences between the functions of 'I mean' used by the men and women.

Karlina, Suparno, and Setyaningsih(2015) discussed DMs used by two English teachers in their classes. They found that there were 19 types of DMs which the combination of English, Indonesia, and Javanese. In addition, a number of textual functions fulfilled by these DMs which might contribute greatly to the coherent and smooth flow of the discourse organizations generated in classroom interaction.

DMs in Writing Compositions

Jalilifar (2008) studied the DMs of Iranian students' composition in the descriptive genre. The findings showed that the students employed DMs with different degree of occurrence. Elaborative markers were the most frequently used, followed by inferential, contrastive, causative, and topic relating markers. A direct and positive relationship was also found between the quality of the composition and the number of DMs used. Moreover, the graduate students used more DMs and this led to more cohesive texts.

Similar with Jalifar, Rahimi(2011) investigated the frequency and the type of DMs used in the argumentative and expository writings of Iranian EFL Learners and the differences between these

text features in the two essay genres. The results indicated a hierarchy of use of DMs in both essay types with elaborative markers the most frequent connectors used in both essay types. Overall, 15 different forms of DMs have been used by Iranian undergraduate EFL learners. The most frequently used DMs in all essays was elaborative marker 'and'. In addition, the mean of DMs use was significantly higher in argumentative essay than in expository essays. The results, nonetheless, showed that the use of DMs cannot be a significant predictor of the writing quality in the argumentative and expository compositions of Iranian undergraduate EFL students.

Methodology

By the aim to explore DMs, this study used document analysis design proposed by Ary et al.(2010) focused on the DMs production by Surabaya college students in writing descriptive text. The students were members of academic writing class, the education major, English department of Surabaya College. All 17 students in that class were sophomore from the 3rd semester. Considering the ethics of this study, all students' names had been changed into pseudonym in order to respect their privacy.

This study focused on analyzing the students' descriptive texts. These texts produced during 6 weeks period through peer review method which used the cycle of outlining-drafting-writing-editing-reviewing-revising. All texts were in the form of softfile (doc. version) compiled by the lecturer. By the aim to enhance the trustworthiness, the author combined 4 different descriptive texts used by each student, in total, there were 76 texts. The author also collaborated with the inter-rater in calculating the DMs.

In analyzing the data, first, the author searched and highlighted DMs in each descriptive text. Second, classified all DMs variants based on Fraser (2009).

Third, classified based on DMs classes (contrastive, elaborative, inferential) and its functions (addition, contrast, enumeration, exemplifier, transition, reasoning, result, and time) proposed by Fraser (1996), Swan(1980), and Schiffirin (1987).

Findings and Discussion

These findings presented DMs variants by the Surabaya college students from two perspectives, either as the academic writing class and/or as the group of female & male students. To be clear, the author re-informed that there were 17 students who produced 76 descriptive texts (4 texts/student). They produced these texts during their 6-week period through peer-review cycles (write-revise-rewrite).

1. DMs Classes and Production

In general, table 1 showed there were three DMs classes with the amount 718 markers used by the Surabaya college students in their 76 descriptive texts. These DMs consisted of: Elaborative Markers 500 (69, 64%), Contrastive Markers 95 (13, 23%), and Inferential Markers 123 (17, 13%). On average, each student used 42 DMs in 4 descriptive texts or 10 DMs per text.

Table 1. DMs classes students-based

Number of Students	Class of DMs		
	Contrastive	Elaborative	Inferential
N=17	95	500	123
TOTAL		718	
PERCENTAGE	13, 23%	69, 64%	17, 13%
MEAN	5, 59	29, 41	7, 23

Elaborative Markers

Based on table 2, Elaborative Markers showed as the most frequently used (500) by the students rather than Inferential and Contrastive Markers in their descriptive texts. This finding was in line with Matinez(2004), Jalilifar(2008), and Rahimi(2011) studies which related the

DMs and writing. In other words, even with different languages (Spanish or English) and different genres (descriptive, argumentative, or expository) but the finding was quite similar.

There were several Elaborative Markers which commonly used by the students such as 'in addition', 'furthermore', 'not only... but also', 'and', 'moreover', 'firstly', 'secondly', 'on the one hand ... on the other hand', 'for example', 'such as', and 'then'. Precisely, the marker 'and' was the most frequently used; it found that 422 'and' appeared in students descriptive texts. In others word, it implied that more than three-fourth (84, 4%) Elaborative Markers dominated by 'and'. Indeed, 'and' was not only frequently used by Iranian college students such Rahimi's(2011) finding but also used by Surabaya college students.

Surprisingly, it seemed that there was a wide range in production and mean score between Elaborative and Inferential Markers. In production, these two DMs classes differed 52, 51% because the students used only 123 Inferential Markers. Meanwhile, related to the mean score, these two DMs classes differed 22 points; since each student used 29 Elaborative Markers but they used only 7 Inferential Markers.

Table 2. Elaborative Markers

Classes of DMs	Function	DMs variant	Frequency
Elaborative	Add	In addition	3
		Not only... but also	7
		Furthermore	1
		And	422
		Moreover	6
	Enumerate	Firstly	6
		Secondly	2
		On the one hand... on the other hand	2
	Example	For example	9
		Such as	35

Time	Then	5
	TOTAL	500
	MEAN	29, 41

In addition, each student used 29 Elaborative Markers. Peculiarly, there were two students, Alia and Inaro, who did not use Elaborative Markers in their descriptive texts (see table 3). The author could not find even a single Elaborative Marker in their descriptive texts.

Table 3. Elaborative Markers of Alia and Inaro

No	Name	Gender	Number of DMs	Class of DMs			
				Elaborative			
				Add	En	Ex	Ti
1-4							
5	Alia	Female	0	-	-	-	-
6-10							
11	Inaro	Female	0	-	-	-	-

However, even there was not a strong connection between DMs use and literacy level (Hallermann & Vergun, 2007), but the importance of DMs in writing were inevitable. It was not only use to increase the quality of writing, but also DMs' roles as meaning (Shumin, 2002) and coherent mental representations (Louwerse & Mitchell, 2003) should be considered by the students.

Inferential Markers

The Inferential Markers was fuelled by 'because' in explaining reasons. In fact, the author found that there were 77 'because' appeared in students' descriptive texts. By comparing the frequency of several DMs in the table above, it can be said that the marker 'because' was the most frequently used in Inferential Markers.

Table 4. Inferential Markers

Classes of DMs	Function	DMs variant	Female
Inferential	Transition	In my opinion	4
		I think	19
		As far as	1
	Reason	Because	77
	Result	So that	7
		Therefore	6

	So thus	3
	Then	5
	TOTAL	123
	MEAN	7, 23

Inferential Markers was not only used to explain reasons, but also transit ideas and draw results too. Several Inferential Markers such as 'in my opinion', 'I think', and 'as far as' were used by the students to transit ideas. Moreover, others Inferential Markers such as 'so that', 'so thus', 'then', and 'therefore' used by the students to draw results were found with the relatively small frequency in this study.

Table 5. Inferential Markers of Alia

No	Name	Gender	Number of DMs	Class of DMs			
				Inferential			
				Tr.	Rea.	Su.	Res.
1-4							
5	Alia	Female	0	-	-	-	-
6-17							

Similar to the findings in Elaborative Markers, unfortunately, there was a student named Alia, who did not use Inferential Markers at all (see table 5).

Contrastive Markers

Comparing with Elaborative and Inferential Markers, the Contrastive Markers was the most rarely marker that used by the student. It found that there were only 95 (13, 23%) Contrastive Markers in all texts. The Contrastive Markers was dominated by 'but' in contrasting ideas. In fact, the author found that there were 89 'but' appeared in students' descriptive texts

Table 6. Contrastive Markers

Classes of DMs	DMs variant	Frequency
Contrastive	But	89
	However	6
	TOTAL	95
	MEAN	5, 59

Again, the case of several students who did not use DMs appeared in Contrastive Markers too. From the table 7,

there were four Surabaya students (Rey, Alfa, Airen, and Bruce), who did not use Contrastive Markers in their descriptive texts. The author could not find even a single Contrastive Markers in their descriptive texts.

Table 7. Contrastive Markers of Rey, Alfa, Airen, and Bruce

No	Name	Number of DMs in texts	Class of DMs
			Contrastive Contrast
1	Rey	0	-
2-7			
8	Alfa	0	-
9-12			
13	Airen	0	-
14			
15	Bruce	0	-
16-17			

These students who did not use DMs in their texts implied their lack of DMs use even though they had become adults and college students in English education major. They would hinder their effective and sophisticated communication with their readers (Schiffrin, 2001 in Castro, 2009). They needed to realize that the readers would be easier to follow the ideas expressed by the writer if the writer gave a signal when he or she would move to another topic.

Differences between Female and Male Students in Producing DMs

Since the number of female students and male students was quite different, thus the differential number of DMs they used was quite large (see table 8). Precisely, the differed was 362 DMs. However, male and female students' mean score was differed less than 10 DMs in all texts they used. Then, it seemed that there was relative narrow range difference. Precisely, the female students used 45 DMs in 4 texts (11 DMs/text) meanwhile each the male students used 35 DMs in 4 texts (8 DMs/text). In others word, these statements before supported Winkler's

(2008) finding that females were able to use DMs more than males.

Varieties of DMs

Indeed, all students' texts were limited in academic context and there was not a single interesting marker (discursive innovation) such as Matei's (2011) finding, but the interesting findings in this study were several varieties of DMs which used by both genders, males only, and females only. On one hand, 10 variants DMs were used by both genders such as **'but'**, **'and'**, **'moreover'**, **'for example'**, **'such as'**, **'I think'**, **'because'**, **'so that'**, **'therefore'**, and **'then'**. Based on Table 9, the DMs such as **'but'**, **'and'**, **'such as'**, **'I think'**, and **'because'** used by students in quite large numbers.

On the other hand, specifically, there were 5 DMs (**'not only... but also'**, **'then'**, **'in my opinion'**, **'as far as'**, **'so thus'**) which used by the female students only and 4 DMs used by male students only (**'in addition'**, **'firstly'**, **'secondly'**, and **'on one hand... on the other hand'**). It seemed that there were some preferences in producing DMs by each gender.

Conclusion

The findings implied that the Surabaya college students have difficulty in varying DMs they used for their writings. From the 19 variants which found, commonly, they used only 5 variants of DMs such as **'but'**, **'and'**, **'such as'**, **'I think'**, and **'because'** in large numbers than other DMs. Especially for **'and'**, its overuse signed the students' weakness in producing, using, and understanding the functions and the importance of DMs in their writing. We suggested that the lecturer gave more explanations and feedback which focused on DMs, in order to gain students' awareness of textual forms. In addition, there was no indication of a major difference in terms of DMs variations between female and male students in their writings.

Regarding the several DMs which identically used by the male and/or female students, the author invites other researchers who may have the same interest to seek the answer to this phenomenon. Conducting in-depth interview with some students or spreading questionnaire to large numbers of students is the possible way to reveal the preferences and reasons in using these DMs based on their genders

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STRATEGIC AND DISCOURSE COMPETENCE

A Case of English Foreign Language Students in Graduate Program

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Abstract

This study concerns with strategic and discourse competence in conversation. The aim of this study is to examine the speakers' dominance, the most strategy used when the problems of communication arise and the speakers' discourse competence. Three participants of English educational students of graduate program are involved as subject of the research. The transcripts of conversation were divided into turns, moves and clauses, and analyzed further based on the content specification of Celce Murcia (1995). The findings of the study show that three speakers are dominant in the conversation due to they speak purposively. Additionally, the result concluded that the most frequently strategy used in this conversation is stalling or time gaining. It indicates that the speakers have more hesitation problems within the conversation. Therefore, this claims that the speakers are not fluent in speaking English. Although the conversation produced by the speakers is not well formed, the conversation has involved cohesion and coherence aspects. Therefore, it can be inferred that the speakers' discourse competence is good since they produce utterances cohesively. Besides, they also create the topic in sequence and make it coherent since there is no indicator of misunderstanding or miscommunication found within the conversation. According to the findings, it is suggested to the EFL students to produce more English in their daily activities to decrease the communication problems and increase their speaking competences. Besides, the lecturer also guides and stimulates students creatively to speak more English during EFL learning.

Keywords: speakers' dominance, communication problems, strategies, discourse competence

Introduction

In concern of language, one of the most popular word in the 20th century is "communication". It has a great influence in the language teaching and learning not only because of its high frequency appearance in the research world but also because of its essential meaning that represents the gradual globalization in the past century. There are many competences involved in the communication called communicative competence. Canale and Swain (1980) proposed a theoretical framework of communicative competence into grammatical, sociolinguistic, strategic, and discourse competence.

As a sub-component of communicative competence, strategic competence becomes a basis for nonnative speakers. Its definition described by Canale (1983) as verbal and non-verbal strategies to

compensate communication breakdowns due to performance variables or insufficient competence. According to Celce Murcia, the components of strategic competence involved avoidance or reduction, achievement or compensatory, stalling or time-gaining, self-monitoring, and interactional Strategies.

Celce (1995) also has drawn discourse competence as the central competence that covers other competences in communication. Discourse competence can be defined as the ability to use (produce and recognize) coherent and cohesive texts in an oral or written form (Bachman 1990b, p. 29). Moreover, Celce Murcia (1995) added many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure

inherent to the turn-taking system in conversation.

Spoken communication always becomes interesting object to be investigated. Djoko Sutopo (2014) has explored the ability of a kindergarten student of bilingual school in producing negotiation of meanings. The finding of the study shows that the child is capable to produce almost speech choices and all types of negotiation, interpersonal negotiation and logico-semantic negotiation in the conversation.

In line with the previous study, casual conversation of English foreign language learners will be rich data for analyzing strategic and discourse competence. Therefore this study is decided to analyze strategic and discourse competence of EFL learners' casual conversation.

Methodology

This study involved descriptive qualitative method in spoken discourse analysis. It starts by recording the casual conversation, transcribing, and documenting to be analyzed and interpreted further. The transcripts of conversation were divided into turns, moves and clauses. The strategic and discourse competence are analyzed further based on the content specification of Celce Murcia (1995). Eventually, interpretation on the result of analysis was conducted.

The subject of this research is students of post graduate program. The conversation involved three participants (speakers) of English students of educational program. They are first, second and third speaker. The participants (speakers) spent about 15 minutes to talk each other. In fact, because of being latecomer, the third speaker could not joint 2 minutes beginning of conversation.

This analysis focuses on answering several questions involved in this casual conversation. For instance: whether the speakers are dominant or incidental participants, what is the most strategy used

when the problems of communication arise, and how is speakers' discourse competence.

Findings and Discussion

Based on the methodology, this study addresses three different issues. First, it deals with dominant and incidental participants. Second, it focuses on communicative strategy analysis. Third, it discusses the implementation of discourse competence within the conversation. Hence, those issues will be discussed in sequence:

1. Dominant and Incidental Participants

To decide whether the speakers are dominant or incidental, the analyst had to find the number of turns, moves, and clauses in the casual conversation. Furthermore, the result of turns, moves, and clauses analysis are presented as follow:

Table 1. Number of turns, moves, clauses

Speaker	Turn	Move	Clause
First	65	81	141
Second	54	75	110
Third	50	74	115
Total	169	230	366

Table 1 shows that the first speaker produces 65 turns while the second and the third produce slightly same, 54 and 50 turns. The difference emerges a reason since the first speaker who opened and closed the conversation. Furthermore, the third speaker gets less turns because she is a latecomer for joining the conversation. Thus, the difference cannot decide that the first speaker is the dominant one and the third is the incidental one. In fact, this suggests that those three speakers are the dominants since the conversation runs smoothly.

The number of moves which are produced by the participants have a slight difference. The first speaker gives more moves than the second and the third speaker. This indicates that the first speaker emerges speech functionally dominant as she gets more moves into her turns and gets more

value out of her turns. This situation occurred since she is such talkative girl who often responds every addressee's utterances. She often spends more information in her utterances based on her experience.

However, there is no participant who is beating the others. The three speakers are not competing for turns, since they have equal turns at talk. Again, in producing clauses, the first speaker has more clauses than the second and the third for her number of turns/moves. This confirms that the first speaker gets more airspace to talk, more value as speaker and also more substantial congruence between moves and clauses in casual conversation context. Moreover, unlike her turn and move productions, the second spends less clauses than the third speaker.

Though, she is not categorized as incidental participant because she speaks purposively. Besides, the first speaker produced more clauses due to she spends more information in telling her activities, expressing her feelings, informing her ideas, and sharing experiences that she had got.

2. Strategic Competence

In doing conversation, as foreign language students, the speakers got some difficulties during their communication. Therefore, the speakers used several strategies to solve their problems of communication. There are four of the most strategies used by the speakers that reported in table 2 below:

Table 2. Strategic Competence

Problem	Strategy	Number of Clauses
Hesitation	Time gaining	66
Problematic vocabularies	Compensatory	19
Lack of accuracy	Self-Monitoring	9
Uncertain Information	Interactional	5
	Total	99

Knowing the result of the use of communicative strategies in the conversation, it is concluded that the most strategy used by the speakers is time gaining which occurred in 66 of 99 clauses. The more fillers and hesitation devices used in this conversation indicates that the speakers got more communicative problems of hesitation. This situation often occurred in the basic of second language acquisition. It can be claimed that the speakers are not fluently in speaking English as their foreign language.

Like hesitation, the speakers sometimes have problematic vocabularies during their communication. Therefore they used strategy by taking circumlocution to solve the problem of vocabularies. Besides, self-monitoring strategy is used by the speakers to solve their lack of accuracy to indicate speaker's repair who realized her mistakes. And interactional strategy is used to confirm and clarify their comprehension when they have uncertain information. Therefore, this suggests the speakers to speak English more in order to achieve more communicative competences.

The examples of the most occurring strategies in solving communication problems are represented in the following excerpts:

Time gaining : Yeah, I also have uh... some assignments as SFL, hmm Thesis Project Proposal. But for uhmSFL, do not be panic guys.

Compensatory : I like uhm..Soto, Bakso, Mie Ayam,and something that is berkuah, I don't, I don't know to say.

Self-monitoring : Actually so do I. I plan to do, no nono plan to do, Iplan to date with Systemic Functional Linguistics.

Interactional : I still remember when she said that don't be ngoyo. What is that ngoyo in English?

3. Discourse Competence

Discourse Competence refers to the way ideas are linked across sentences in spoken language. To measure the speakers 'discourse competence, it is suggested to use two main aspects of *cohesive* and *coherent devices* for analyzing the conversation. In this case, the analyst found some cohesive devices, for instance, *reference*, *substitution*, *conjunction*, and *deixis*.

a. Reference

The most reference found in the whole conversation is anaphora or called as referring backward (in narrower sense, it is meant as the use of an expression that depends specifically upon an antecedent expression). The examples of anaphora reference that found in the conversation are presented below:

- 2nd : Do not be panic. Just take it calm and do the best. Do you agree with me?
3rd : uhm, I agree with you. I know actually, missWiwik is such a kind lecturer right?
1st : uhm I agree with you.
3rd : So she will not be angry to us. She never angry to us right?
1st : Of course, she is very kind.

- First speaker : Tahu Gimbal? What's that?
Second speaker : Is it from Semarang food?

In this case, the result of anaphora analysis indicates that the discourse is constructed and maintained well by the speakers in this conversation.

3. Substitution

Substitution is found in some clauses in the conversation by using *so* and *do* as shown below:

Table 3. Example of Substitution

Utterance	
Second speaker	: Yeah, me too. I have some assignments.
Third speaker	: Actually so do I , I plan to do, no nono plan to do, I plan to date with Systemic Functional Linguistics.
Second speaker	: Not really, because for being a professor, there is no correlation between whether they are male or female. It depends on their effort for being professor.
Third speaker	: Yea, I think so, but the main key for being professor I think our desire to learn more and more.

According the result of substitution analysis in the conversation, the substitution that is found is almost anaphoric since it presupposes an element within the same sentence as itself, but it frequently substitutes an element in a preceding sentence, and therefore it is a primary source of cohesion during the conversation. It indicates that sometimes the speakers avoid repetition to the words that had been mentioned. For instance, the use of *do* is to substitute for a verb and *so* to substitute object clause. Hence, it contributes to make the conversation cohesive.

4. Conjunction

In analyzing conjunctions that used in the conversation, four conjunctions are found as they are repeated more within the conversation. The result of conjunction analysis is drawn as follow:

Table 4. Types of conjunction

Type of conjunction	Number
And	19 times
But	15 times
Because	15 times
So	12 times
Also	6 times
Then	4 times
And then	1 time

The table shows that *and* is the most frequently used conjunction in the conversation. However *and* in this case is

used not only to relate ideas within the sentences as conjunction but also to avoid hesitation of uttering sentences as spoken feature. Though *and then* is insufficient used, it has function as spoken discourse marker that can relate ideas stated in the earlier sentences or reinforce the ideas.

The result indicates that the speakers used monotonous conjunctions. They did not use more variant of conjunctions as signals of semantic relation. The unavailability of variant conjunctions may be due to the speakers' spontaneity that indicates uncontrolled situation in English spoken language. However, the speakers try to relate ideas cohesively using those conjunctions.

5. Deixis

Deictic is one which takes some element of its meaning from the context of utterance in which it is used. There are four deixis that are analyzed in the casual conversation. They are person deixis, temporal deixis, spatial deixis, and textual deixis. The result of deixis analysis is shown in table 5:

Table 5. Types of deixis

Deixis	Number
Person	109
Temporal	16
Spatial	10
Textual	-
Total	135

Based on the result of deixis analysis, the most frequently occurring deixis is person deixis which uses pronoun *I* and *You*. This indicates that the conversation is not classified as gossiping but it is casual conversation since it does not discuss more about third person. In fact, there is no textual deixis found in the conversation since it is spoken language. Hence, the whole deixis made the conversation cohesive.

This study also investigates some coherent devices, for instance, *lexical repetition*, *generic structure*, *conversational*

structure and macro structure. Those will be discussed in the following points:

6. Lexical Repetition

Repetition is analyzed to measure the relevance of topic within conversation. It is a resource by which speakers create a discourse for conferring coherence on talk. In this case, the conversation is claimed to be relevant since it has some repetitions during the topic discussed within the conversation. The example of repetition occurred in the conversation is shown below:

3rd speaker : And another think also for being *honest*. Yeah, do you agree?

1st speaker : Yeah, I agree I still remember that we have uhm..she emphasize that we to be *honest*

2nd speaker : but nowadays it is so difficult to find someone or people that has uh the good *honesty*. So what do you think about that?

3rd speaker : um I think the best way to... teach um someone or maybe we as a teacher the best way the best way to teach students is being a good model for them

1st speaker : he eum or maybe we can um involve the ... values of *honesty* in their um in their lesson for example like um involving theum the value of *honesty* in the story in the classroom so it will be for it will be very better for them to be understood.

7. Generic Structure

Due to this conversation is casual chatting, the generic structure of this conversation is drawn in the following table 6:

Table 6. Generic Structure

Opening ^ (initiation ^ reinitiation ^ response ^
feedback) ^ closing

The table shows that initiation, reinitiation, response, and feedback are occurring more than one in this conversation. Those usually occur in the topic is established and changed. Unlike, opening and closing occur only once within the conversation.

8. Macro Structure

Macrostructure is a more top-down approach to the way conversation is organized. It uses predictable two-way exchanges called adjacency pair in conversation. There are many adjacency pairs occurred in this conversation due to it involved three speakers. The result of macro structure analysis shows that the exchanges in this conversation have coherence because the speakers' question and initiation can be answered and responded by their addressee accordingly.

Conclusion

Based on the result of conversation analysis, it can be concluded that the three speakers are dominant in this conversation. Though, the first speaker produces more moves and clauses, it does not mean that the second and the third are not important in the conversation. It occurred since the first speaker is such talk active girl who often responds every addressee's utterances. She often spends more informations based on her experience. However, there is no incidental participant in the conversation due to they speak purposively.

The most frequently strategy that is used in this conversation is stalling or time gaining. It indicates that the speakers have more problems of hesitation within the conversation. Moreover, they produces more fillers, and hesitation devices like actually, so, and yeah. Therefore, this claims that the speakers are not fluent in speaking English.

Though the conversation that is produced by the speakers is not well formed,

the conversation has involved cohesion and coherence aspects. Therefore, it can be inferred that the speakers' discourse competence is good since they produce utterances cohesively. Besides, they also create the topic in sequence and make it coherent since there is no indicator of misunderstanding or miscommunication found within the conversation.

According to the conclusion, it is suggested to the EFL students of graduate students to produce more English in their daily activities in order those problems of communication decrease and the students' competences in casual conversation increase. Besides, the lecturer also guide and stimulate students creatively to speak more English during EFL learning.

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REQUEST STRATEGIES USED BY MALE AND FEMALE ENGLISH FOREIGN LANGUAGE LEARNERS

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Abstract

This research aims to investigate following questions; (1) to identify the types of request strategies used by male and female EFL learners, (2) to identify the types of politeness strategies used by male and female EFL learners, (3) to describe the similarities and the differences of the request strategies used by male and female EFL learners, (4) to define the factors contribute in choosing the politeness strategies of request used by male and female EFL learners.

This research was a qualitative case study focuses on single case, request strategies phenomenon. Data were obtained through Discourse Completion Test (DCT) consisted of nine request strategies. Forty eleventh graders of MAN 1 Sragen were selected as participants. The data were analyzed by determining the request strategies based on Trosborg's theory (1995), politeness strategies based on Brown and Levinson's theory (1989), and factors contribute in choosing politeness based on Leech's theory (2014).

Results showed there were four types of request strategies conducted by male and female learners; indirect request, hearer oriented conditions, speaker oriented conditions, and direct request. There were four types of politeness strategies conducted by male and female learners; bald on record, positive politeness, negative politeness, off record. In performing request strategy, male and female learners tended to be not imposing the request, the factors in choosing politeness depended on level of intimacy (close, familiar, unfamiliar) instead of gender. The data showed, gender does not give much impact on influencing the chosen of politeness strategy.

Keywords: pragmatic competence, politeness strategies, request strategies

Introduction

"Do you speak this language fluently?" It is definitely a common question that most language learners may ask. Coming as foreign language, most people expect that "speak" is the main concern in learning language as a means of being able to communicate. Indeed, for some reasons people believe that "speak" appears as the one English 'skill that represents all the English competence. It is proven by investigation done by writer through the teachers that had been interviewed by writer. It is showed that they are more focusing on learners' spoken competence rather than other competences. At the end of the day, it may provoke learners' failure in developing communicative competence in real-life situation.

Zayed (2014, p. 1) believed that they need to focus on communicative competence which is the ultimate goal for

learning a foreign language. It is reasonable to assume that communicative language teaching (CLT) should be based on implicitly or explicitly on some models of communicative competence (*Murcia et al.*, 1995). Communicative Competence is defined as learners' ability to express their messages in target language in form of real-life situation communication. Regards to its importance (Larsari, 2011: 161) pointed that without sufficient exposure needed for learners to notice and acquire the language input and chances to use the new knowledge, communication competence is not likely to be promoted.

According to Celce-Murcia, Dornyei & Thurrel (1995) further proposed model of communicative competence as a pyramid enclosing a circle surrounded by another circle. The circle within the pyramid is discourse competence, and the three points

of the triangle are sociocultural competence, linguistic competence, and actional competence. Then, the circle surrounding the pyramid represents strategic competence. Linguistic competence comprises basic elements of communication, such as sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing. Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech act sects). Discourse competence, concerns on the selection, sequencing, and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text (Murcia et al., 1995, p. 13). Sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. strategic competence as knowledge of communication strategies and how to use them. it can be summed up that language is not only means of communication coding system but also part of individual's identity followed with culture of the communities where it is used.

In addition, another thing to be concerned in achieving successful communication in target language is pragmatic competence and knowledge of target culture (Aliakbari & Gheitasi, 2014, p. 10). There are two types of pragmatics competence which learners must notice in order to achieve appropriate communication, those are pragmalinguistics and sociopragmatics. Pragmalinguistics deals with the resources/ linguistics realization for conveying specific communicative or speech acts. Sociopragmatics deals with the

appropriate use of those linguistic form/realizations be learners based on the context, the special roles of the participants in the context and the politeness factors of social distance, power, and distance of imposition (Brown & Levinson, 1978; 1987) as cited in (Hua Tan & Farashaiyan, 2012, p. 189).

Related to communication, request appears as one of speech acts which learners must be aware of. The reason is that its successfulness or failure may determine the positive or negative outcomes. Achiba (2003: 3) conveyed that request is useful and occur frequently, especially among learners of a new language. In Indonesia, it can be proven that request is regularly occur in daily communication in EFL classroom. For example "*Can you clean the whiteboard, please?, Refill the marker's ink please?*". Trosborg (1995, p. 189) believed that request is an illocutionary act whereby a speaker conveys to hearer that he/ she wants the hearer to perform an act which is for the benefit of the speaker and, sometimes, for the hearer. There are four classifications of request strategies proposed by Trosborg (1995), those are: indirect request, hearer-oriented condition, speaker-oriented conditions, direct request. In its utilization, performing request is indivisible from politeness strategies because it asks for favour and supposed to be not to threaten anybody. According to Brown and Levinson's (1987, p. 65) politeness theory, stated that requests are considered as the Face Threatening Acts (FTAs) as a speaker is imposing her/ his will on the hearer.

They suggested that when individuals are required to perform a face threatening act and they want to do it in a direct way; they should attempt to mitigate its threatening effect on the hearer's face. In doing so, they proposed three terms of socio-cultural variables of Face Threatening Acts, those are Power (P), Distance (D), and Rating of Imposition (R). It can be summed up that politeness strategies must be taken into account within request. Politeness strategies in request are addressed to soften or modify the politeness level of the request

appropriately based on the situation given. There are four politeness strategies proposed by Brown and Levinson, those are bald on record, positive politeness, negative politeness, and off record. So that in expressing request, speaker may decrease its directness. For example if the speaker would like to have request by decreasing its directness, the speaker must increase the level of request's politeness by adding certain words such as 'please, would you mind, do you mind, and etc'.

In scrutinizing its factors contribute, the theory that will be employed is theory of Geoffrey Leech's (2014). the maxims of Leech (2014) will be explained as follows:

1. Give a high value to O's wants (Generosity Maxim)
2. Give a low value to S's wants (Tact Maxim)
3. Give a high value to O's qualities (Approbation Maxim)
4. Give a low value to S's qualities (Modesty Maxim)
5. Give a high value to S's obligation to O (Obligation of S to O Maxim)
6. Give a low value to O's obligation to S (Obligation of O to S Maxim)
7. Give a high value to O's opinion (Agreement Maxim).
8. Give a low value to S's opinions (Opinion-reticence Maxim)
9. Give a high value on O's feelings (Sympathy Maxim)
10. Give a low value to S's feelings (Feeling-reticence Maxim)

It has been a debate that in defining direct and indirect form of request is influenced by gender. Robin Lakoff was interested in the issue of gender discrimination which was led her to investigate women and men's speech in American English. she pointed out that females used conversational politeness, especially forms that mark respect for addressee, hypercorrect grammar (consistent use of standard verb form), super polite forms, indirect request, avoidance of strong swear words (fudge, my goodness), and emphatic stress (it was brilliant

performance) (Fauziati, 2009, p. 202). Nevertheless, recalling to the idea that politeness cooperates with culture, it encourages researcher to sucritinize request strategies used by male and female learners who live in Central Java, with regards English as foreign language. There are four research questions proposed, such as 1) What are the request strategies used by male and female EFL learners in MAN 1 Sragen?; 2) What are the politeness strategies in request used by male and female EFL learners in MAN 1 Sragen?; 3) What are the similarities and the differences of the request strategies used by male and female EFL learners in MAN 1 Sragen? and; 3) What factors contribute in choosing the politeness strategies in request used by male and female EFL learners in MAN 1 Sragen?

Methodology

The researcher adopted qualitative case study as an approach of the research as it provides the readers with sufficient details of request strategies. Qualitative case study happens to be investigating and developing in depth the cases in natural setting which is tended to focus on process, while researcher emerged to be the key instrument whereas the data is described descriptively.

1. Participant

The respondents observed were eleventh graders of MAN 1 Sragen. In selecting the respondents, the writer took three to five learners for each class by purposive sampling. In total, there were forty learners chosen to be observed in this research.

2. Instrument

The instrument used in this research was DCT (Discourse Completion Test) adapted by Blum Kulka (1982) and later formulated by Rose (1992). It embeds on the situational prompt information on requestive goal, social distance, and social dominance. DCT can be represented as a questionnaire containing a set of very briefly described

situation designed to elicit a particular speech act. Subjects read the situations and respond in writing to a prompt (Billmyer and Varghese: 2000: 517).

Table 1. The Category Classification of Discourse Complication Test (DCT)

Category	Status	DCT Forms
Close	Higher Equal Lower	DCT 1 DCT 2 DCT 3
Familiar	Higher Equal Lower	DCT 4 DCT 5 DCT 6
Unfamiliar	Higher Equal Lower	DCT 7 DCT 8 DCT 9

	stant		for taking permission from administration		
8	A contestant	A contestant	Asking for help to complete the administration form	-	+
9	A committee of administration	A student	Asking for information to register yourself in this university	-	+

Table 2. Variable distribution in the nine situation from Written Discourse Test

DCT	Requester	Requester	Pragmatic Situations	P	D
1	Daughter/Son	Mother	Asking for buying new luggage	+	-
2	An older sister	A younger sister	Asking for bringing some books back to the library	-	-
3	An uncle	A niece	Asking for fixing the computer problem	-	-
4	A student	A vice principle	Asking for making list of farewell party' schedule	+	+
5	Classmate	Classmate	Asking for giving a ride	-	-
6	Teacher	A student	Asking for explaining the lesson once more	-	+
7	A contestant	A committee	Asking a contestant	+	+

3. Procedure

Step 1

Adapting DCT as the instrument allows researcher to create DCT's situation by herself. In doing so, she adjusted the situation to learners' environment.

Step 2

Each learners was given a written DCT, consist of nine situations that learners must respond to. Learners must be able to make utterances to express request in written based on situation given on DCT.

Step 3

Researcher received the DCT from learners. In analyzing the data, data coding was used. In doing so, there were three hundred and sixty numbers of DCT that she typed and coded it manually. For example, DCT 1/ M/ 18

DCT 1 : The DCT 1
M/ F : Learners (male-female)
18 : number of learners

Step 4

Through the data coding enable researcher to classified the DCT into some proposed research questions.

Findings and Discussion

It can be concluded that the request strategy that mostly used by male and female learners was ability/ willingness. In concern of its directness, male learners appeared to be more direct rather than female learners. Suggestory formulae appeared to be strategy that equally used by male and female learners. Hints appeared to be least used. At last, it can be concluded that related to its directiveness, male learners appeared to be more direct rather than female learners. In addition, it once more proved that theory of Robin Lakoff was correct. He believes that at the syntactic level women use more tag questions, hedges than men.

Related to politeness, the data figured out that learners employed four politeness strategies proposed by Brown and Levinson (1989). Those were: non-minimization of the face threat, notice attend to H (his interest, wants, needs, goods), intensify interest to H, use in group identity markers, be optimistic, be conventionally indirect, question hedge, be pessimistic, give deference, apologize. To be significant, the data showed that the politeness strategy that mostly employed by learners was be conventionally indirect, while give hints appeared to be least used.

In expressing request both male and female learners conducted directness if power belongs to them so that they were allowed to be explicit or even impose the requestee. In contrast, male and female learners conducted indirectness if they happened to be less power. Besides that, in certain cases there were other aspects involved which may influence in the choosing the level of directness. For example, given same situation male learners tended to be direct while female learners tended to be indirect. These differences may emerge because there were some aspects influenced, such as rank of imposition and relationship between requestee-requester.

It can be concluded that in defining the factors contribute in choosing politeness, the relationship/ level of intimacy between requestee-requester must be highly

involved. It can be proven from three different categories proposed. When male and female involved in such close relationship with requestee, they tended to be polite. In contrast, the request tended to be less polite when they involved in familiar relationship. In doing so, there were a lot numbers found to be confident and clear in uttering the request. At last, when male and female learners involved into unfamiliar relationship, the result showed very significant. Both male and female learners tended to be very polite when they met someone whose higher power than him/ her. Meanwhile, they happened to be less polite or even direct, when they meet someone who has less power than him/ her.

Conclusion

Request and politeness are like two sides of coin. It can be seen that request deals with directness while politeness deals with being polite. Through the discussion, can be concluded that being direct and less polite are correlated each other. It can be proved from the DCT clearly showed that the more learners tended to be direct, the more less polite they would be. At the same time, there were some aspects correlated each other in defining both its directness and its politeness. Those were power, distance, and rank of imposition conducted within level of intimacy (close, familiar, unfamiliar)

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AN INVESTIGATION OF YOUNG CHILDREN'S POLITENESS PRINCIPLE

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Abstract

Politeness principle is part of pragmatics study, and it takes place as the youngest in a branch of linguistics. By the time children's politeness getting lesser because of the lack on parental guidance and assistance to the children on the use of smart phones, television program and through internet. Children on preoperational phase of 2-7 years of age need assistance and also emphasized on politeness compensation from their parents. This study uses qualitative descriptive method supported by distributing questionnaires and interview as an instrument to collect data and will be used as a main data. Samples were children 2-7 years old who are in school Yayasan Bina Amal at Jl. Kyai Saleh No. 8 Mugassari Semarang. They are students who are in Kindergarten and Primary school 1. Stage activities are starting with the implementation of the pre field, field, analysis and preparation of reports. The purpose of this study is to see the extent to which children in the age in politeness compensation preoperational as the development of pragmatic science studies. The result is the use Leech politeness principle got quite fulfilled. Discretion maxim usage among others (12%), politeness maxim (10%), praise maxim (20%), modesty maxim (18%), loyalty maxim (20%), sympathy maxim (20%). In addition to the percentage of the use in maxim, the closeness between mother and child greatly affect in parenting and the impact on the ability to perform speech.

Keywords: pragmatics, politeness, preoperational, early childhood

Introduction

The study of speaker meaning, context meaning, and utterance meaning is separated from the branches of linguistic science and commonly called by Pragmatics. Purwo (1990, p. 16) defines pragmatics as a study of utterance meaning through context-bound meanings. While treating the language pragmatically by considering its context and communication usage. Purwo, (1990, p. 31). The essence of communication is the existence of a language with main purpose where the message can be conveyed by the speaker and understood by the addressee without reducing or exaggerating the contents of the message. Language is an arbitrary and conventional system of symbolic sounds and articulated (generated by speech) instruments used as a means of communicating by a group of humans to express feelings and thoughts Wibowo (2001).

Another opinion is also expressed by Keraf Smarapradhipa (2005) which suggests that language as a means of communication between people or group of people in the form of sound symbols produced by the tools of human speech. Moreover language as well as a communication system that uses vowel symbols (speech sound) Arbitrary. From some opinions that have been exposed can be concluded that the role of language is vital in achieving complete communication.

Language and pragmatics are linked each other because pragmatics is the study of speech itself while language produces a speech that produces meaning. From daily conversations there are many kinds of variations in speech either in formative, declarative, or other types of speech. The pragmatic study includes deixes, presuppositions, speech acts, and implicatures so that conversations that can be used every day can be used as research study materials.

Naturally language are obtained by humans since they were being born in the world. According to some experts language acquisition divided into 4 phases. The first is the motor sensory phase, occurring at the age of 0 to 2 years. The second is the preoperational phase, occurring at the age of 2 to 7 years, the third is a concrete operational phase, aged 7 to 12 years. And the last is the formal operational phase, occurring at the age of 12 to 18 years. Of the four phases, the second stage is very important to do guidance and mentoring because the child has not been able to fully use the rules of language and children are in the golden age which of course parents will give the best at that time.

Pragmatic has several sub-discussion such as maxim, deixes, cooperative principle and politeness principle. In correlation with the second phase language acquisition named preoperational phase, The children who are in the golden age need to be given knowledge, guidance, and appropriate model from their parents such as from daily conversations, good habits and the implementation of politeness principle. There are so many bad influences for children coming from internal and external factors then resulting wrong parenting. At this time clearly shown from the way how children interact to parents and their friends, there were less politeness. That is why parents, teachers and the environmental should concern to create positive conditions based on politeness principle.

The main problems of research are: 1. What kind of politeness principle appear in preoperational phase? And 2. How parents over come to the violation in their children politeness?

Pragmatics

Pragmatics is the youngest field of study after, phonology, morphology, syntax, and semantic. This branch of science was introduced by a philosopher named Charles Morris. Pragmatics is the study of sign relationships with those who interpret the

sign (Morris, 1938, p. 6 in Levinson, 1997, p. 1). Some pragmatic experts define different terms, such as Pragmatics definition from Geoffrey Leech (1993, p. 8) is the science of intent in relation to speech situations (speech situation). The process of speech acts is determined by the context that accompanies a speech. In this case Leech calls it with aspects of speech situations, among others.

Politeness Principle

Politeness can be said as a tool used to show awareness about the face of others, in the form of personal person in society that produces threatening face (Brown and Levinson, p. 1987) another opinion also expressed by Wijana (1996) revealed that pragmatic science is a branch of languages science that examine the meanings of lingual units externally.

Maxims in Politeness Principle

The politeness principle has several maxims: maxim wisdom (tact maxim), maxim of generosity maxim, maximal acceptability, maximal modesty, maxim agreement, and maxim of sympathy maxim. The principle of modesty is related to two participants of the conversation, namely self (self) and others (other). The self is the speaker, and the other person is the opponent of speech (Wijana, 1996). There are several forms of speech used to express the above maxims. The form of speech in question is a form of speech impositive, commissive, expressive, and assertive. The form of komisif speech is a form of speech that serves to express a promise or offer. The probability is the utterance used to declare a command or order. Expressive expression is the utterance used to express the speaker's psychological attitude to a situation. Assertive assertion is a common utterance used to express the truth of the proposition expressed.

1. Tact Maxim

This maxim is expressed in the letters of impositive and commissive. This

Maxim outlines every participant in the narrative to minimize other people's losses or maximize profits for others. In this case, Leech in Wijana (1996) says that the longer a person's speech the greater the person's desire to be polite to the other person. Similarly, speech expressed indirectly is usually more polite than the spoken words directly.

2. Generosity Maxim

Generosity Maxim mention that speaker's participants to maximize respect for others, and minimize disrespect to others.

3. Approbation Maxim

Approbation Maxim is expressed with commissive and impositive sentences. This maxim requires each speech-participant to maximize the loss for himself, and minimize his own advantage.

4. Modesty Maxim

Modesty Maxim is self-centered. This maxim requires every participant to maximize self-respect, and minimize self-respect.

5. Agreement Maxim.

Agreement Maxim mention that speaker and hearer to maximize their compatibility, and minimize incompatibility between them.

6. Sympathy Maxim

This maxim is expressed by assertive and expressive speech. Sympathy Maxim requires every participant to maximize sympathy, and minimize the sense of antipathy to the hearer. If the hearer speaks for success or happiness, the speaker is obliged to give congratulations. When the hearer said to get distress, or misfortune speakers deserve grief, or expressed condolences as a sign of inferiority.

Methodology

This study uses qualitative descriptive method supported by distributing

questionnaires and interview as an instrument to collect data and will be used as a main data. Samples were children 2-7 years old who are in school Yayasan Bina Amal at Jl. Kyai Saleh No. 8 Mugassari Semarang. They are students who are in Kindergarten and Primary school.

Findings and Discussion

Pragmatics learns about how human language is used and determining by context society with some condition. In other word pragmatics also discussing about speaker meaning, contextual meaning, principle and expression. politeness principle is is part of the language learning process as children interact with friends, parents and teachers. Giving model of politeness must be taught from an early age, starting from simple things like greeting, asking permission and saying sorry. As good parents, right manner in politeness is not only from school's responsibility, but also to synergize with parents. politeness principle is is part of the language learning process as children interact with friends, parents and teachers.

Tact Maxim minimize costs to others and maximize profits on the other. Through children's habits by saying goodbye before leaving home and coming back home from school. Greeting to other friends, parents and teacher are also take the tact maxim. The following are the example:

"Zinzo I have to go school now ma, Assalamualaikum."

Every child almost always greets to their parents wherever they will go, because this behavior has been taught both from their parents and from their school. How important are permission and greetings when children going out and go back to home. Habitual greetings are also required to use while entering in class, meet their teachers, and their friends.

Generosity maxim will maximize profit on others. One of the example is when classmates forget to bring lunch they will sincerely share their lunch. How noble the attitude of these children, they will easily

help to other friends. Examples are as follows:

- A : Let's break, buying snack
B : I don not have money, my mother did not give me money
A : Come on we buy with my money
B : Thank you

On the dialogue above shows generosity between two friends. When one of their friends does not carry an allowance the other friend is willing to share.

Approbation maxim is maximize praise to others. But in this research finding includes the violation of approbation. Shows by children when buying toys, snacks outside their usually calling the seller with "Lik" not Pak / Bu. Though it should be called as mas, pak, or bu for more respect.

Agreement Maxim minimize disagreement with oneself and maximize compatibility with others. It appears when children struggle to get toys with other and his friend admite to another.

Sympathy maxim minimize anticipation between self and others and maximizethe sympathy between oneself with others. Described by the children when one friend won competition and other give congratulation.

Modesty maxim minimize self-esteem and maximize praise to others. Children never show their new thing such as new bag or shoes to other.

Conclusion

The result is the use Leech politeness principle got quite fulfilled. Discretion maxim usage among others (12%), politeness maxim (10%), praise maxim (20%), modesty maxim (18%), loyalty maxim (20%), sympathy maxim (20%). In addition to the percentage of the use in maxim, the closeness between mother and child greatly affect in parenting and the impact on the ability to perform speech.

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PERSON PRONOUN DEIXIS IN INDONESIAN CELLULAR OPERATORS ADVERTISEMENTS Represent the Participants?

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Abstracts

This qualitative descriptive research uses non participatory observation method with Telkomsel and Indosat cellular operator advertisements as the objects. There are three types of person pronoun deixis: first, second and third person pronoun deixis which are consist of 14 deixis, namely: *ku, aku, gue, kita, kami, mu, kamu, loe, kamu, bang, dia, dan mereka*. The most commonly person pronoun deixis used in Telkomsel and Indosat advertisements is "*aku*". In addition, it was found that the person pronoun deixis in the Telkomsel advertisement varied more than it is in Indosat advertisements. The use of each personal pronoun deixis depends on the close of participants, situation (formal or less formal), and who the participant itself.

Keywords: advertisement, Telkomsel, Indosat, person pronoun deixis

Introduction

Language as its function as the way to communicate in language society is also be used in advertisements to deliver the message of a company to promote their product. Advertising is a means of communication with the users of a product or service (The Economic Times). Graphical, textual, verbal or sound communication tools are used in both advertising and marketing in order to construct messages that lead to consumption of products and services that are offered.

In communication, deixis has many functions. Its term implies to the use of expressions in which the meaning can be traced directly to features of the act of utterance, when and where it takes place, and who is involved as speaker and as addressee (Nordguist, 2017). Kinds of personal pronoun deixis in Indonesian language can be found in Indonesian cellular operators advertisements such as *saya* (I), *gue* (I), *aku* (I), *kamu* (You), *elo* (You), and many others. The different way to use the personal pronoun deixis in Indonesian language depends on the context of the speaker.

The choice of personal pronoun deixis used in the advertisement is important because it will show who the audience of its advertisement. Hymes (1974) in Chaer and Agustina (2004: 48) stated that participant is the present and the roles of people and the relationship between one participant and the other participants. Therefore, the participants in the advertisement are influence the use of personal pronoun deixis.

The telecommunications sector in Indonesia has started a phase of development after quite a long period of uncertainty. Today, Indonesia has started to embrace broadband, and some of its telecommunications companies are among the most important ones in the world (Mark, 2013). As mention on Poztmo Media (2013), *Telkomsel* and *Indosat* are the two biggest cellular operators in Indonesia. *Telkomsel* has 109 million customers and *Indosat* has 52 million customers in 2012. *Telkomsel* has 3 products, they are *Kartu Halo*, *Simpati* and *As*. On the other hand, *Indosat* also has 3 products, namely *Matrix*, *Mentari* and *Im3*. Those products have different segmentation which makes the producers

of the advertisements use different style of language to promote their products.

Methodology

As stated in Poztmo Media, *Telkomsel* and *Indosat* are the two biggest cellular operator in Indonesia. The data of this research are taken from the advertisement of *Telkomsel* and *Indosat* which were published on Youtube on January 2013 until January 2014. Those operators also have different segmentations that make the producers of advertisement from those operators use different style of language, including different person pronoun deixis used.

The population of this research is all of the advertisements of *Telkomsel* and *Indosat* that published in YouTube from January 2013 to January 2014. The data were verbal and non verbal data. Verbal data is used to analyze person pronoun deixis, while non verbal data is used to analyze characteristic of participants like age, socioeconomic class, occupation and distance relationship of the participants.

There were 37 data of *Telkomsel*, consists of: 7 data of *KartuHalo* (KH), 18 data of *Simpati* (S), and 12 data of *As* (A). Meanwhile, there are 21 data of *Indosat*, consists of: 1 data of *Matrix* (Mx), 5 data of *Mentari* (M), and 15 data of *Im3* (Im).

From the data, the samples of this research can be seen from the table below.

Table 1. Sample of the research

Telkomsel	KartuHalo	KH.2
		KH.3
		KH.4
		KH.5
		KH.6
	Simpati	S.16 S.17
Indosat	As	A.3
		A.9
		A.10
		A.11
	Matrix	Mx.1
	Mentari	M.2 M.4
	Im3	Im.2 Im.3

Kinds of person pronoun deixis is also described and classified into first person pronoun, second person pronoun, and third person pronoun. The person pronoun deixis used in *Telkomsel* and *Indosat* advertisements reflects their participants.

In order to show the classification of person pronoun deixis that has been analyzed, the table is used to present the data. The table is coded such as table 4.1. Number 4 means number of the chapter while number 1 means number of table in the chapter so table 4.1 means the first table in chapter 4. Moreover, the table also contained the classification of person deixis included first person deixis, second person deixis and third person deixis. Additionally, the table also described the participants who are involved in the video such as the percentage of participant's age and sex, and how are person deixis used represent participants.

Findings and Discussion

1. Kinds of Person Pronoun Deixis

There are three kinds of person pronoun deixis found in *Telkomsel* and *Indosat* advertisements: first, second, and third person pronoun deixis. The percentage of those kinds of person pronoun deixis can be seen from the table 1 below.

Table 2. The percentage of Person Pronoun Deixis

Kinds of Person Pronoun Deixis	Quantity (n)	Percentage (%)
First Person Pronoun Deixis	6	42, 85
Second Person Pronoun Deixis	6	42,85
Third Person Pronoun Deixis	2	14,28
Total	14	100, 00

From the table above, there are 6 first person pronoun deixis that are found in the data. They are *ku*, *aku*, *saya*, *gue*, *kami* and *kita*. First person pronoun deixis "*ku*" is possessive pronouns of the participants who become the addresser.

The first person pronoun deixis “*ku*” in the data are categorized as singular first person deixis. Then, first person deixis “*aku*”, “*gue*” and “*saya*” are also categorized as singular first person pronoun deixis. Meanwhile, first person deixis “*kami*” and “*kita*” are categorized as plural first person pronoun deixis.

There are 6 second person pronoun deixis in the data namely *mu*, *kamu*, *loe*, *anda*, *bang*, and *you*. Second person pronoun deixis “*mu*” that are found in the data represent possessive pronoun of the participants who become the addressee. Besides, second person pronoun deixis “*mu*” are categorized as singular and plural second person deixis.

Second person pronoun “*kamu*”, “*loe*”, and “*bang*” that are found in the data are categorized as singular second person pronoun deixis while second person pronoun deixis “*anda*” and “*you*” that are found in the data are categorized as plural second person pronoun deixis.

There are two third person pronoun deixis that are found in the data namely *dia* and *mereka*. Third person pronoun deixis “*dia*” is singular third person pronoun deixis, while third person pronoun deixis “*mereka*” are categorized as plural third person pronoun deixis.

a. Person Pronoun Deixis in Telkomsel and Indosat

It can be seen that the person pronoun deixis used in *Telkomsel* is influenced by the age of participants. It makes person pronoun deixis used in *Telkomsel* are more varied than they are in *Indosat* advertisements. It shows from the table 3 below.

Table 3. person pronoun deixis in Telkomsel and Indosat

No	First Person Deixis		Second Person Deixis		Third Person Deixis	
	Telko msel	Indo sat	Telko msel	Indo sat	Telko msel	Indo sat
1.	Ku	Ku	Mu	Mu	Dia	Dia
2.	Aku	Aku	-	Kam u	Merek a	-

3.	Gue	-	Anda	-		
4.	Saya	-	Loe	-		
5.	Kita	Kami	Bang	-		
6.	-	-	You	-		

The table 3 shows person pronoun deixis used in *Telkomsel* is more varied than it is in *Indosat*. In *Telkomsel* data, there are first person pronoun deixis singular such as “*aku*”, “*saya*”, and “*gue*”, while in *Indosat* data there is only singular person “*aku*”. In addition, the variety of person pronoun deixis used in *Telkomsel* also can be seen in second person pronoun deixis such as “*Anda*” and “*Loe*”. Meanwhile, in *Indosat* is only “*kamu*”.

b. The Participants

From the data, there are 28 participants who are involved in the data, both male and female participants. The percentage of participant’s gender can be seen in the table 4 below.

Table 4. The Participants’ Gender

Sex	Quantity (n)	Percentage (%)
Male	16	57, 14
Female	12	42, 85
Total	28	100

More participants who are involved in *Telkomsel* and *Indosat* advertisements data are male which is 16 people or 57,24% and there are 12 people or 42,85% who are female.

The youngest participant who is involved in the videos is 14 years old, and the oldest one is 54 years old. The parentage of participants’ age which using interval of age based on Indonesian Central Agency on Statistics can be seen on the table 5 below.

Table 5. The Percentage of Participants’ Age

Interval of age	Quantity (n)	Percentage (%)
10-14	1	3, 57
15-19	4	14, 28
20-24	13	46, 42

25-29	2	7, 14
30-34	2	7, 14
35-39	4	14, 28
40-44	1	3, 57
45-49	0	0,00
50-54	1	3, 57
Total	28	100,00

c. The Description of Person Pronoun Deixis

The description of person pronoun deixis in Telkomsel and Indosat is described as follows.

1. Possessive Pronoun

There are two person pronoun deixis which represent possessive pronoun of participants namely person pronoun deixis “*ku*” and “*mu*”. Person pronoun deixis “*ku*” represent possessive pronoun of the addresser.

2. Personal Pronoun

The personal pronouns found in the data represent first, second, and third personal pronoun.

- First personal pronoun deixis (the addresser) that is categorized as singular personal pronoun are “*aku*”, “*saya*”, and “*gue*” while person deixis that is categorized as plural personal pronoun are “*kami*” and “*kita*”.

Table 6. The Use of First Singular Personal Pronoun

Singular Personal Pronoun	The Use
Aku	<ul style="list-style-type: none"> - close distance relationship - informal situation
Saya	<ul style="list-style-type: none"> - indicates far distance relationship - in order to be polite to the customer
Gue	<ul style="list-style-type: none"> - indicate informal situation - equality of age between participants

Table 7. The Use of First Plural Personal Pronoun

Plural Personal Pronoun	The Use
Kami	<ul style="list-style-type: none"> - used in Monolog - in order to be polite to the customer
Kita	<ul style="list-style-type: none"> - represents the addresser and public or all of the people who watch the video.

- Second personal pronoun deixis (the addressee) found from the data are “*kamu*”, “*anda*”, “*loe*”, “*you*”, and “*bang*”.

Table 8. The Use of Second Personal Pronoun

Second Personal Pronoun	The Use
Kamu	<ul style="list-style-type: none"> - the context is informal - the participants have close relationship
Anda	<ul style="list-style-type: none"> - used in polite situation - the participants have distance relationship
Loe	<ul style="list-style-type: none"> - the context is informal - the participants have very close relationship - the participants are young
You	<ul style="list-style-type: none"> - represent to public or the target of the market from the cellular operator - to point the addressee or public or the target of the market of the cellular operator
Bang	<ul style="list-style-type: none"> - indicates specific information from the addresser which shows that the addressee is a male

- Third Personal Pronoun deixis found from the data are singular (*dia*) and plural (*mereka*).

Table 9. The Use of Third Personal Pronoun

Third Personal Pronoun	The Use
Dia	<ul style="list-style-type: none"> - represents the girl who

	becomes the topic of the conversation between speaker 1 and speaker 2
Mereka	- represents Addie MS' (speaker's) children

Conclusion

There are three kinds of person pronoun deixis that found in the advertisements of Telkomsel and Indosat cellular operator. They are first, second, and third person pronoun. Then, from those kinds of person pronoun deixis, there are 14 person deixis; 6 first person deixis: “ku”, “aku”, “gue”, “saya”, “kami”, and “kita”; 6 second person pronoun deixis: “mu”, “kamu”, “lo”, “anda”, “bang”, and “you”; and 2 third person deixis: “dia”, and “mereka”. The person pronoun deixis used in *Telkomsel* advertisements is varied more than it is in *Indosat*. The use of each personal pronoun deixis depends on the close of participants, situation (formal or less formal), situation, and the participant itself.

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GRICEAN MAXIM ANALYSIS OF BEATRICE'S UTTERANCES IN *DIVERGENT* MOVIE

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Abstract

The main problem of research focuses on how are the implementation of Paul Grice cooperative principle of Beatrice's utterances in *Divergent* movie. Cooperative principle is aimed to get the effective communication as required. Violating of cooperative principle, it means that the communication result is not effective. The research is purposed to identify the implementation of Paul Grice cooperative principle of Beatrice's utterances in *Divergent* movie. The method of research is observing *Divergent* movie and transcribing the data by purposive sampling. The collected data are analyzed by theoretical of cooperative principle and context of situation approach. The result of research shows that the cooperative principle is not always obeyed by Beatrice. Based on 38 data of Beatrice's utterances, submissive of cooperative principle consists of 61 % data, while violation of cooperative principle consists of 39% data. The percentages are; submissive of cooperative principle content with 37% quantity maxim, 5% quality maxim, 11% relation maxim, 8% manner maxim. Violation of cooperative principle, they are: 18% quantity maxim, 8% quality maxim, 5% relation maxim, 8% manner maxim. It can be concluded that submissive of cooperative principle are mostly obeyed by Beatrice.

Keywords: movie, utterances, cooperative principle, maxim

Introduction

Language is the mean of communication which is very important in human life to communicate each other. The way giving message or what people thought is using language. Based on linguistics side, there are two kinds text of communication; they are spoken text and written text. Spoken text means that it is orally delivered, while written text means that it is delivered by some tools and process to show the message, for example the writer and the interpretation (H.G. Widdowson, 2007:7).

According to H. Paul Grice (1975), the purpose of cooperative principle is to get effective communication as informative as clearly. It has four maxims; they are quantity maxim, quality maxim, relation

maxim and manner maxim. The researcher focuses on knowing the implementation of Paul Grice cooperative principle. This research focuses on spoken text which allows participants to cooperate each other to make conversation runs well. Movie is one of spoken text by its conversation. A movie, also called a film is a popular medium; it is about the reality problem of tentative assumption according to phenomena society which has the result on specific values (Warren Buckland, 2009:6).

Beatrice, often called Tris, is the main character in *Divergent* movie. Beatrice's utterances are chosen as the object research because she is a dominant woman who mostly involved in all conversation. She has influence to wide

society by her *divergent* status. *Divergent* means having different status of other people. It makes Beatrice having more than one faction. The main problem of research is the implementation of Paul Grice cooperative principle of Beatrice's utterances in *Divergent* movie. The researcher focuses on research context of situation and Gricean maxim to describe Beatrice's utterances. The effective communication is based on the way Beatrice giving the respond toward the expression purposed to her. It can be assumed that implementing of cooperative principle makes an effective communication to get information as necessary, while doing violation of cooperative principle does not make effective communication caused by some reasons and purposes. Based on the background of the problem, the questions of the research as follows; how are the implementation of Gricean Maxim of Beatrice's utterances in *Divergent* movie?

Methodology

1. Method of Data Collection

The method used to collect the data as follows;

- Watching and observing *Divergent* movie. The researcher identified context of situation to analyze the data. The first step, the researcher observed *Divergent* movie to get clear description of the contexts.
- Doing screenshot the live conversation of *Divergent* movie as the fact. By the screenshot, it made the researcher easy to identify the data which were needed.
- Noting Beatrice's utterances. According to the research of cooperative principle, the researcher focused on paying attention to take a note of cooperative principle inconclusive of Beatrice's utterances in conversation.
- Making Classification of the selected utterances according the context of situation and Gricean maxim.
- Making identification of the selected utterances according context of situation

theory by M.A.K Halliday and cooperative principle by Paul Grice.

- Transcribing the data which were selected to be analyzed.

2. Population and Sample

The populations of this research were all Beatrice's utterances in conversation of *Divergent* movie. The researcher collected Beatrice's utterances to be analyzed based on the theories.

Based on the sampling method, the purposive sampling had the specific purposes of collecting the data based on theory approach (Dornyei, 2007:126). Beatrice's utterances, the sample of data, were selected by the purposes of theory approach. The sample was chosen based on the purpose of Paul Grice cooperative principle implementation. The sample of research was all Beatrice's utterances which consist of submissive and violation of cooperative principle.

3. Method of Data Analysis

The researcher had some methods to do analysis. There were:

- Reading all the transcribed data to understand the context of situation.
- Making classification of Beatrice's utterances which were selected to be analyzed based on the submissive and violation of cooperative principle.
- Analyzing the data by Gricean maxim theory. The analysis focused on the implementation of Gricean maxim in Beatrice's utterances in *Divergent* movie.

Findings and Discussion

The researcher finds data of Beatrice's utterances to be analyzed according to the context of situation and Gricean maxim. The data analyses are below:

1. Submissive of Cooperative Principle

a. Submissive of Quantity Maxim

Datum (1 – 00:4:46 – 00:4:56 - S)

- Natalie : Are you nervous?
Beatrice : No. Were you? For your test?
Natalie : Mmmm. No. I was terrified.

Based on the movie conversation, the conversation happens in home. The situation is informal. They have a talk and sit on the chair. The conversation holds between mother and daughter. Natalie is mother while Tris is a daughter. The context is preparing for faction test. Tris will do faction test. Natalie asks about Tris feeling. It is shown on the conversation “*Are you nervous?*”. Tris asks to her mother again to make sure how about the faction test. Natalie answers that is very terrified. It means the faction test is very serious process which has to be done for teenagers to consider their faction.

The conversation is as the rule of Gricean Maxim. Based on Natalie’s question “*Are you nervous?*” then Tris answers “No.” It means that Tris does submissive of quantity maxim because she gives the information which is needed by Natalie. Natalie only wants to know about Tris feeling. Is she nervous or not. Based on the conversation Tris gives clear answer as required according to her answer is “No”.

(Datum (3 - 00:08:11 – 00:08:54 - S)

- Tori : What is it with you Abnegation and Mirror?
Beatrice : We reject vanity
Tori : Yes, I know. Sit down
Beatrice : (take the seat and notice at Tori’s tattoo)
Tori : I’m Tori, I’ll be administrating your test. You’ll be offered a series of choices to test your aptitude for each faction until you get one result. I wouldn’t sweat it, ninety five percent get the faction their origin and by the looks of you. (Then Tori gives Tris a glass of blue liquid to drink)
Beatrice : What is it?
Tori : Bottoms up.
Beatrice : (Drink a glass of blue liquid)

The conversation holds in a test room, which is in formal situation between the participant and examiner. Beatrice is the participant of faction test, while Tori is the examiner. Beatrice gets in a test room and she looks herself in a mirror. The relation of

mirror with Beatrice is Abnegation faction reject the vanity. It shows in conversation of “*What is it with you Abnegation and Mirror?*” Abnegation is forbidden to look at mirror in long time. Beatrice does the first faction test which will determine her faction. Beatrice just follows Tori’s instruction while doing the test. For example, Beatrice has to drink blue liquid for her hallucination test to determine her faction. Hallucination test shows about how Beatrice solves the problem in her hallucination which likes real. The result how Beatrice solves the problem in hallucination determines her faction test.

Beatrice does obeying cooperative principle of quantity maxim on her utterances. Based on Tori’s question of “*What is it with you Abnegation and Mirror?*”, Beatrice gives the respond of “*We reject vanity*”. The respond is very clear as required according to the question. There is no more informative answer. Beatrice declares that she rejects vanity based on her faction as the rule of Abnegation faction.

Datum (4 – 00:13:30 – 00:13:40 – S)

- Caleb : What happened to you today?
Where did you go after your test?
Tris : I got sick so they sent me home early.
Caleb : did you finish your test?
Tris : Mm-hhm.
Caleb : What was your result?
Tris : What was yours?
Caleb : (smiles and go to the family are having dinner)
Andrew : Why did you just leave without telling anybody?
Tris : I was sick.

The conversation holds in home. The situation is informal because the participants are Beatrice’s family. They are Caleb as brother, Natalie as mother and Andrew as father. Beatrice prepares meals for dinner and Caleb helps her. The conversation talks about the result of faction test and why Beatrice just keeps silent without informing her family about her faction test. According

to the movie Beatrice has the divergent status so Beatrice has go home early without informing anybody about her test result. Beatrice has to make it secret for not telling anybody about her result is divergent.

Based on Caleb's question, it is "*Did you finish your test?*", and then Beatrice's respond is "*Mm-hhm*", Beatrice shows that she obeys the cooperative principle of quantity maxim. Beatrice gives the clear respond without other information according to the question only needs the answer yes or no respond. Beatrice says "*Mm-hhm*", it means that she does finish her test. The next question is "*Why did you just leave without telling anybody*", then Beatrice gives the respond of "*I was sick*". Based on Beatrice's respond, it obeys the cooperative principle of quantity maxim. It is required according to the question. Beatrice explains well why she leaves the test and goes home because she is sick.

b. Submissive of Quality Maxim

Datum (13 - 1:07:59 – 1:08:29– S)

Beatrice : Mom, You can't be here.
Natalie : I know, but you're in danger.
Beatrice : What?
Natalie : I have to ask you something. You weren't sick the day you took your aptitude test, were you ?
Beatrice : Why?
Natalie : What were your test results? Honey, it's okay, you can tell me.
Beatrice : They were, they were inconclusive.
Natalie : Divergent? You can't tell anyone. You can't tell your friends, your instructors, you can't trust anyone.

The conversation holds in *Dauntless* area when Beatrice does some work moving the bags to truck. Beatrice sees a light of mirror then follows it. Beatrice meets Natalie, her mother. The situation is informal and very secret. They meet in hidden place where there is nobody knows. They talks about Beatrice's result of the first faction test. Natalie makes sure what the real result of Beatrice test. Actually Beatrice is *divergent* because her test result is

inconclusive. Natalie reminds Beatrice to keep secret her divergent status, because *divergent* people are threat for *Erudite* faction and they will be killed by *Erudite* faction.

Beatrice gets the question "*What were your test results? Honey, it's okay, you can tell me*". It is really hard to lie everything with the mother when the mother is forced her to admit her test result. It shows on Beatrice respond, "*They were, they were inconclusive*". Here is Beatrice does obeying quality maxim, because Beatrice gives the real information according to her test result. The first test results are inconclusive, her test result shows that she match to all faction. Mostly she matches to *Erudite*, *Abnegation* and *Dauntless*. While in datum (16 - 1:15:52 - 1:16:47 – V), Beatrice does not give the real information to Four when he asks to Beatrice about her test result. Beatrice lies to Four that hers test result is Abnegation. Here is the factor why Beatrice does obeying and violating cooperative principle. Beatrice gives the real information and be honest to her mother. Beatrice lies to Four, her instructor in *Dauntless*, because it is danger for her to tell her test result.

2. Violation of Cooperative Principle (Gricean Maxim)

a. Violation of Quantity Maxim

Datum (2 - 00: 05:47 – 00:05:53 -V)

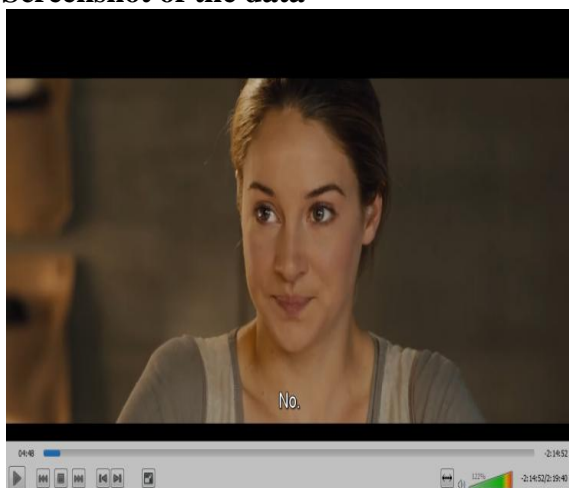
Caleb : Beatrice, do you wanna get the other bags too?
Beatrice : Sorry
Caleb : What if she'd been blind or an amputee? Would you have helped her then?
Beatrice : I was thinking about helping her
Caleb : It's not that hard.

The conversation holds on the way Tris and Caleb goes to faction test registration. The situation is informal. Tris is walking on the rooftop of the house while Caleb has got down on the ground. Caleb is Tris's brother. There is also an old woman

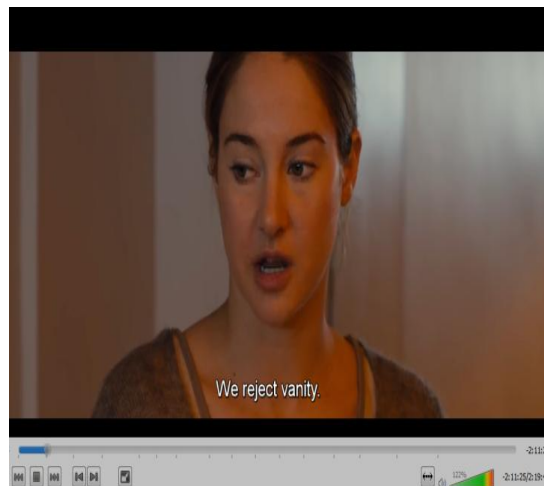
which is helped by Caleb. In this case, the old woman is not concluding in conversation. The old woman just keeps silent and does her activities because she is as the figurant and faction less in this movie. Faction less, it means the lower faction or lower social class. The conversation holds when Caleb helps the old woman bring some bags. Tris just looks at Caleb while actually there are many people who bring bags or goods in bad condition. Based on the conversation of “*Beatrice, do you wanna get the other bags too*”, Caleb asks Tris to help them.

The next question is “*What if she’d been blind or an amputee? Would you have helped her then?*”, Tris answers “*I was thinking about helping her*”. Tris violates cooperative principle of quantity maxim because her answer is too informative. She has to answer “*Yes, I will*”, or “*Yes, sure*”. Based on the conversation, Tris gives more information that she is thinking to help them. The answer violates cooperative principle of quantity maxim. The answer is too informative than is required.

Screenshot of the data



Datum (1 – 00:4:46 – 00:4:56 - S)



(Datum (3 - 00:08:11 – 00:08:54 - S)

Conclusion

It is difficult for always obeying all cooperative principle in communication caused by some factors of situational context. Based on the result of analysis Beatrice’s utterances in conversation of *Divergent* movie, it can be concluded that Beatrice does not implement all cooperative principle in her utterances, but mostly, Beatrice does obeying quantity maxim. It can be said that Beatrice has done effective communication by obeying cooperative principle of quantity maxim. While the others result are Beatrice does violations of cooperative principle. Here are the result of percentage; submissive of cooperative principle content with 37% quantity maxim, 5% quality maxim, 11% relation maxim, 8% manner maxim. Violation of cooperative principle, they are 18% quantity maxim, 8% quality maxim, 5% relation maxim, 8% manner maxim. It can be concluded that submissive of cooperative principle are mostly obeyed by Beatrice, so the result of communication is effective as required.

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THE VARIAN OF JARGON LANGUAGE IN PALU CENTRAL-SULAWESI

The Study of Morphological Science

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Abstract

This research-based paper presented the investigation on Morphological process of tabale language in Palu Central-Sulawesi. Therefore, the aims of this study were to describe the use of Tabale language in PaluPerumnasBalaroa and to introduce the uniqueness of the jargon (Tabale language) to the public. This study used descriptive qualitative method. This research also used Remembering method to collect the data, because the researcher himself was the native of this jargon language, the other method which was used was agih method to analyze the data. This research result showed the public about the uniqueness of morphological process in Bahasatabale such as (1. Ma-kanbecomeKan-ma, 2. Ti-durbecomeDur-ti, 3. Se-le-sai become Le-sai-se, 4.Me-nung-gu become Ba-gu-tung, 5.Ter-ti-dur become Ta-dur-ti).

Keywords: jargon, Tabale language, morphological process

Introduction

It is unequivocally stated that language is the arbitrary vocal symbol that used by human to interact each other, Todd (1995, p. 5) stated that language is a set of signals by which we communicate, it means that language is a conventional arbiter sign system which divided into two kinds, they are "language is systematic and systemic. As Suparno (2015, pp. 1-2) state that language is systematic because language has a rule and conventions are organized, While language is systemic because language itself is a system or subsystems such as subsystem of phonology, subsystem of morphology, subsystem of syntax, subsystem of semantic and lexicon. Meanwhile the science that specially study about language called as linguistic, Sulaiman also stated (2009, p. 7) that linguistic is a scientific study about human language. Based on the systemic language definition above, we see that language has a system or subsystems called as the aspect of linguistic they are phonology, morphology, semantic and syntax. This paper examined more about one of the aspect stated before it is

morphology. Morphology is the study of morphemes, we all know that morpheme is the smallest unit in the language which has meaning. The writer explained about morpheme and the morphological process on this paper, the morphological process examined was the morphological process of Tabale Language that used by most social communities lived in Palu Central-Sulawesi, that is why this article also explained about sosiolect and jargon. The explanation about Sosiolect, Jargon and Morphological process in tabale language will explain briefly.

Sosiolect

It is not indisputable that language can not be separated from social life environment because the human can not life without language, language has many variations that we have to learn one of them is Sosiolect. Sosiolect is the language used by variety of mankind that has a social position of difference, Jendra (2010, p. 31) stated that sosiolect often develops following several factors found in the society, such as cultural innovation, political

situation, technological invention and people immigration. Talking about social diversity means that we also talking about the language and language position in every society, because language position can show the identity of language user. That the reason why sociolect divided into eight sections, As Soeparno State (2015, p. 50) there are eight sociolects which is commonly used by people they are (akrolek, basilek, vulgar, slang, kolokial, jargon, argot and ken). The language which was produced or made by onesociety which researcher means here was called as jargon language which called as *Tabale Language*. This language will explain briefly on the following explanation.

Jargon (Bahasa Tabale)

Looking at Indonesia as the country which has many cultures, it is no wonder language variation in Indonesia very diverse as well as the variation of jargon language. Jargon is the language that used by certain society. The phrase used on jargon can not be understood by general public, but this language is not confidential. For example the language used in Malang which is called basawalikan, the word Makan they pronounce as Nakam, we can see that the sequence of letters has changed totally from the behind to the front, but in Bahasatabale they pronounce it as kanma, in this case the word divided into two syllables from Ma-kan into Kan-ma. These phenomena also described by Prayogi (2015, p. 3) he stated that language is a dynamic thing because it can be changed unpredictable, the factor of this phenomena is the society needs. Based on the examples above, we can see the difference between two jargon languages in different place Malang East-Java and Palu Central-Sulawesi. this language is only used in the informal situation. The researcher believes this is an interesting phenomenon that he has to examine because this language has a unique morphological process which will contribute new method, process or way on morphological process. The model of morphological process on this language will

explain more on the following explanation bellow.

Morphological Process

Morphology is the study about morpheme or words, Nikelas (1988, p. 110) stated morphology involves the study of the formation of words through the process of merging morphemes. Two of the morphological processes that we all know are inflection and derivation of word, Inflection is the changing of word that is not change word category while derivation is changing the category of words. Changes of words causes by affixes which are placed on the beginning, middle, and last of the words. There are many affixes that we has known they are Prefix, Confix, Infix and Suffix. But in English we only know about two affixes that always exist used by people they are prefix and suffix it is different with Bahasa because in Bahasa we use these four affixes. This paper will not explain about English rather than Bahasa. Tabale Language that the writer wants to explain here has the same affixes with Bahasa, the affixes which the writer wants to explain here are prefix and suffix.

We know that, there many prefixes and suffixes in Bahasa such as [Ber], [Me], [Ter], [Lah], [Kah], [Kan] these affixes are also used in tabale language but in different sound and grapheme for the example on prefix [Ber]→[Ba], [Ter]→[Ta] so that the word Ber-ta-mu they pronounce as Ba-mu-ta, Ter-ti-dur become Ta-dur-ti. We can see the unique of the pattern of this language, the pattern used is inverted per syllable of the word from behind to front while the prefix is still in the position. However prefix [Me] is different with prefixes explain above for example in word Me-ma-kan they are more likely to pronounce it as Ba-kan-ma using prefix [Ba] but other case with the word Me-ngan-tuk they pronounce it as Ngan-tuk-me, we can see that prefix [Me] put on the last position of the word. Therefore the researcher believes this phenomenon is an interesting language that the researcher has to publish to the public.

The examples of morphological word on Tabale language will be given bellow (used in the informal situation)

The words examples of Affixations in Tabale Language (BA, TA, LAH, KAH, KAN)

Verb

- | | |
|------------------------|---------------|
| 1. Ber-di-ri | (Di-ri-ber) |
| 2. Bang-un | (Ngun-Ba) |
| 3. Be-la-jar | (la-jar-be) |
| 4. men-Ca-ri / ca-ri | (ba-Ri-ca) |
| 5. Da-tang | (tang-da) |
| 6. Ma-u | (wu-ma) |
| 7. Ti-dur | (dur-ti) |
| 8. Me-ngan-tuk | (ngan-tuk-me) |
| 9. me-Mi-num / num-mi | (ba-num-mi) |
| 10. Ma-suk | (suk-ma) |
| 11. Ke-lu-ar | (lu-ar-ke) |
| 12. Per-gi | (gir-pe) |
| 13. Ja-lan | (lan-ja) |
| 14. Me-nu-lis / tu-lis | (ba-lis-tu) |
| 15. sem-bu-nyi | (bu-nyi-sem) |
| 16. bi-ar | (yar-bi) |
| 17. be-li | (li-be) |
| 18. ju-al | (wal-ju) |
| 19. ma-in | (yin-ma) |
| 20. am-bil | (mbil-a) |

Noun and Adj

- | | |
|-----------------------|----------------|
| 1. sa-ya | (ya-sa) |
| 2. di-a | (ya-di) |
| 3. ka-mu | (mu-ka) |
| 4. me-re-ka / do-rang | (ya-di rang-o) |
| 5. ba-ju | (ju-ba) |
| 6. ce-la-na | (la-na-ce) |
| 7. ro-ko | (ko-ro) |
| 8. sen-dal | (dal-sen) |
| 9. bo-la | (la-bo) |
| 10. la-pang-an | (pang-an-la) |
| 11. bu-ku | (ku-bu) |
| 12. ker-tas | (tas-ker) |
| 13. ba-u | (wu-ba) |
| 14. gan-teng | (teng-ga) |
| 15. can-tik | (tik-can) |
| 16. ha-rum | (rum-ha) |
| 17. ma-nis | (nis-ma) |
| 18. kas-ti | (tis-ka) |
| 19. ti-ang | (yang-ti) |
| 20. kur-si | (si-kur) |

Methodology

Research Method is the main procedure for the researcher to do the research. In this case the researcher used 3 research methods they are: a) Descriptive qualitative, b) Remembering and c) agih.

The Nature of Research

This research useddescriptive qualitative research, because the researcher needed to describe the use of bahasatabale in the area of the research.

The Source of the Data

The data on this research took by using remembering method, because the researcher himself is the native of this language. As Wijana (2016, p. 15) Stated that remembering method used to collect the data through remembering the object of research. This method used by people who has linkage directly with the research.

Data Analysis

This research used agih method to analize the data because this method was relevant with this research, as we knew that to analyze the data, the researcher needed to choose the method which is relevant with his/her research. Based on Sudaryanto (2015, p. 18) this method is used to analyze the data because the data that will be analyze is the language itself which is used by the society in Palu Central-Sulawesi. The advanced technique used in this research was inverted language Technique or Sudaryanto stated (2015, p. 91) that TeknikBalik, because the language that investigated was the language which had the word to be inverted.

Conclusion

Language is the tool that use by human to interact each other, language can be changed based on what the language society needs because the need of people could be changed by the time. Based on the structural theory, language is a conventional arbiter sign system which divided into two kinds, they are "language is systematic and systemic. As Soeparno (2015, pp. 1-2) state that language is systematic because language has a rule and conventions are organized, While language is systemic because language itself is a system or

subsystems such as phonology, morphology, syntax, semantic and lexicon.

We all know that there are many language in this Country, this all because Indonesia is the country which has many island and cultures. By looking this phenomena the newest language could be born in the society and community, the language that used by these people called as Jargon language. Jargon language is the phenomena of language development because it is made and understood by certain people. Bahasatabale was one of the jargon language that used by the people in this country, this language has unique rule, so that the linguist had to investigated this language deeply.

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THE ACQUISITION OF INDONESIAN AFFIXATION ON INFLECTION AND DERIVATION OF TWO TO FIVE YEAR OLD CHILDREN

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Abstract

This study is aimed to reveal affixation both on inflection and derivation and its morphological process, and the phonological process whether children are able to utter every word correctly. The data of this study were utterances taken from two to five year old children at Dharma Wanita Day Care of Central Java Province. The data were collected with observation and conversation methods. The observation method was performed with recording and non-participant observation. Meanwhile, conversation method was performed with elicitation technique. The data were analyzed with distributional method. The results of the analysis are as follows. Firstly, each inflection and derivation has standard and non standard Indonesian affixes. Secondly, both in inflection and derivation, there are deviations of affixations found in the utterances of two to five year old children. Thirdly, there are phenomena in terms of morphological process both in inflection and derivation.

Keywords: affixation, inflection, derivation

INTRODUCTION

Dardjowidjojo (2005, pp. 244-256) mentioned that children learn a language by going through five stages which are cooing, babbling, one-word utterance, two-word utterance and clausal utterance stages.

The structure of language in terms of morphology has been found to play an important role in understanding how language is produced and comprehended during activities such as speaking, listening, reading, and writing. Based on the illustration above, I am interested in studying the acquisition of Indonesian affixation on inflection and derivation of two to five year old children.

There are two research problems in this study as follows:

1. How does the acquisition of Indonesian affixation on inflection and derivation of two to five year old children?
2. Are the children able to utter every word correctly in terms of phonological process?
3. How is the morphological process of Indonesian affixation on inflection and

derivation of two to five year old children?

These research problems lead the writer into two objectives of the research, they are:

1. To describe the acquisition of Indonesian affixation on inflection and derivation in children's utterances.
2. To describe the ability of children to utter every word correctly in terms of phonological process.
3. To describe the morphological process of Indonesian affixation on Inflection and derivation?

The scope of this study is on the morphology of the utterances produced by two to five year old children. Morphology discussed in this study include inflection and derivation. This study uses the concept of word formation by Booij (2005).

Grady said that inflection is expressed primarily by means of affixation (1996, p. 161). In English, for example, the plural is marked by the *-s* suffix (except *man/men, child/children, fish/fish, etc*) while the past is generally marked by the *-ed* suffix (although a number of verbs use internal change, as in *sink/sank* and

ride/rode). In short, affixation in inflection does not change the grammatical category (word class and the meaning).

Meanwhile, derivation (Grady, 1996, pp. 161-163) characteristically changes the grammatical category (word class and the meaning). Therefore, it is said to create a new word. For instance, *-ize* in *modernize* makes a verb out of an adjective, changing the type of meaning it expresses from an adjective (*modern*) to an action (*modernize*).

Methodology

1. Type of Research

This study is descriptive in nature as it aims to know the acquisition of Indonesian affixation on inflection and derivation used by children. The subjects of the research are 2-5 years old children. In this research, the writer describes inflection and derivation of the Indonesian language used by children.

2. Data and Units of Data Analysis

The data of this study were utterances taken from two to five years old children at Dharma Wanita Day Care of Central Java Province. The population in this research is all utterances produced by children. The samples were taken by using a purposive sampling technique, that is: based on the researcher's consideration they are properly chosen as the subject of research. Thus, every respondent's utterance collected through the interview which contains inflection and derivation are considered as units of data analysis of this research. The sample was coded by using capital alphabet for each respondents' names, using capital roman for each records and using numbers for each utterances separating the transcript among Marsya (M.I.6), Raffa (R.III.3), Lucky (L.V.13), and so on.

3. Method of Collecting Data

The data needed in this research is children's performance in producing some kinds of sentences in their language. In order to get the data, the researcher used observation and interview method. The observation method was performed by

recording and note taking technique. Meanwhile, interview method was performed by elicitation technique.

While she conducted an interview, she recorded the children's utterances. The interview was recorded by using a voice recorder. Then, she collected the utterances that had been understood by the children. After that, the researcher continued to make transcripts of the data. Next, she coded the utterances. The coding transcript was the data which were ready to analyze. Finally, the researcher selected the proper data to analyze.

4. Method of Analyzing Data

Analyzing the data is the important stage in a research because this stage will describe and compare the theory and the data. The method of analyzing data used in this research is the Distributional Method (Metode Agih) which means a method with the part of language itself as the instrument (Sudaryanto, 1993, p. 15). After completing the data, the first step of data analysis is coding the transcript of interview by using capital alphabet for each respondents' names, using capital roman for each records and using numbers for each utterances separating the transcript among Marsya (M.I.6), Aganti (Ai.II.6), Raffa (R.III.3), and so on R.III.3 means that the transcript got from the speaker named Raffa in the third recording (Sunday, 20 January 2014) and his utterance is the third turn's of conversation in the recording. After that, the writer describes inflection and derivation of the utterances produced by pre-school children. Then, the writer analyzes the data.

5. Method of Presenting Data

When the data had been collected, classified and analyzed, the writer continued the process of the research by presenting the result of analyzed data. The presenting result of data analysis can be done both in formal and informal method. On the formal scale, the result can be presented in the form of pictures, figures, and tables. While, informal method formed the result or such

of formula using ordinary sentences and no symbolic used in explaining the result (Sudaryanto,1993, p. 144). In this research, the writer used both formal and informal method in order to show the result of data analysis.

Findings and Discussion

Based on the word formation, children utterances can be classified into inflection and derivation. Each inflection and derivation has standard Indonesian and non standard Indonesian affixes. Inflection only occurs in the form of affixation. While, derivation occurs in the form of affixation, compounding and reduplication. This paper only discusses affixation in derivation.

1. Morphological Constructions

This chapter discusses morphological constructions such as inflection and derivation.

Table 1. Inflection and Derivation

Inflection		Derivation	
Standard Affixes	94,12%	Standard Affixes	67,86%
Non-standard Affixes	5,88%	Non-standard Affixes	32,14%
Total	100%		100%

a. Inflection

Inflection is marked by affixation but it does not change the word class or the meaning (grammatical category). The following table shows that there are no alteration of grammatical category between bases and the inflected forms. However, a number of sound changes occur when affixes and bases are combined.

The following table shows the appearance of the affixes produced by five to two year old children. It is important to note that *ber-* and *meng-* prefixes are morphemes because they have wider distributions and the highest survival rate, namely [ŋ] appearing before the vowel /a,i,u,e,o/, velar /k,g/ and glottal fricative /h/ (Pastika.2012:156). For instance, the *ber-*

prefix, has three allomorphs, which are *bel-*, *ber-*, and *be-*. With the base *ajar*, the /r/ in *ber-* changes to consonant /l/: *ber-* + *ajar* → *belajar*. Hence, it has one phonological process which is consonant change.

Table 2. Inflectional Process

Function	Affixes	Frequency	Attaches to	Example
Active verb	<i>bel-</i> Prefix	2,94%	V	aku kemarin ikut <u>belajar</u> (I.I.6)
Active verbs	<i>ber-</i> Prefix	5,88%	V	- Bertahan pokoknya tahan (Z.I.375)
Active verb	<i>be-</i> Prefix	5,88%	V	- Berenang (Z.I.709)
Active verb	<i>me-</i> Prefix	2,94%	V	- Untuk melihat (H.V.59)
Active verbs	<i>men-</i> Prefix	5,88%	V	- menanam (M.I.101)
			V	- menimbang (M.I.194)
Passive verbs	<i>di-</i> Prefix	64,7%	V	- Diminum (M.I.221)
			V	- Inikan mau dimasak (R.III.167)
Passive verb	<i>ter-</i> Prefix	5,88%	V	- Rel keretanya <u>terlindas</u> sekarang (H.IV.285)
Passive verb	<i>ke-</i> Prefix	5,88%	V	- tidak <u>ketabrak</u> truk (Nr.I.831)

In conclusion, children are commonly able to use affixation correctly. However, there are two deviations of affixations are found in the utterances of a two year old child. The child utters *berkerja* and *mentidur*. The phonological process of the two words are not finished yet. Firstly, the phoneme [r] in *ber-*prefix is deleted when it meets the base form *kerja* (*ber* + *kerja* → *bekerja*). It has one phonological process which is deletion of /r/. Secondly, *mentidur* belongs to the first step of the process (assimilation) in which place of nasal articulation [ŋ] is assimilated by place of obstruent articulation [t].

Moreover, there are two phenomena occurring in the inflectional process such as single morphological process with no phonetic change and single morphological process with phonetic change such as in the following.

Table 3. Single Morphological with No Phonetic Change

Base Form	Inflectional Process	Morpheme	Allomorphs
tahan [tahan] tengkar [taŋkar]	bertahan [bertahan] bertengkar [bertaŋkar]	ber- [bər-]	ber- [bər-]

Table 3 shows single morphological process with no phonetic change. The example can be explained such as follows. The base form of the first example is *tahan* (V). The morpheme in this example is *ber-*prefix. Then, *ber-* prefix is only added in the beginning of the base form with no phonological process (*ber-* + *tahan* →

bertahan). It becomes *bertahan* which still has the same grammatical category (the same meaning and the same word class) with the base form. Hence, it is called inflection.

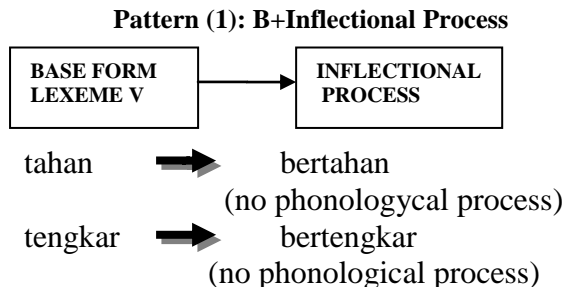
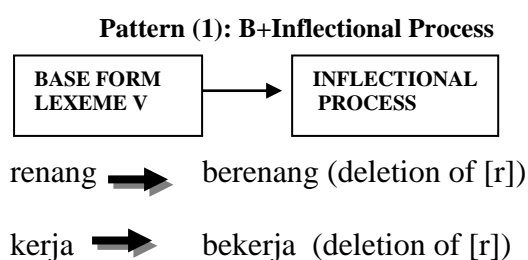


Table 4. Single Morphological Process with Phonetic Change

Base Form	Inflectional Process	Morpheme	Allomorphs	Phonological Process
renang [ranan]	berenang [baranan]	ber-	be- [ba-]	deletion of [r]
kerja [karja]	bekerja [bakarja]	ber-	be- [ba-]	deletion of [r]

Table 4 shows single morphological process with phonetic change. The base form of the first example is *renang* (V). The morpheme in this example is *ber-* prefix. Then, *ber-* prefix is only added in the beginning of the base form (*ber-* + *renang* → *berenang*) with deletion of [r]. It becomes *berenang* which still has the same grammatical category (the same meaning and the same word class) of the base form. Hence, it is called inflection.



b. Derivation

While inflection does not change the grammatical category, derivation is conversed. It changes the grammatical category of a base form. Then, it also needs additional argument after the use of the derived form. The following table shows that there are alteration of grammatical category between bases and the derived forms. Moreover, a number of sound

changes occur when affixes and bases are combined.

Table 5. Derivational Process

Function	Affixes	Frequency	Attaches to	Example
Active verbs	<i>ber-</i> Prefix	9,52%	N A	- Berbagi (As.V.23) - Aku bekerja, rajin dan shalat <u>bersama-sama</u> (Av.VI.117)
Active verb	<i>men-</i> Prefix	1,19%	N	- Pesawatnya <u>mendarat</u> ditabrak jedar (A.IV.162)

It is important to note that *ber-* and *meng-* prefixes are morphemes because they have wider distributions and the highest survival rate, namely /ŋ/ appearing before the vowel /a,i,u,e,o/, velar /k,g/ and glottal fricative /h/ (Pastika, 2012, p. 156). Of the data, *meng-* prefix has one allomorph which is *men-*. With the base *darat*, *meng-* becomes *men-* before the base form *darat* (*meng-* + *darat* → *mendarat*). The phonological process of this word is assimilation because place of nasal articulation /ŋ/ is assimilated by place of obstruent articulation /d/. *Meng-* prefix serves to form an active verb and gets 1,19%.

Furthermore, there are four phenomena occurring in derivation such as single morphological process with no phonetic change, single morphological process with phonetic change, double morphological process with no phonetic change, and double morphological process with phonetic change such as follows.

Table 6. Single Morphological Process with No Phonetic Change

Base Form	Derivational Process	Morpheme	Kinds of Allomorphs
bagi [bagi]	berbagi [barbagi]	ber-	ber- [bar-]
sama [sama]	bersama [barsama]	ber-	ber- [bar-]

Table 6 shows single morphological process with no phonetic change. The base form of the first example is *bagi* (N). The morpheme in this example is *ber-* prefix. Then, *ber-* prefix is only added in the beginning of the base form (*ber-* + *bagi* → *berbagi*) with no phonological process. It

becomes *berbagi* which has different grammatical category (different word class) of the base form. Hence, it is called derivation.

Of the examples above, children are able to use the derived words with different kinds of allomorphs. Those examples are called single morphological process because they only have one pattern which does not have a hierarchy of affixation.

Pattern (2): B+Derivational Process

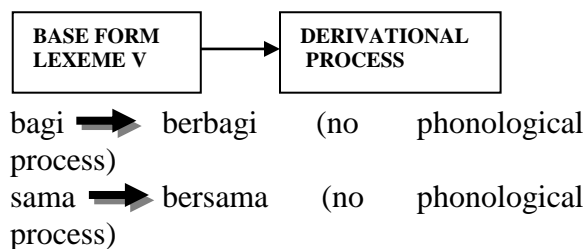


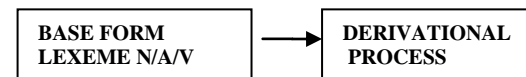
Table 7. Single Morphological Process with Phonetic Change

Base Form	Derivational Process	Morpheme	Allomorphs	Phonological Process
tani [tani]	petani [petani]	peng-	pen- [pan-]	deletion of [n]
padam [padam]	pemadam [pemadam]	peng-	pem- [pam-]	assimilation & deletion of [p]

Table 7 shows single morphological process with phonetic change. The base form of the example is *tani* (N). The morpheme in this example is *peng-* prefix. Then, *peng-* prefix is only added in the beginning of the base form (*peng-* + *tani* → *petani*). When [ŋ] appears before voiceless obstruent sounds such as /p,t,c,k/, the obstruent sounds will be deleted (Subiyanto, 2010, p. 157). Yet, the deletion will never occur on the voiced obstruent sounds such as /b,d,j,g/. It becomes *petani* which has different grammatical category (different meaning) of the base form. Hence, it is called derivation.

Of the examples above, children are able to use the derived words with different morphemes. Those examples are called single morphological process because they only have one pattern which does not have a hierarchy of affixation.

PATTERN (2): B+DERIVATIONAL PROCESS



laut ➡ pelaut (deletion of [ŋ])
padam ➡ pemadam (assimilation & deletion of [p])

Table 8. Double Morphological Process with No Phonetic Change

Base Form	Derivational Process	Morpheme	Allomorphs
hadap [hadap]	dihadapkan [dihadapkan]	di-...-kan	di-...-kan [di kan]
habis [habis]	dihabisi [dihabisi]	di-...-i	di-...-i [di...i]
wama [wama]	diwamai [diwamai]		

Table 8. shows double morphological process with no phonetic change. The base form of the first example is *hadap* (V). The morpheme in this example is *di-...-kan*. Then, *di-...-kan* affix is only added before and after the base form (*di-...-kan-* + *hadap* → *dihadapkan*) with no phonological process. It becomes *dihadapkan* which has the same grammatical category (the same meaning and the same word class) of the base form but it needs more than one argument. Hence, it is called derivation.

Of the examples above, children do not have any problem to use the derived words with different morphemes. Those examples are called double morphological process because they are referred to the hierarchy of affixation with the pattern (3)B+DERIVATIONAL PROCESS(2)+INFLECTIONAL PROCESS (1). It can be explained as follows. The writer only took a few examples from the table in the following pattern.

Pattern (3): b+derivational process (2)+inflectional process (1)



hadap ➡ hadapkan ➡ dihadapkan
habis ➡ habisi ➡ dihabisi

Two hierarchies of affixation are found on the above verbs. The first is the derivation affixes *-kan*, *-i* and *-in* on the

verb lexemes. The second is the inflectional affix process *di-*.

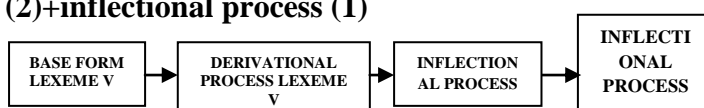
The hierarchical pattern of affixation above is in accordance with the theory of Poedjosoedarmo, dkk., 1979; Ramlan, 1987; Kridalaksana, 1996 in Ermanto (2007:28). In the formation process of an Indonesian derived verb such as *memecahkan*, *-kan* suffix attaches first on the base form *pecah* (PROCESS verb/ intransitive verb) into *pecahkan* (PROCESS-ACTION verb/ transitive verb). The writing form, *pecahkan*, using the sign (-) in the beginning of the verb shows that the verb is PROCESS-ACTION verb which can always be attached by the inflectional affix such as *meN-* and *di-*.

Table 9. Double Morphological Process with Phonetic Change

Base Form	Derivational Process	Morpheme	Allomorphs	Phonological Process
dengar (dagar)	mendengarkan [mandagarkan]	meng...-kan [maɣ...-kan]	men...-kan [man...-kan]	Assimilation [g]→[n]→[d]

Table 9 shows double morphological process with phonetic change. As can be seen in the table, the *meng...-kan* morpheme has one allomorph which is *men...-kan*. *Meng-*becomes *men-* before the base form *dengar* (*meng-* + *dengar* → *mendengar*). The phonological process of this word is assimilation because place of nasal articulation /ŋ/ is assimilated by place of obstruent articulation /d/. One example of these categories is found from the data. So far, the children are able to use this derived word with the *meng...-kan* morpheme. Moreover, this example is referred to the hierarchy of affixation with the pattern (3) B +DERIVATIONAL PROCESS (2) +INFLECTIONAL PROCESS (1). It can be explained as follows.

Pattern (3): b+derivational process (2)+inflectional process (1)



dengar ➡ dengarkan ➡ mendengarkan

Two hierarcies of affixation are found on the above verbs. The first is the derivational affix *-kan* on the verb lexeme. The second is the inflectional affix process *men-*.

Conclusion

Based on the word formation, children utterances can be classified into inflection and derivation. Each inflection and derivation has standard and non standard Indonesian affixes.

In inflection, there are two deviations of affixations found in the utterances of a two year old child. The child utters *berkerja* and *mentidur*. This deviation is the example where children are not able to utter every word correctly in terms of phonological process. Moreover, there are two phenomena occuring in the inflectional process such as single morphological process with no phonetic change and single morphological process with phonetic change.

Meanwhile, according to derivation, there is deviation of affixations found in the utterances of three and two year old children. They are not able yet to utter *ber-*prefix correctly in the words such as *bedarah* and *besama*. They get difficult to utter phoneme /r/. However, children tend to use informal style by using non-standard Indonesian affixes such as *-in* and *-an* suffixes, *-ke* prefix, *di-....-in* circumfix. Furthermore, there are four phenomena occuring in derivation such as single morphological process with no phonetic change, single morphological process with phonetic change, double morphological process with no phonetic change, and double morphological process with phonetic change.

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LITERATURE

PEKALONGAN FOLKLORE *DEWI LANJAR* FOR TEACHING LEARNING A Feminist Study

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Abstract

Folklore has important role as the part of society and education. Folklore as local wisdom can be used for teaching current issues of society, such as gender issues. The objective of the study aims to analyze the Pekalongan Folklore “Dewi Lanjar” as the local wisdom from feminist perspective. This study uses descriptive qualitative method and feminism theory. The findings of this study are “Dewi lanjar” folklore has bias gender in presenting her character, action and role. It is caused by the domination of patriarchy systems. The teacher should give the understanding to the students of the gender bias so that students can understand and tolerance to gender issues.

Keywords: folklore, local wisdom, gender bias

Introduction

Each region has a local wisdom that can be their identity. Local wisdom becomes something that cannot be underestimated. Local wisdom is a capital to restore a national identity that is being unrivaled over foreign cultural contestation. According to Rosidi (2010, p. 1), local wisdom introduced by Quaritch Wales by calling "local genius" with a sense of local cultural ability in the face of foreign cultural influences when the culture is in contact.

Local wisdom has two characteristics, tangible and intangible (Suwarnindyah, N. R. R., 2007). Tangible is very and still held by the community up to now, although it has been further eroded by digital era. This intangible characteristic suffers more because society attitude is very indifferent to this intangible thing. This is because intangible local wisdom is not visible. The community regards this local wisdom as superstitious, mythical and has no direct beneficial impact on the immediate community.

Folklore is one of intangible (invisible) local wisdom. Folklore is today considered a living lullaby in the middle of modernity. Most people regard folklore as illogical thing. Yet every nation has various

wealth of folklore. For example in Indonesia, this country has a variety of cultures, languages, tribes and customs are in each region. But the flow of globalization and modernity are always ready to crush. This is due to the cultural contest that presents all the time, especially in the middle of the life of the digital era and mushrooming of social media as part of the need.

Folklore in the form of oral tradition is very vulnerable to extinction. Not well documented is one factor of the loss of oral folklore. Technology makes far gap between generations. In Indonesia, the generation gap is very high. The older and younger generations have considerable differences, one of problems is technological mastery. Parents cannot manage their children like the 90s. In this digital age, the young generation can master the technology than the generation of their parents. This gap affects directly with cultural conservation, particularly the oral tradition.

The flowing of globalization and the digital era that presents this intercultural contestation should be addressed wisely. It needs a special strategy that must be done by a society to defend and conserve the locality and the wisdom of the community. It needs

collective awareness to protect and maintain the value of locality and cultural wisdom. However, to grow the awareness, it is needed media that can maintain the tradition and the local wisdom, especially folklore of oral tradition. The medium that can be used today is education. Education has a special role in maintaining local wisdom. Education has become an alternative to overcome it.

In Indonesia, local wisdom-based education curriculum has been implemented. In that case, the curriculum gives local wisdom space to play the role in education. The curriculum invites local wisdom to play a role in each subject. For example in Pekalongan district, it has local batik content lesson. It is expected that the younger generation does not forget the cultural identity.

How is about folklore of oral tradition? Some education in Indonesia has included some folklore in education curriculum. This has been done since long time (Permendikbud RI No. 64 year 2013). Folklore has become part of the subject matter, let's call the story of Lake Toba. The story of Lake Toba that comes from the folklore of North Sumatra is known by all the people of Indonesia. Yet, it is known that Indonesia has a variety of culture and culture. The introducing of folklore occurs because the curriculum includes it in Indonesian language learning materials.

However, it still creates a problem, namely the position of local folklore in a particular community and society. A localized story will not be seen by some people because of the difference in portion. Folklore that has been nationalized will covers the stories or folklore which does not have a chance in the curriculum.

In many places like Pekalongan, folklores are less explored for the improvement of local character. This local character is very necessary when in a neighborhood or community that has identity crisis. Maybe people only know that Pekalongan Indonesia only known as the batik industry. Pekalongan is very famous for the production of batik. Therefore

folklore of Pekalongan should be re-explored to maintain local wisdom.

Pekalongan has many folklores. It can be seen from the naming of a places in Pekalongan. The names of the places in Pekalongan cannot be separated from the history of an event or the stories of the past. Well the wealth of local wisdom including folklore is the capital to strengthen the character of the community.

As mentioned above, folklore can stand harmoniously in the frame of education. According to William R, Bascom, The emeritus professor of folklore at the University of California at Berkeley is 4: (a) as a projection system, that is, as a means of reflecting the delusion of a collective; (B) as instruments of ratification of institutions and cultural institutions; (C) as a child education tool; And as a tool of coercion and supervision so that the norms of society will always be adhered to its collective members (Bascom, 1965: 3-20). From the last function it seems that folklore is very beneficial for society.

The people of Pekalongan and the north coast of Java island are very familiar with the legend of Dewi Lanjar. Dewi Lanjar is regarded as the ruler of the northern sea of Java island up to now. Some Pekalongan people still believe the figure of Dewi Lanjar mystically. Dewi Lanjar goddess figure also according to the myth she can be the media as selling soul to the devil or we call it *pesugihan* with certain covenants people who worship can gain wealth. But researchers are not interested in researching the mystical sphere, but in skeptical view of the myth academically. Of course the legend of Dewi Lanjar can be seen from the positive point of view.

This study will review the folklore of Dewi Lanjar through the study of feminism. With the study of feminism it will be known how deviations made by the patriarchal system in silencing women's dominance and gender bias in Dewi Lanjar figures. This gender review is very well studied considering that gender equality studies are an up-to-date and unresolved issue.

Methodology

To study the gender issues in Dewi Lanjar story, the theory of feminism is needed. This theory is quite recent and is still used as an analysis of gender studies. With this theory is needed when looking at the injustice received by women.

Feminism strives for two things that women generally do not have in common, their equality with men and autonomy to determine what is good for them in many aspects. The position of women in society is lower than men, even they are considered as "second sex", second class citizens. This suggests a kind of gender discrimination that compares between men and women.

But the struggle of feminism today is much misunderstood. According to Muslikhati (2004, p. 18) misunderstanding about the struggle of feminism is how women will weaken the position of men, violating customs and so forth. Though this feminism is not at all disturbing or weakening the position of men. This feminism will actually invite men to fight together for the injustices that occur in society. So this feminism is not just the demands of women.

This research uses descriptive-qualitative. Descriptive-qualitative is used because it describes a social phenomenon (Moleong, 2007). The social phenomenon that exists in this research is gender bias in a Dewi Lanjar folklore.

Findings and Discussion

Dewi Lanjar Folklore

Once upon a time in Pekalongan lived a beautiful widow. Her husband died after some time married. That's why Dewi Rara Kuning then famous as Dewi Lanjar. (Lanjar, a call for a divorced woman or widow from her husband at a young age and has no children). Then she decided to leave her hometown.

The journey of Dewi Lanjar reached Opak river. She met the King of Mataram along with Mahapatih Singaranu who was meditating on water over the river. In that meeting Dewi Lanjar expressed her heart and also said not to marry again. Panembahan Senopati and Mahapatih Singoranu advised her to meditate on the South

Coast and to face the Ratu Kidul (the Queen of South Ocean).

In the story, when she arrived at the South Coast looking for a good place to meditate. And finally she could meet with Ratu Kidul. In the meeting Dewi Lanjar begged to be her subordinate or student, and Ratu Kidul did not mind. One day Dewi Lanjar with the genies were instructed to disturb and prevent Raden Bahu or Bahurekso who was opening the forest of Gambiren. Because of the supernatural powers of Raden Bahu, obtained from Ngalong meditation (meditation like Bat), all the temptations of Dewi Lanjar and genies can be defeated. Because Dewi Lanjar failed to fulfill the task, she decided not to return to south coast, but then she requested permission to Raden Bahu to be able to live in Pekalongan. Raden Bahu was approved. Dewi Lanjar is allowed to live on the north coast of Central Java especially in Pekalongan (<https://www.cintapekalongan.com/legenda-mengenai-sosok-dewi-lanjar/>)

The above story is the most widely common version in pekalongan society. In general, maybe the story is not too problematic. From feminist perspective, it will be found some gender bias from folklore Dewi lanjar.

In this study, the figure of Dewi Lanjar character becomes a representation of women. From this point of view then, there will be some gender bias experienced by women. Some of the things that become the study of gender bias will be summarized as follows.

1. The Leader is a Man

From the story above, Dewi lanjar has gone through several obstacles, from her husband died, journey to the south, became a student of Ratu Kidul. But at the ending of the story, Dewi lanjar fought against Raden Bahurekso and lost. Seen from ending, that struggle of Dewi Lanjar is silly and worthless. Shee as the figure of a poor woman who has gone through a long process only becomes the loser Bahurekso.

When we viewed in detail, the gender bias that occurs is, the figure of women is not worthy of being a ruler. Bahurekso as the man representation who only use the Ngalong (meditation by hanging like a bat) can defeat genies of Dewi Lanjar. When viewed from the process

of Dewi Lanjar, she learned to the South Coast, from Ratu Kidul, she had hard effort to make her strong. But her effort is nothing with Bahurekso process (meditation by hanging like a bat). It is suspicious that there is a feud in seizing the social position, between men and women. Women are forced to lose with The man represented by Raden Bahurekso. So the message derived from the folklore is, no matter how hard the women's struggle will not be able to defeat the position and the social role of men. Men remain leaders in the social life of society.

2. Women's Right Limitation

The ending the story of the Dewi Lanjar after the defeat of Bahurekso begging to be given a place to live in Pekalongan. According to the myth, Dewi Lanjar given place in the North Sea of Java Island. It is seen gender bias in this story. Dewi Lanjar as the women representation admits the defeat and begs to be able to live in Pekalongan. This is very harassing the position of women, after the defeat of men, this female figure legitimizes the position of men as leaders. So it will be understood that only men can give social decisions.

In addition, living in the northern sea is also a symbol of the oppression of women's rights. In the Javanese tradition, everything-that is *bala* 'or negative things must be thrown in the sea, or often called an throwing unlucky or jinx. Furthermore, the granting of power over the North Sea of Java could be a form of discrimination against the position of women. Women regard as unfit to occupy the position of the leader or ruler. The terminology of "ruler of the sea" is a form of patriarchal language. Because when looking from the sea as a place of waste, the "ruler of the sea" is also an insult to the position of women. Women were banished by Bahurekso under the pretext of being a ruler of the sea.

The placement in the Sea is also a symbol of limitation on women's rights. To reduce the movement and gait Dewi Lajar, then in the story, Bahurekso invite Dewi

Lanjar to occupy the sea. In other words bahurekso constrains Dewi Lanjar' rights.

The sea does have a pretty good symbol, but logically what can someone do that has power in the sea? Still the mainland has a strong share in social life, eg political power, social power, power that concerns the lives of many people. Here it appears that Bahurekso limited the political space and rights of Dewi Lanjar. Bahurekso did not want his power in Pekalongan rivaled by a woman. Whereas Dewi Lanjar may be culturally entitled to master because she is original from Pekalongan

Conclusion

Folklore is indeed one of the local wisdoms. However, the form of local wisdom such as folklore needs to be re-read. This rereading is for gender rights and avoids injustice attitudes. From the folklore Dewi Lanjar, teachers and educators should teach good things and re-criticize things that are considered injustice. Teachers must equip the fairness principles in the delivery of their learning materials and should provide a space for discussion where attitudes or ideologies are incompatible with the principle of justice, especially the issue of gender bias.

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NO HERO'S HERE! A Post Colonial Study on Bahurekso Story

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Abstract

Bahurekso, one of Pekalongan's Folktales and local wisdoms, is promoted to be taught in school. However, not all folktales can be taught to students. Like literary work, Folktale needs to be read critically. In this paper, Bahurekso was analyzed from the perspective of post colonialism. The aim of this research was to find colonial values or ideologies contained in the story. The data were collected through library research by collecting supported data from journals, books and other related sources.

The result of the study showed that Bahurekso story contained colonial values in form of representation of Baurekso as coward, traitor, and deceitful hero. In fact, Bahurekso is Mataram commander who died in Battle of Batavia to fight against Dutch Colonial. This false representation created bad figure of Bahurekso and students cannot take him as role model. This was the colonial agenda to stigmatize Indonesian heroes as bad and to maintain this stigma Dutch colonial hired 'dalang' (shadow puppet masters) to use false Bahurekso story in their performance so that people unconsciously accept the story as truth.

Keywords: folktale, Bahurekso, post colonialism, colonial ideologies

Introduction

has an important role in the formation of the identity of a society. Siikala (2001, p. 15) states that folklore has a miraculous power in shaping an identity that is suitable for political purposes. Therefore, not surprisingly, folklore is used to create a sense of unity within a community so that institutions like the government use folklore as a means to determine the identity and unity of society. In the regions of Indonesia, many cities or districts use folklore as the identity and identity of the people, one of them is the residency of Pekalongan that uses the Bahurekso folklore as the identity of the society which includes the Batang, Pekalongan, and Tegal.

In a political effort to unite the community in the same identity, educational institutions such as schools are used in the effort to socialize folklore because one means to teach the value of folklore is through learning in school. According to Bascom (1954, pp. 343-347), folklore has five main functions: first as a form of

entertainment; Both justify the culture, rituals and institutions that support it; The three functions of education; The fourth folktale also serves as a means of control to preserve existing cultural values; Fifth as an acknowledgment or praise for those who adhere to acceptable cultural values.

Nevertheless, folklore as part of literature must be understood critically. Budiman (2012, pp. 131-133) says that not all literary works are dedicated to confirm moral values in society but instead break down existing values so that what is required in reading literature is a critical reading. Not all values in literary works can be taken and applied in the development of identity. The reader needs to think of literary works which have noble values to be taken, how the moral messages in the work are read and how to communicate those values.

Unfortunately, critical awareness of literary works that will be used for school education is lacking. One reason is the lack of awareness of the role of literature in cultural politics. Salam (2008, pp. 3-4) find

that the too formalistic paradigm of literature is still widely found in the selection and discussion of literary works in Indonesian language and literature books in schools. This formalistic literary paradigm leads to dry literature learning and is irrelevant to the life of the students so that the literary work is kept away from its role as one of the agents of the formation of cultural identity.

Folklore as a literary work is considered as a local wisdom that has the potential to be used as teaching materials to establish the school's local cultural identity. However, the folklore to be chosen needs to be read critically because folklore can not be separated from bad values such as colonial values for colonizers often use literature in the form of folklore. Dutch as ruler of the colonial period through the power of institutions and scientists use literature as a means of cultural politics to rule Indonesia. Herawati (2010, p. 200) states that the Dutch use literary works as a medium of hegemony and domination against indigenous people. Colonial Dutch recruited contract workers to take care of Balai Pustaka (Faruk, 2007, p. 50). The social and political controls carried out, not only to the natives as laborers, but also to the authors (literati) as well as the literary works published at the time.

The story of Joko Bahu or Bahurekso is one of the important folklore for 3 regions in Pekalongan Residency that is Kendal, Batang and Pekalongan. This story even be taken into consideration in determining the origin of the town of Kendal. Therefore, this story was chosen in this study.

Methodology

This study is a qualitative research study that relies on other verbal and nonnumeric data as a basis for analysis and problem solving under review, such as content analysis, discourse analysis, and naturalistic research (Farkhan, 2007, pp. 9-10). This research is literature research (library research) Library research is a research that

most of the activities carried out in the library as the main data source (Farkhan, 2007, p. 14). The object of this research is divided into two, namely material objects and formal objects. The material object of this research is the oral story of Bahurekso while the formal object of this study is postcolonial study to search for colonial ideology in the form of representation which was deliberately manipulated in the text to benefit colonial interests as Said in Ascroft (1994, p. 91) states that the representation of the east is cultural as well as political. To search for colonial ideology, it is necessary to map out the power relation between the colonist and the colonized representation and determine which privileges are marginalized.

Findings & Discussion

1. The Absence of Dutch Occupiers

In various versions of the Bahurekso story, the Netherlands is not widely mentioned, because the conflict that is presented is even more between Bahurekso and Sultan Agung. The Netherlands was only called when Bahurekso was assigned Sultan Agung to attack Batavia as a trick of Sultan Agung to kill Bahurekso in secret. In another version of the story, the Dutch were not even present at all because Bahurekso never came to Batavia because Bahurekso already knew about the hidden intentions of Sultan Agung who wanted to kill him by assigning him to Batavia.

However, the absence of representation of the colonists is advantageous because the Dutch are free from representation as colonizers with inappropriate colonialist behavior. Bad representations are more common in Bahureko and Sultan Agung because antagonism is diverted instead of indigenous resistance to colonial colonizers but between natives themselves. The colonial (colonial) and colonized (Native) colonialism was diverted into the inter-native antagonism of Sultan Agung (King) and Bahurekso (subordinate).

The transfer of colonized and colonized subjects resulted in the properties of colonizers being transferred to the colonized. The greedy, sneaky, selfish and traitorous nature of the colonists was diverted to the natives (Sultan Agung and Bahurekso). Therefore, the representation of both figures of the archipelago became ugly and questioned his heroism. In reality monopolize the trade of the archipelago, exploiting natural resources and human archipelago for the benefit of its own group. Bahurekso as a traitor.

Bahurekso is represented as a child who descends supernatural powers and proximity to the Mataram kingdom as his father. However, unlike his father, Bahurekso is a traitor who uses his supernatural powers and proximity to the Mataram kingdom to gain power and women for personal interest. In another version, Bahurekso is the same as his father who is also betrayed so dumped in the area of Kesesi which in Javanese means *Kesisih* (discarded)

Bahurekso is the son of Ki Bahu or Ki Ageng Cempaluk who is famous for his powerful and loyal to Mataram. He is a close friend or a man trusted by Prince Benowo. Jaka Bahu accompanies Prince Benowo from Pajang, then moves to Jipang and then wanders up to Kendal and Parakan. By Prince Benowo, Ki Bahu was handed over to Panembahan Senopati in Mataram in exchange or representation and on behalf of the loyal Prince of Benowo and close to Mataram.

Bahurekso is told as a powerful character. Like his father, Bahurekso is also known as a powerful figure and dedicates his supernatural power to serve Mataram. Bahurekso credited in the opening of Roban and Gambiran forests to be used as rice fields and settlements as well as expansion of Mataram region. Bahurekso with his supernatural power overcame Drubikso and the figure of the White Eels to open the jungle Gambiran and block the Sambong time. With this service, Bahurekso got

closer to the Mataram government like his father.

However, the power and closeness with Mataram is actually used for personal interests and betray Mataram. The first betrayal was when Bahurekso was ordered to pick up Dewi Rantamsari for the Sultan Agung's sake. Bahurekso actually married Dewi Rantamsari and sent Endang Wuranti, Serabi seller from Kalibeluk Village, as her replacement to Sultan Agung.

The second betrayal was when Bahurekso was ordered to attack the Dutch in Batavia. He withdrew from the war and hid and established a duchy in the south of Wiradesa. This story shows that Bahuresko is a coward who does not recognize defeat and withdraw from the Batavian war. In addition, Bahurekso was also considered a traitor because he established his own duchy without the blessing of Sultan Agung as the Ruler of Java.

2. Sultan Agung as Greedy, Cunning and Authoritarian King

Sultan Agung is one of the pre-independence heroes of Indonesia who recognized his services in the fight against Dutch colonialism. But in this story, Sultan Agung is represented as a lust for women, cunning, and authoritarian figure.

In this story, Sultan Agung governs Joko Bahu to pick up a beautiful girl named Rantamsari from Kalisalak to be married. Although Sultan Agung as a king already has many beautiful wives and queen, but still Sultan Agung married a beautiful woman who is in the countryside. Just as the colonial image of the eastern kings is described as a lustful figure so never enough to have one wife. To obtain Dewi Rantamsari, Sultan Agung does not care whether or not she likes it. Although Dewi Rantamsari refused, Sultan Agung was told to order in any way even violence if necessary to fetch Dewi Rantamsari to Mataram. The kingdom in the east is always associated with the image of power and pleasure towards women (Said, 1994, p 111). In another version of the story, the

forcible retreat of Dewi Rantamsari is one of the tests for Joko Bahu to be accepted as a Mataram warrior. This shows the cruelty of Sultan Agung as the king who placed the women as an object of proof of soldiers' allegiance.

Sultan Agung is also described as a cunning King. He ordered Joko Bahu to attack the Dutch in Batavia in order to kill Joko Bahu without having to dirty his hands. Sultan Agung killed Joko Bahu for tricking him with Endang Kalibeluk instead of Dewi Rantamsari.

Sultan Agung's order to Joko Bahu to attack Batavia was not only an excuse against the colonizing Dutch but as a means of disposing of people he disliked especially those who disobeyed his orders. The orders of Sultan Agung in the case of Joko Bahu, especially the forced pick-up of Dewi Rantamsari, are full of personal interests. Thus, the struggle of Sultan Agung against Dutch invaders is not only for the benefit of his people but for his own sake that he becomes an authoritarian king whose orders are only based on self-interest.

Conclusion

In Bahurekso's story, power relations between colonizers and colonized are not balanced. There is nothing to be proud of Bahurekso and Sultan Agung as heroes whose primary task is against Dutch colonialism. Both are represented as figures filled with personal interest desires that defeat the common good against the Dutch colonialists.

The Dutch who were supposed to be the enemy instead became an innocent party and used by Sultan Agung to fulfill his personal interest in killing Bahurekso. In other words Sultan Agung did not fight for the community but instead fought for his personal interests. Dutch absence in this narrative actually benefits the Netherlands.

Thus, the heroism of Bahurekso and Sultan Agung could be questioned. These two figures who in the history books are told as a figure of resistance to the Dutch atrocities monopolizing the trade of the

archipelago is described as a fighter of self-interest. In other words, there is no heroic value described in Bahurekso's story. The two main characters are described as greedy and selfish characters that should be the nature of the invaders. Thus, Bahurekso and Sultan Agung are not heroes and are not worthy of being modeled by later generations

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LONELY: A RESPONSE ON ALAN WALKER'S *FADED* BY GAMELAWAN

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Abstract

In this paper, the writer tries to analyze a creative response done by Gamel Awan over Alan Walker's *Faded* entitled "Sepine" (*Lonely*). The purpose of this writing is to investigate how nature is seen and treated by humans. This research uses ecocriticism as the theory and methodology. In responding Alan Walker's song, Gamel Awan recomposed the lyric as well as the music by employing the Javanese language and music arrangement. By defining *Faded* as lonely, the text poses at least two hypothetical propositions over nature representation as follows: 1) nature is emplaced as an isolated space; and 2) nature is only functioned as a spoil tip.

Keywords: hypothetical propositions, nature, ecocriticism

Introduction

Being highly successful and reaching the top ten in most countries' chart soon as being released, Alan Walker's *Faded* gained a humongous response from the audiences. Taking into account over the audiences' response, I am interested in highlighting the response which is promoted by Gamelawan, a gamelan ensemble from East Java. Unlike other responses which are commonly in the form of written comment indicating a passive response, Gamelawan responded Alan Walker's *Faded* creatively by producing a novel work in the form of video music which has the new version of lyrics and music. Using gamelan as the major instrument for the music and Javanese as the language for expressing the lyrics, Gamelawan tries to address the certain issue brought by Alan Walker's *Faded* by establishing their standpoint via lyrical and visual expressions on their novel video clip.

The depiction of the devastating nature in Alan Walker's clip is considered as the major issue that is going to enunciate. In other words, in his video clip, Alan Walker challenged the significance of nature for the human. Likewise, Gamelawan catches the

same idea in which nature is basically being the main concept for them in expressing their creative response. Albeit they have the same idea to pronounce the certain issue, Gamelawan vocalizes the issue in the perspective of Javanese commonsensical viewpoint. Specifically, Gamelawan did some deletion over Alan Walker's idea and modified them with domestic images elucidating the complex issue exist in the place where they live in.

In order to disclose the significance of the nature in Javanese commonsense expressed on Gamelawan's creative response product, a proper theory which concerns on examining human-nature interrelationship is needed. In this case, an ecocriticism theory is chosen as this theory put its attention on examining the nature representation and problems.

Ecocriticism refers to "the study of biological themes and relationships which appear in literary works. It is simultaneously an attempt to discover what roles have been played by literature in the ecology of the human species" (Glottfelty and Fromm, 1996: xix). Underlying Glottfelty and Fromm's proposition, it is immediately clear that

ecocriticism takes an earth-centered approach to literary studies. Glotfelty specifies some of questions for the ecocritics ranging from ‘How nature is represented in both Alan Walker and Gamelawan’s works?’ to ‘How is the interrelationship between human and nature is depicted?’. In other words, the concept of tracking

‘environmental ideas and representations’ are the key in ecocriticism analysis. Likewise, Richard Kerridge in Gerard (4) strengthen Glotfelty’s ideas by affirming that ecocriticism “seeks to evaluate texts and ideas in terms of their coherence and usefulness as responses to environmental crisis.”

Methodology

This paper is a literary study in which the data are taken from Alan Walker’s *Faded* and Gamelawan’s *Sepine* are the subjects of the study. In collecting the data, a qualitative method was administered. Since the qualitative method is employed as the main methodology, then this study presents an analysis in the form of description. Furthermore, in analyzing the data, an ecocriticism theory was employed.

The methodological steps in analyzing the data are presented as follows. Initially, examining carefully the lyrical and visual texts by employing the method of close watching, listening, and close reading was conducted. Close watching was done in

order to examine the narration in the form of visual image. Furthermore, the close listening procedure was conducted for the sake of lyrics transcription. Next, the close reading was governed for getting the specific data from the texts relate to the environmental ideas and representations. Lastly, investigating the environmental ideas and representation in both Alan Walker’s original song entitled *Faded* and its creative response promoted by Gamelawan in the form of video clip entitled *Sepine* was performed.

Finding and Discussion

A. Responding Alan Walker’s *Faded*

In responding Alan Walker’s *Faded*, Gamelawan did it creatively by producing a novel video clip containing a new version of lyrics which was written and sung in the

Javanese language. Below is the transcription of Gamelawan’s creative response.

Table 1. Javanese Version Lyrics as the Creative response product

Alan Walker’s Original Song Lyrics	Gamelawan Version	
	Sepine (Javanese Version)	Lonely (Translation of ‘Sepine)
Faded You were the shadow to my light Did you feel us? Another star You fade away Afraid our aim is out of sight Wannasee us, a light	Sepine Ngelurasaneneng alas koyongene Ora betah Uripdewe Golekmanganngombepisancekangele Ning alas Wes ayonang Wes ayonang	Lonely How frustrating I felt by being in the jungle like this Couldn’t stand living alone anymore It’s also hard to look only for something to eat and drink In the jungle Enough, please hurry up

Where are you now? Where are you now? Where are you now? Was it all in my fantasy? Where are you now? Were you only imaginary?	Wes ayonang Paraniakunangkene Wes ayonang Kancaniaku sing dewe Ref: <i>Wes ayonang</i> <i>Sing ikhlas</i> <i>Ra diurusi</i> <i>Ra diurusi</i> <i>Wes ayonang</i> <i>Ra ono sing ngerti</i> <i>Dewekunangkeneawanbengi</i> <i>Sepine</i> <i>Sepine</i> <i>Suwung, sepine</i> <i>Sepine</i> <i>Suwung, sepine</i> Tegonesampeanninggalakudewejamanikupeanilang Jarepamitgolekpanganda'anninggal Ning alas	Enough, please hurry up Enough, please hurry up Come closer to me and be here Enough, please hurry up Accompany me, I'm always by myself Ref: <i>Enough, please hurry up</i> <i>How unlucky I am</i> <i>No one takes care of me</i> <i>No one takes care of me</i> <i>Enough, please hurry up</i> <i>No one knows that I'm exist</i> <i>Always by myself day and</i> <i>night</i> <i>How lonely</i> <i>How lonely</i> <i>How empty, how lonely</i> <i>How lonely</i> <i>How empty, how lonely</i>
Ref: <i>Where are you now?</i> <i>Atlantis</i> <i>Under the sea</i> <i>Under the sea</i> <i>Where are you now?</i> <i>Another dream</i> <i>The monster's running</i> <i>wild inside of me</i> <i>I'm faded</i> <i>I'm faded</i> <i>So lost, I'm faded</i> <i>I'm faded</i> <i>So lost, I'm faded</i>		How could've you left me alone? That time, you disappeared You said you'd go to look something to eat, but you left instead In the jungle Enough, please hurry up Enough, please hurry up Being alone, and with no direction For how long will I have to be here Enough, please hurry up Enough, please hurry up Gosh! Mom, I miss you
These shallow waters never met what I needed I'm letting go a deeper dive Eternal silence of the sea. I'm breathing alive	Wes ayonang Wes ayonang Wes dewean,gakeruhdalan Sampekapannangkene Wes ayonang Wes ayonang Aduhbiyungakukangen	
Where are you now? Where are you now? Under the bright but faded lights You've set my heart on fire Where are you now? Where are you now?		

By seeing the above-mentioned table, it is immediately apparent that Gamelawan creates their creative response by modifying the lyrics and the narration. The modification is done due to the audience segment consideration. Gamelawan is targeting Javanese audiences in particular and Indonesians in general. The Indonesian translation in their video clip allows the audiences, in general, understand the lyrics as well as the narration that Gamelawan is promoting.



Figure 1. Gamelawan's clip

The above screenshot allows the audiences to notice bilingual transcriptions used by Gamelawan. The bilingual subtitle

employment allows the creator to reach a wider range of audiences; not only Javanese but also Indonesians.

The modification is done not only by changing the music by using a set of gamelan, but it is done by modifying the narration. The narration modification is performed by deleting not only the original lyric but also the original visual images in Alan Walker's Faded. The deletion then results in new lyrical and visual artistic elements which form a set of a new narration illustrating Javanese viewpoint upon the certain issue.



Figure 2. The house hallway



Figure 3. The cave hallway

The above two figures are illustrating the visual elements which annotate the narration over the two works. Figure 3 above shows the deletion process in which Gamelawan deleted the element of Alan Walker's house hallway (figure 2) into a cave hallway. However, the deletion is not completely executed as Gamelawan still keeps the man figure alive. Albeit the man figure is retained, Gamelawan transforms the figure to be Javanese man figure by, in one hand, attaching the distinctive Javanese costumelike Batik clothes and letting the man be topless in another hand. These transformations are superintended on

purpose. Firstly, Gamelawan tries to affirm the identity both man and environmental identities. Those identities will be the direction for audiences' ecological mind. First think first, Gamelawan allows the audiences to associate the figures with Javanese man and Indonesia setting especially Java as both of them is associated with Javanese culture.

B. Environmental ideas and representation: the abandoned environment and human

Tracing the concepts over the environmental ideas and representations in both Alan Walker's and Gamelawan's works is strongly related to the apparent depiction of the devastated 'house'. In the outset clip, Alan Walker portrays the devastated house along with his lyrical narration "You were the shadow to my light" (Alan Walker, 00:09-00:14)



Figure 4. The devastated house

The decrepit house which is presented in the beginning of the clip (as illustrated in figure 4) becomes the first signpost of the narration flow. The house, as the ecocritic defines, is an *oikos* where all the living beings live in. Therefore, it can be stated that the house is symbolizing the nature and environment where the living beings take them as a place to reside. However, human treats the house improperly which then triggers the massive damage for the house. Evidence to this, Alan Walker explored the fact that human did improper treatment over the environment through his clear video clip images shown below.



Figure 5a. Rummu Quarry



Figure 5b. Rummu Quarry

Figure 5a and 5b above are Rummu quarry images which actually picturize the damaged environment. People leave and abandon the Rummu and its vicinity soon as they noticed that the nature could no longer give them the priceless limestone. Moreover, the site is only functioned as the spoil tip. Consequently, Rummu and its vicinity are becoming the dog-eared sites. In shorts, those places are the shadow over the light meaning that those sites signify the dark side of the human exaggerated economic activity and human improper environmental treatment.

In other side, Alan Walker underlines the long-term drawback over human's improper environmental treatment. In this case, the loss of 'house' will definitely be encountered by the human.



Figure 6a. The man holding a well-maintained detached house photograph



Figure 6b. Destroyed house

Figure 6a above is highlighting the nostalgic memory deals with the 'house' condition. Before the invention of mining and other exploitative activity, the environment is clearly in good condition. Contrariwise, the pristine and well-maintained environment is gradually devastated as the human comes to exploit the environment which then leads to the terrible 'house' loss. The figure 6b is illustrating how the man is losing his hope to find the well-maintained house. The great loss is illustrated in the figure 6b as the man find the house faded like the Atlantis.

Responding some of the major issues over Alan Walker's ideas about the imbalance interrelation between human and nature that are represented in his work, Gamelawan poses a slightly different opinion. As the ensemble consists of Javanese people, the work represents the Javanese mind in defining the interrelationship between human and nature.

First and foremost, the creative response product in the form of video clip produced by Gamelawan entitled 'Sepine' is challenging Alan Walker's idea over the abandoned and devastated environment as the result of improper human treatment and human exploitative behavior. The lonely man in the jungle who is always looking for his mother signify the contra perspective that improper treatment can also be happened not only to the environment but also to the human himself. This idea being a lacuna for the Alan Walker's portrayal of the bad impact encountered by the environment in terms of human-nature interrelationship.

Through their work, Gamelawan reaffirms the concept of abandonment. Unlike Alan Walker who puts his attention of environmental abandonment, Gamelawan put their more concern of the abandonment suffered by man.



Figure 7. Abandonment suffered by man (Gamelawan at 1:15 minutes)

Figure 7 above elucidates how human can be as poor as the nature. No one takes care of the man as well as no one takes care of the nature. The expression of abandonment is shown in the following excerpts.

Gamelawan's original lyric:

*Tegonesampeanninggalakudewejama
nikupeanilang.*

*Jarepamitgolekpanganda'anninggal.
Ning alas.*

Translated lyrics:

How could've you left me alone?
That time, you disappeared. You said
you'd go to look something to eat, but
you left instead. In the jungle.

(Alan Walker, 01:53-02:12 minutes)

The aloft excerpts explain how the man was being mistreated by his mother as his mother throw him away in the jungle when he was the child. Through the aforesaid excerpts, Gamelawan depicts the fact that human can be evil even with his/her child. In this case, the human can also be treated as a spoil that ends up in the spoil tip.

Underlying the foregoing proposition, it can be seen how Gamelawan actually represents the jungle. First, the jungle is represented as the spoil tip, a place where the unwanted and undesirable debris shall be ended up. Furthermore, the jungle is depicted as a frustrating and "suwung"

(empty) place where it is hard for the individuals to look for something to eat and drink. In addition, the jungle is represented as the perfect place for isolating the individual as it gives the perfect atmosphere of "being alone, and with no direction" for the individual.

Conclusion

In responding the Alan Walker's work entitled Faded, Gamelawan reproduces a novel work in which gamelan is the major instrument for composing the music. In addition, Gamelawan also uses both local language that is Javanese language and Indonesian language to enunciate the certain issue. The employment of bilingual styles allows Gamelawan to reach the wider range of local audiences.

Through the works of Alan Walker and Gamelawan, the hypothetical propositions can be approved. Firstly, it is true that in terms of human-nature interrelationship, nature or environment is only functioned as a spoil tip. Evidence to this can be seen in Gamelawan's work in which they elucidate how jungle as the representation of physical environment is functioned as the place to throw the unwanted child. Here, in this case, the unwanted child is symbolized as the unwanted debris which shall be end up in the spoil tip. Furthermore, it also can be seen in Alan Walker's work where he represents the Rummy quarry and its vicinity as the abandoned sites. Soon as people consider that nature or environment is no longer giving benefits, they will leave and abandon the environment.

Secondly, it is true that nature or environment is emplaced as an isolated space. Evidence to this is the fact that jungle which represents the physical environment is depicted as an empty site where it is full of difficulty as individual will hardly find anything to eat and drink.

Albeit the two hypothetical propositions are confirmed as true, there is another idea that should also be underlined.

While the two hypothetical propositions put much concern on the environment as the victims in the case of improper treatment done by human in human-nature interrelationship, there is the fact that human is also considered as the party who experiences the drawback. First, human suffers the 'house' loss whenever the environment become deteriorated as Alan Walker visualizes in his clips.

By producing the new version of Alan Walker's *Faded*, Gamelawan proposes a protest over human mistreatment upon human and environment. Gamelawan highlights how people can easily abandon their child just like a debris. Furthermore, Gamelawan also disclose the fact that human represents nature as the isolated, dark, and full of the sense of empty.

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MALEFICENT'S PERSONALITY CHANGES IN ROBERT STROMBERG'S *MALEFICENT*

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Abstract

Maleficent, directed by Robert Stromberg, tells about a good fairy that in time turns into evil, as she takes revenge on a man she loves after knowing that he betrays her. One of the issues that attract attention deals with the personality of the central character, Maleficent. The major problem in the study deals with what makes the personality changes as well as to what extent that it changes. The study aims at describing to what the influential factors of Maleficent's personality changes. The research uses eclectic research approach combining structural and psychological approaches. Meanwhile, qualitative descriptive method is used in the study with the implementation of library research for taking the data content analysis to analyze it. Results showed that in terms of importance, Maleficent was categorized as a main character; meanwhile, in case of role, she was categorized as either protagonist or antagonist. Maleficent is a dynamic character in accordance with the complexity of her personality. As for the characterization, two types of characterization were found such as direct and indirect characterizations. In the direct characterization of hers, Maleficent was described by the narrator as a fairy living in an area called the Moors. On the other side, several methods of indirect characterization employed showed that she the fairy responsible for protecting the life in the Moors. Results of the psychological analysis using Sigmund Freud's psychoanalytic showed that the Id of Maleficent was her desire to love and be loved sincerely; the ego was her will to curse Aurora but still loves Stefan. Meanwhile, the superego was her kindness forcing her to revoke the curse. Two ego defense mechanisms she used include projection, in form of her regret to Stefan projected to Aurora by cursing her, and repression, in form of relieving her anxiety by murdering Stefan.

Keywords: vengeful, Sigmund Freud's psychoanalytic theory, ego defense mechanisms

Introduction

Film is sequential combination of moving images that tells a story and that people watch on a screen or television. As for the differences between film and drama, film can be recorded and repeated so the audience can see many times, drama just play once on the stage and cannot be repeated, so the audience see directly (Klarer, 1999:57).

The supporting points of film are character and characterization. Character is subject that has an important role and supports the story, while the way of an author describes the character called as characterization (Aminuddin, 1987:79).

The researcher analyzes the personality changes of Maleficent because Maleficent has two personalities in the story. She is a good fairy but when she gets problem, she changes to be bad fairy.

Methodology

It is a descriptive qualitative research that includes content analysis and discourse analysis. Library research is applied to get the main data source. The data of this research are two kinds such primary datum, which is *Maleficent*. Meanwhile, the secondary data consist of previous research reports and other references.

Findings and Discussion

Structural Analysis

1. Maleficent as a Main, Protagonist, Round and Dynamic Character

Maleficent is a main character because she is a central character and she has problems in the story. The biggest problem of Maleficent is with Stefan. He betrays their friendship. Stefan comes to the moors and he steals Maleficent's wings in order to become a King and replaces King Henry as a recent

King of Human Kingdom. Stefan tries to betray Maleficent when he hears King Henry speaks that everyone who can steal the treasure of the Moors, so that he can be a King in the Kingdom.



Screenshot 1A



Screenshot 1B

King Henry : “When I ascended to the throne, I promise the people, one day we would take the Moors and its treasures. Each of you swore allegiance to me and to that cause.

Stefan : “Your Majesty.”

King Henry : “Defeated in battle. Is this to be my legacy? I see you waiting for me to die. It won’t be long. But what then? I will choose a successor to take the throne and care my daughter. Who among you is worthy? Kill the winged creature. Avenge me, and upon my death you will take the crown.

(Stromberg, 2014: 00:14:04-00:15:13)

From the screenshots above, the screenshot 1A shows that King Henry is laying down on the bed after Maleficent attacked him and he loses. The screenshot 1A is taken using medium shot technique because in the picture, King Henry is shown alone. In screenshot 1B is mentioned as two shot because in the picture there are two characters in one frame.

From the quotation above, because King Henry asks his soldiers to destroy the moors and the King’s promise, Stefan is interested to take the crown. So, he betrays Maleficent. He steals her wings and give to King Henry and those, he become a King successfully.

In terms of role, maleficent is a protagonist because she is a good fairy. It looks when she revokes the cursed after she cursed Aurora for a long time. Maleficent

start to love Aurora so, she revokes the cursed but it is not success because the cursed is immortal.



Screenshot 2A



Screenshot 2B

Maleficent : “I revoke the curse. Let it be no more. I revoke my curse! Let it be no more! I revoke my curse! Let it be no more! Let it be no more!”

Whispering voice: “This curse will last till the end of time”

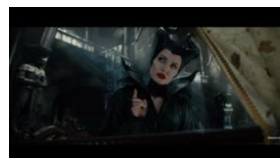
(Maleficent, 2014: 00:53:36-00:54:09)

The screenshots 2A and 2B describes about Maleficent when she revokes the curse but it fails. The screenshot 2A is taken using choker technique because it looks full head of Maleficent. The screenshot 2B is taken using two shots technique because there are two characters in the picture.

From the quotation above, Maleficent changes to be good fairy again because she loves Aurora. She changes and revokes the cursed of Aurora but it fails because the cursed is until forever.

a. Maleficent as Antagonist Character

Maleficent as antagonist character because she changes to be bad fairy. She takes revenge to Stefan and curses Stefan’s daughter. After Stefan steals her wings, she is revengeful because she thinks that Stefan betrays her.



Screenshot 3A



Screenshot 3B

Maleficent : “The princess shall indeed grow in grace and beauty, beloved by

all who met her. But, the sun sets on her 16th birthday, she will prick her finger on the spindle of a spinning wheel and fall into a sleep like death, a sleep from which she will never awaken. The princess can be woken from her death sleep, but only by the true love kiss. This curse will last till the end of time!”

(Stromberg, 2014: 00:31:04-00:33:00)

The screenshots 3A and 3B shows when Maleficent is cursing the baby and she sees Stefan and his wife that try to stop her. The screenshot 3A is taken using medium technique because it looks a half of Maleficent’s body. The screenshot 3B is taken using close-up technique because it is Maleficent’s head to shoulder.

From the quotation above, Maleficent changes to be bad fairy because she is revengeful with Stefan, and she replays with cursing Stefan’s daughter in her Christening day.

b. Maleficent as Round Character

Maleficent is round character because she has some complicated features of personality in the story. Some of the features are contradictive to the other. At the beginning, Maleficent is totally a good fairy likes a angel. She meets Stefan when they are child. Maleficent saves Stefan from the Moors’ guards, Balthazar.



Screenshot 4A



Screenshot 4B

Maleficent : Come out!”

Stefan : “No, they mean to kill me. And besides, they’re hideous to look at.”

Maleficent : “That’s extremely rude. Don’t listen to him, Balthazar. You’re classically handsome”

Maleficent : “It’s not right to steal, but we don’t kill people for it. Come out. Come out this instant!”

(Stromberg, 2014: 00:04:01-00:04:20)

The screenshot 4A, Maleficent is saying to Stefan and she asks him to out from the cave. The screenshots is taken using medium shot, it looks that Maleficent is single in the picture. The screenshot 4B is when Stefan is hiding in the cave and he scares to Balthazar, the screenshot 4B is taken using an over the shoulder technique, it shows from the back of Maleficent.

From the quotation, Maleficent is good fairy and sympathetic personality as a fairy because Maleficent is not scared when seeing human. It is the first meeting between Maleficent and Stefan in the Moors.

Maleficent as purely a good fairy changes into bad fairy because she wants to take revenge with Stefan after he steals her wings. Maleficent take revenge to Stefan through his baby girl when the Christened of the baby. Maleficent transforms become a revengeful fairy.



Screenshot 5A



Screenshot 5B

Maleficent : “The princess shall indeed grow in grace and beauty, beloved by all who met her. But, the sun sets on her 16th birthday, she will prick her finger on the spindle of a spinning wheel and fall into a sleep like death, a sleep from which she will never awaken. The princess can be woken from her death sleep, but only by the true love kiss. This curse will last till the end of time!”

(Stromberg, 2014: 00:31:04-00:33:00)

The screenshot 5A is when Maleficent is about to curse the baby, it looks from Maleficent’s hands, the screenshot is taken using medium shot

because its only shows half of the baby's body. The screenshot 5B is Maleficent curses the baby too. The mimic looks angry and the aura is out from her body. The screenshot 5B is taken using close-up, the picture only shows the head and shoulders of Maleficent.

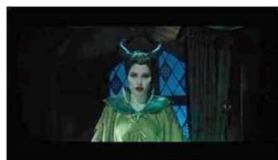
From the quotation, Maleficent changes to be revengeful fairy when she says this curse till the end of time, it seems that there is no kindness in her heart at this time. So, she has two features personalities in the story. From beginning she is a purely good fairy, but in the middle to the end of story she changes to be revengeful fairy.

c. Maleficent as Dynamic Character

Maleficent is a dynamic character, because she has changed in the story from beginning until the ending of story. She gets problem, so her personality changes. The beginning of the story, she was a good fairy, and changes become bad fairy, but the ending of the story she changes into good fairy. Her personality change is the reason why she mentions as dynamic character.



Screenshot 6A



Screenshot 6B

Maleficent : "I revoke the curse. Let it be no more. I revoke my curse! Let it be no more! I revoke my curse! Let it be no more! Let it be no more!"

Whispering voice: "This curse will last till the end of time"

(Stromberg, 2014: 00:53:36-00:54:09)

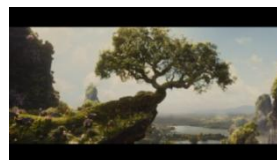
The screenshot 6A and 6B are when Maleficent revoking her curse to Aurora. It looks from the Aurora which is out from Aurora's body. the screenshot 6A is taken using two shot taken, there are Maleficent and Aurora in the picture. The screenshot B

is taken using medium shot, because the picture shows the half of Maleficent's body.

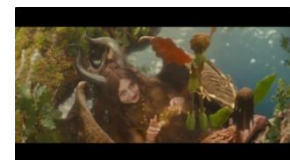
From the quotation above, Maleficent revokes her cursed because of her love with Aurora. Her personality changes again because she loves Aurora. Love can change Maleficent's revengeful mind, she regrets what she has done to Aurora.

1. The Characterization Analysis on Maleficent

Direct presentation is how the narrator in the story tells about Maleficent. Narrator tells about Maleficent, she comes from the Moors, where good treasures were. Maleficent is a fairy that has unusual spirit from the other fairies in the moors.



Screenshot 7A



Screenshot 7B

Narrator : "In a great tree on the great cliff in the moors lived one such spirit. You might take her for a girl, but she was not just any girl. She was a fairy."

(Stromberg, 2014: 00:01:22-00:01:35)

The screenshot 7A, it looks the view of the Moors because of the picture shows the around the Moors, it is mentioned as full shot. The screenshot 7B is shows the Maleficent is, she has horns. The screenshot 7B is taken using medium shot technique. It only shows head from chest of the character.

From the quotation above, Maleficent is a fairy who lives in the Moors and she has responsible to protect The Moors from Human which will Stole Moors' treasures. She has two horns on her head, since she is a kid.

The other ways to analyze characterization is indirect presentation. Maleficent saying is one of example of indirect presentation. Maleficent's saying shows that she's a responsibility fairy. She

lives in the Moors and she should protect the Moors from human kingdom which will attack them and take all the treasure. Maleficent fights with King Henry and beats him.



Screenshot 8A



Screenshot 8B

Maleficent : “Go no further!”
King Henry : “A King does not take orders from a winged elf.”
Maleficent : “You are no King to me.”
King Henry : “Bring me her head.”
Soldiers : “Battalion! Advance!”
Maleficent : “Arise and stand with me.”
(Stromberg, 2014: 00:10:44-00:11:21)

The screenshot 8A is Maleficent angry when the Human Kingdom comes to the Moors. The screenshot is taken using close-up technique, because it looks in the picture, Maleficent's head and shoulders. The screenshot 8B shows the King Henry and his soldiers want to attack the Moors. The screenshot is taken using medium shot technique.

From the quotation above, Maleficent is responsibility fairy and protects the Moors with anything ways that she can do. Maleficent thinks that The Moors' creature aren't stolen and dominated by Human Kingdom.

Freudian Psychoanalysis on Maleficent

1. Maleficent Personality Structure

a. The Id

Maleficent wants to be loved by Stefan sincerely but Stefan's ambition to be King in Human Kingdom has broken it. Stefan goes away from Maleficent and she is alone in The Moors. Stefan comes back to the Moors but he just makes Maleficent disappointed and he is betrayed Maleficent. He steals her wings.



Screenshot 9A



Screenshot 9B

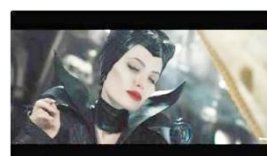
Stefan : “Maleficent!”
Maleficent : “So, how is life with human?”
Stefan : “Maleficent, I've come to warn you. They mean to kill you. King Henry will stop at nothing. Please, you have to trust me.”
(Stromberg, 2014: 00:15:42-00:16:15)

The screenshot 14A is taken using medium shot technique. It shows Stefan from head to waist. The screenshot shows that Stefan comes to the Moors and he is calling Maleficent. The screenshot 14B is taken over the shoulders. The screenshots tells about Maleficent angry when Stefan comes. From the quotation above, Maleficent's instinct, she wants to be loved by Stefan has lost. Stefan betrays her and makes her hurts. She feels lonely and revenged, she will revenge to Stefan.

b. The Ego

The ego is the self of somebody, including his/her decision when facing some problems. The ego of Maleficent is her decision to take revenge to but she still love Stefan. Maleficent revenges

Stefan's baby girl, the truth that, she loves the baby girl because she hates with Stefan, so she revenge Stefan by cursed Aurora. Maleficent does not care about Stefan and his wife and all guests in the Christening. She curses Aurora in front of all people.



Screenshot 10A



Screenshot 10B

Maleficent : “The princess shall indeed grow in grace and beauty, beloved by all who met her. But, the sun sets on

her 16th birthday, she will prick her finger on the spindle of a spinning wheel and fall into a sleep like death, a sleep from which she will never awaken. The princess can be woken from her death sleep, but only by the true love kiss. This curse will last till the end of time!”

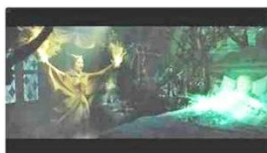
(Stromberg, 2014: 00:31:04-00:33:00)

From the screenshots above, the screenshot 15A, Maleficent’s mimic looks angry when she sees the baby girl, the eyes sees revengfull. The screenshot 15A is taken using close-up technique because Maleficent looks from head to shoulders. On the screenshot 15B, Maleficent’s aura is out from her body when she is cursing. The screenshot is taken using medium shot technique. It shows Maleficent’s head to waist.

From the quotation above, Maleficent forgets all memories with Stefan, and curses the baby revengefully. She does it in order Stefan know how angry she is, and disappointed.

c. The Superego

The superego is moral values which guides someone to do something. Maleficent basically grows as a nice fairy. The superego of Maleficent is very dominant when she revokes her cursed because she starts to love Aurora. Although Maleficent has cursed Aurora, in the other side she watches Aurora every day. And start from there, she likes and loves Aurora. When Aurora visits The Moors, she plays happily with others fairies, and loves beginning grow up on Maleficent. She tries to revoke her cursed when Aurora is sleeping.



Screenshot 11A



Screenshot 11B

Maleficent : I revoke the curse. Let it be no more. I revoke my curse! Let it be no more! I revoke

my curse! Let it be no more!
Let it be no more!”

Whispering voice: “This curse will last till the end of time”

(Stromberg, 2014: 00:53:36-00:54:09)

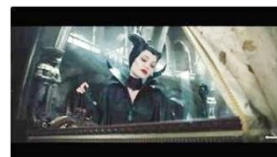
From the screenshots above, on the screenshot 16A, Maleficent is revoking the cursed and Aurora is sleeping. The screenshot is taken using two shot technique, there are two characters on the picture. On the screenshot 16B, Aurora is sleeping on the bed, and her body is out of the aura, it looks for the colors on the screenshot, the screenshot 16B is taken using medium shot technique, it looks a half of Aurora’s body.

From the quotation above, loves can change Maleficent. From the beginning of story, Maleficent is a good fairy and changes to be bad fairy, and she changes again to be good fairy. It’s all because of the power of love. She changes become bad fairy because she loves Stefan but he betrays her. Now, she revokes her cursed because she loves Aurora and she regrets what she has done.

2. Maleficent’s Ego Defense Mechanisms

a. Projection

The projection of Maleficent, she projects her revenge to Stefan’s daughter. Maleficent is angry when her wings are stolen by Stefan, while she wake up from her sleep, she sees that her wings are nothing. From the problem she felt anxious. Maleficent projects her anger to Stefan’s baby girl. She revenges to Stefan but she wrecks to Aurora. She does it because she hates Aurora’s father.



Screenshot 12A



Screenshot 12B

Maleficent : “The princess shall indeed grow in grace and beauty, beloved by all who met her. But, the sun sets

on her 16th birthday. She will prick her finger on the spindle of a spinning wheel and fall into a sleep like death, a sleep from which she will never awaken. The princess can be woken from her death sleep, but only by the true love kiss. This curse will last till the end of time!"

(Stromberg, 2014: 00:31:04-00:33:00)

From the screenshot above, Maleficent's eyes look angry when she sees the baby in the box on the screenshot 17A, the screenshot is taken using medium shot technique. On the 17B, Stefan and his wife look panic when Maleficent sees the baby. The screenshot 17B is taken using three shot technique, in the picture look the three of characters.

From the quotation above, Maleficent changes object of her revenge. She curses Aurora for one reason. She hates Stefan. And she felt anxiety and confused what should she do, so she cursed the Stefan's baby girl. In order Stefan knows how angry she is. However, she is not able recover from the anxious by doing this. That is why she uses the second of ego defense mechanism, repression.

b. Repression

After she fails using projection to solve her conflicts, Maleficent uses repression as her ego defense mechanism. The repression is as the next of ego mechanism that Maleficent uses. The repression Maleficent is when she kills Stefan until he dies. She does it to decrease her anxiety. Maleficent fights with Stefan and his soldiers in the Kingdom. Maleficent kills Stefan when Stefan tries to kill her, Maleficent pushes Stefan, so he fall down from the top of the Kingdom.



Screenshot 13A



Screenshot 13B

Stefan : "Kill her!"
The soldiers : "Kill her! Shoot!"
Stefan : "Shoot her!"

(Stromberg, 2014: 01:23:09-01:23:46)

The screenshot 18A is Stefan's expression when he sees Maleficent's wings are back. The screenshot 18A is taken using close-up technique because it is shown Stefan's face to shoulders. The screenshot 18B is taken using full shot technique. It shows full of the soldiers from head to toe. The screenshot is when the soldiers are trying to kill Maleficent.

From the quotation above, Maleficent kills Stefan as repression in order she can decrease her anxiety and Stefan and his soldiers can not disturb her and the Moors. Maleficent feels satisfy after she kills Stefan. She and the other fairies can live happily, even though Stefan is not with her.

Conclusion

The analysis shows that Maleficent is a main character because she has problems in the story. Because of she is a good fairy and changes into bad fairy, she is as protagonist and antagonist character. Maleficent as round character because she has some features. And Maleficent is a dynamic character because her personality changes in the story. There are five elements of plot analysis, exposition, complicating action, climax, falling action, and resolution.

Maleficent's personality structure that is found on this research is the id of Maleficent is Maleficent's instinct that she wants to be loved by someone but she is betrayed by Stefan. The ego of Maleficent, Maleficent wants to revenge Aurora but she loves her. And the superego of Maleficent is shown when she revenges Aurora but she loves her and finally Maleficent revokes the cursed. Maleficent's problem that causes she changes is Stefan betrays her and steals her wings. She changes to be revengeful fairy. There are two ego defense mechanisms that Maleficent uses. They are projection and repression.

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TRANSLATION

TRANSLATING FIGURATIVE LANGUAGE USING SONG LYRICS

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Abstract

Nowadays translators are challenged not only to be able conveying the message from source language (SL) to target language (TL) but also they are demanded to bridge cultural differences through language. That is why translator needs to choose the best diction in order to maintain meaning and expression from SL to TL without forgetting the aesthetic. Losing the meaning of word due to the translator's lack ability might give bad impression. In Asian context, English is a foreign language, so translating English to TL is totally difficult. Using song lyrics as one of translating strategy, especially to deal with figurative language could be one of the alternative way in maintaining the meaning and expression in translation. Students face song lyrics in their daily life so they are learning while having fun. This study is about using song lyrics to help students understanding in translating figurative language from SL to TL, and to help them grasp the meaning from figurative language with their own cultural background. Using song lyrics for translating figurative language as the base reference also help them to be more sensitive about the meaning and improve their analysing skill because figurative language consists of many types of word which their meanings are different with the literal interpretation. Moreover, translating in the 21st century needs great innovation to face the challenges in learning English as a foreign language.

Keywords: figurative language, song lyrics, translation

Introduction

Translation plays important role for bridging the different culture which meet people's understanding by interpreting the bilingual or multi-lingual culture. As the people's daily activities are getting complex, such as international trade, globalization, migration, etc. Translation follows the era which is demanded as a problem solver for giving clear message from different culture. However, there are some issues which occur in translation. Before going further, in this section we must identify the major problems which occur among translators especially when they meet the SL from different culture. The problem commonly happens due to lack of cultural knowledge which causes misinterpretation about the content. The translators are demanded not only to master the vocabularies for widening their knowledge but also understand the cross cultural understanding to prevent the common issues happen. Moreover,

they must have the sense of ability to translate into proper way for not decreasing the value of the meaning. Then, some translators still translate the SL from word by word without concerning the whole content that causes misinterpretation or misunderstanding especially for the readers or hearers. Grammar also one of several issues for translator because in particular languages, they have each own grammar structure. Furthermore, each language has each own vocabularies and syntaxes. According to Bendana, Melby (2012, p.13), translation is operation which consist in rendering a written source text to a target written text which consists of elements of information, form, functionally, and tone abiding by agreed-on specifications. Larson (1984, p.3), (cited in Rochmah, 2016) also states that translation is translating the meaning of SL into receptor language. Dallin (1994),(cited in Firdaus, 2013) claims that lyrics are

written as form of interaction between the writer and listeners which contain the message and have purpose to make them motivated or to think about it. Furthermore, every song has each own message, the message depends on the writer how he puts the words to the lyrics to be able delivered to them (Bertoli-Dutra, Bissaco, 2006, p. 1053), (cited in Firdaus, 2013). Moreover, lyrics are considered as written language based on Bertnard's definition (2006, p. 18), he states that written language refers to the process of recording language using symbols as a standard system and being the representation of sounds of its language. According to Spivey, (2011) He explains that figurative language is adding colour and depth to express statements for more interesting way. Furthermore, he adds that there are types of figurative languages such as:

1. Simile, using word "as" or like" which the functions are comparing the two unlike things as being similar. For example, as light as a feather, which means that something is extremely light.
 2. Metaphor, an implied comparison of word which generally applies for one thing that is used to another. For example, feeling blue, which means sad.
 3. Personification, giving animal or nonhuman thing to act like human being. For example, the bell calls the students as a sign that the study begins.
 4. Onomatopoeia, the sound that is named according to certain action. For example, she pointed the glass by gun, and then, "BANG!" the fast bullet pierced it.
 5. Hyperbole, exaggerated statement in which it is not to be regarded literally. For example, New Year's Eve is getting closer, however, the price of firework keeps rocketing.
 6. Idiom, the expression of meaning which is not predictable from the usual meaning. For example, Jump the gun, which has meaning to do something early.
- Cliché, the statements that are overused or often heard, for example, time will tell, which means something will be revealed as the time goes by.

Methodology

This method uses one of the Newmark, (1988, p. 45), (cited in Rochmah, 2016) Idiomatic Translation, which classified in respect of the TL emphasis, he says that Idiomatic Translation reproduces the message of the original, as if it looks naturally and familiar written in original form.

This study requires the students as the subjects of the research then they must provide the song lyrics to be identified. Moreover, those song lyrics contain figurative languages and they classified them to where they belong. Next, they translate them to TL. The lyrics are taken per sentence so they can solve them easily. Furthermore, the lyrics below are taken from the various songs which contain figurative languages which the SL is from English and the TL is Bahasa Indonesia.

1. I'd catch a grenade for ya, throw my hand on a grenade for ya (Bruno Mars – Grenade)
2. You would not believe your eyes If ten million fireflies Lit up the world as I fell asleep (Owl City – Fireflies)
3. Cause you know I'd walk A thousand miles If I could just see you Tonight (Vanessa Carlton – A Thousand Miles)
4. That you were Romeo You were throwing pebbles And my dad said Stay away from Juliet (Taylor Swift – Love Story)
5. I have died every day waiting for you Darling, don't be afraid. I have

loved you for a thousand years.
I'll love you for a thousand more.
(Christina Perry - A Thousand Years)

6. Somewhere else I'll see you
Our days be like a blossom
Blooming all around you
So bright
By and by, I'll miss you
And your laugh like a sunshine
Fading into shadow of tears
(Lasse Lindh - Hush) (Goblin OST Part 3)

7. Skies are crying, I am watching
(Demi Lovato – Skyscraper)

The students present their own works in front of class and have discussion. They give feedback to each other in order to revise or meet the best result of their translating works.

Findings and Discussion

One of several methods of understanding the culture where the SL belongs for translating to TL is by knowing where the region is, for example, the figurative sentence of '**as white as snow**' has the function of comparing to the other thing which has similarity. However, for the target language which the country does not have four seasons, especially in Winter, people who live there do not experience the Winter season in their country like Indonesia. Moreover, we cannot translate it to be '*seputih salju*' because they will not be familiar with snow. Furthermore, the solution is by replacing the word *snow* with the white thing that they are familiar with, such as cotton. Besides, the TL will be like '*seputih kapas*'. So, the reader from Indonesia will be much easier to understand the message. These data below are taken from students of English Department who do the tasks about translating figurative languages by using song lyrics which the SL is English and the TL is Bahasa Indonesia. The writer uses abbreviation of lyrics into "L".

Source Language	Target Language
(L1) I'd catch a grenade for ya, throw my hand on a grenade for ya (Bruno Mars – Grenade)	Ku kan <i>melakukan segalanya</i> demi kamu (Student 1)
(L2) You would not believe your eyes If ten million fireflies lit up the world as I fell asleep (Owl City – Fireflies)	Dirimu takkan percaya dengan mata kepalamu sendiri jika <i>sepuluh juta kunang-kunang menyinari dunia</i> ketika diriku tertidur (Student 2)
(L3) Cause you know I'd walk A thousand miles If I could just see you Tonight (Vanessa Carlton – A Thousand Miles)	Karena kau tahu <i>ku kan berjalan ribuan mil</i> jika diriku bisa menemuimu malam ini (Student 1)
(L4) That you were Romeo You were throwing pebbles And my dad said Stay away from Juliet (Taylor Swift – Love Story)	<i>Engkaulah Romeo</i> Engkaulah yang melempar batu kerikil Dan ayahku bilang <i>Menjauhlah dari Juliet</i> (Student 2)
(L5) I have died every day waiting for you Darling, don't be afraid. I have loved you for a thousand years I'll love you for a thousand more (Christina Perry - A Thousand Years)	Aku telah <i>lama menunggu</i> kehadiranmu Sayang, janganlah takut Karna aku telah <i>mencintaimu sejak lama</i> Dan <i>aku akan terus mencintaimu selamanya</i> (Student 1)
(L6) Somewhere else I'll see you Our days be like a blossom Blooming all around you So bright By and by, I'll miss you And your laugh like a sunshine Fading into shadow of tears (Lasse Lindh - Hush) (Goblin OST Part 3)	Di suatu tempat, aku akan bertemu denganmu Hari – hari kita akan <i>bahagia seperti bunga</i> Yang bermekaran disekitarmu dengan menyilaukan Waktu demi waktu aku akan merindukanmu Dan tawamu yang <i>secerah matahari</i> Lenyap dalam bayangan air mata (Student 2)
(L7) Like marbles it keeps circling on my ears The sweet word that rolls Putting it in my mouth, the sweet smell blows in,	<i>Seperti kumpulan kelereng yang terus terngiang</i> ditingaku, Kata kata manis yang kau ucapkan

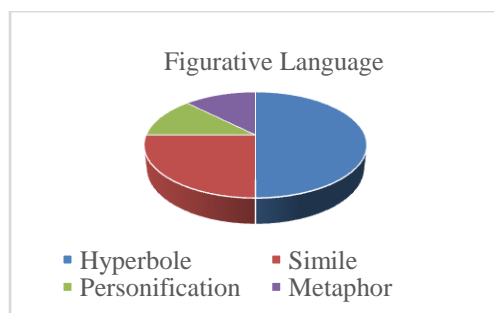
oh	Kuletakkan dalam
I like that glass-like transparent heart	mulutku, hembusan
It's as pure as the first snow	aroma manis, oh
Putting it into words, it's just like your love	Aku menyukai <i>hatimu yang sebening kaca</i>
(Lovelyz - Candy Jelly Love)	Hati yang murni <i>seperti salju yang turun untuk pertama kalinya</i>
	Kemudian merangkainya menjadi kata - kata yang menggambarkan cintamu
	(Student 1 and 2)
(L8) Skies are crying , I am watching	<i>Langit pun menangis, diriku menyaksikannya</i>
(Demi Lovato - Skyscraper)	(Student 1 and 2)

The followings are explanations according to students for each of those lyrics:

- (L1) uses Hyperbole, that sentences states that **I'd catch a grenade for ya** means he would do anything for his love.
- (L2) uses Hyperbole to express the meaning, which **ten million fireflies to lit up the world** is exaggerated statement. Ten million fireflies represent how magical it is to lit up the world.
- (L3) uses Hyperbole, **I'd walk a thousand miles** means how far the distance is between the lovers. However, she would do anything as long as for seeing her lover.
- (L4) uses Metaphor, the sentence states **you were Romeo and stay away from Juliet**, it is the romance story about Romeo and Juliet as an analogy.
- (L5) uses Hyperbole, **I have dead every day waiting for you** means she have been waiting for her love for quite long. While **I have loved you for a thousand years** and **I will love you for a thousand more** mean she loves her lover forever.
- (L6) uses Simile, **your laugh like a sunshine**, which means your laugh is bright like the sunshine which gives lightness to his or her surroundings.
- (L7) uses Simile, **like marbles it keeps circling** on my ears means that the sweet words cling in his or her mind which he or she always think or remember about it. Then, **glass-like transparent heart** is also Simile, it states the similar thing related for two unlike things (between glass and heart). While **as pure as the first snow**, it is Simile too, however, the writer gives correction here because as the previous explanation that snow in Indonesia is not familiar, based on the methodology for using the idiomatic translation, it is all right for translator to reproduce the original meaning as long as the writer's intention has the same purpose to deliver the message. The figurative sentence in TL can be replaced into *seputih kertas yang belum pernah terkena tinta*.
- (L8) uses Personification, **Skies are crying** represents the human action, while sky is nonhuman thing and crying is human's action.
- The TL language uses informal one because most song lyrics do not concern on the structure or grammar of the word.

After translating figurative language in sentences above, students will already have a concept about figurative language and be able to distinguish whether it is figurative language or not.

Therefore, there are four Hyperboles (50%), two Similes (25%), one Personification (12.50%), and one Metaphor (12.50%) found based on those whole lyrics.



Therefore, the level of study increases gradually or goes to the next level step by step which means students must translate and identify which the figurative language is.

Conclusion

Using song lyrics helps the student to study translation easier. At first, students deal translation with many difficulties so using method with song lyrics as the bridge for them to study. Students deal song lyrics in their daily activities. Furthermore, they can learn translation wherever they are. Moreover, using this method can be more fun for students to study. Fun learning is the effective way for them to gain knowledge because they will not feel pressured. Also, they can understand the cultures widely and use appropriate word or language for each of them.

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MORE THAN WORDS: STRATEGIES USED BY INDONESIAN TOURIST GUIDES TO INTERPRET CULTURAL TERMS IN SURAKARTA AND YOGYAKARTA ROYAL PALACES

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Abstract

Interpretation of cultural terms meaning between spoken languages is not often simply a word to word transference from a source language into a target language. This research is intended to investigate the strategies used by Indonesian tourist guides to interpret cultural terms during providing assistance and information to English speaking tourists visiting four royal palaces in Surakarta and Yogyakarta Cities. This study is of a qualitative and descriptive nature. The data were collected through joining twenty guided group tours in Kasunanan Palace, Mangkunegaran Palace (Surakarta City), Kasultanan Palace and Pakualaman Palace (Yogyakarta City) and recording the tourist guides' interpretation of cultural terms to tourists. The cultural terms were classified into five categories: palace properties, royal heirlooms, ancient weapons, precious antiques and cultural ceremonies. The research findings show that the interpretation strategies used by tourist guides to interpret cultural terms are: addition, borrowing, synonymy, descriptive equivalent and componential analysis. The findings indicate strongly that the Indonesian tourist guides should improve their interpretation skills in order that their guiding services become more meaningful, especially to overcome cultural obstacles.

Keywords: interpretation strategies, tourist guides, cultural terms

Introduction

Tourism is currently the second-largest source of income for Indonesia after the oil and gas sector. Since 2015 the growth rate of Indonesian tourism is above 10%, far higher than the average national economy growth rate which is only 5.2%. Therefore, in 2017 the Ministry of Tourism targeted tourism as a leading sector in the next decades. In other words, the sector will be tourism and non-tourism instead of oil and non-oil. That is way the development of tourism in this country is so important.

As the main tourism centers in Indonesia, Surakarta and Yogyakarta Cities are destinations with many places of interest for tourists. They have Kasunanan, Mangkunegaran, Kasultanan and Pakualaman Royal Palaces as the main tourist destinations which were built in the 18th century.

As one of the tourism service providers, a tour guide is a person who escorts tourists with a language chosen by them for a specific purpose about tourism objects and interprets history of cultural heritage and local interest. In interpreting cultural terms, a tour guide needs a strategy. Baker (2011) identified unknown concepts in a target language, such as culture-specific concepts. Adapted from translation strategies, Suryawinata & Haryanto (2003) classified interpretation strategies into ten kinds: (1) borrowing, (2) cultural equivalent, (3) descriptive equivalent, (4) componential analysis, (5) synonymy, (6) formal interpretation, (7) specification and generalization, (8) gain, (9) omission or deletion and (10) modulation.

Up to now there are some interesting studies have been done on interpretation strategies. Thompson et all (2001) described that errors occur frequently in interpretations provided by untrained nurse-interpreters during cross-language encounters, so complaints of many non-

English-speaking patients may be misunderstood by their physicians. Sutopo (2006) found that interpreting has a great role in developing international trading, especially for businessmen who do not master English. There are four roles of interpreter: as inspirator, mediator, explanator and guide. The interpreter applies two types of interpreting: sight and consecutive interpreting. Magablih et al (2010) investigated interpretation strategies used by Jordanian tourist guides to handle cultural specificity in tourism material. They found that strategies used by the Jordanian tourist guides to overcome cultural obstacles are: transliteration, paraphrasing, expansion, providing cultural equivalent, neutralization, literal translation, reduction and recognized translation. Widyahening and Sitoesmi (2016) concluded that it was not an easy work to search an appropriate equivalent for a sentence, a word, a phrase, a clause which has relationship with a Javanese culture from source language text into target language text.

The main purpose of this paper is to investigate the strategies used by Indonesian tourist guides to interpret cultural terms during providing assistance and information to English speaking tourists visiting four royal palaces in Surakarta and Yogyakarta Cities.

Methodology

This research is of a qualitative and descriptive nature. It was done in Surakarta and Yogyakarta Royal Palaces which are not only homes to the kings and their families, but also become the flame guard of Javanese culture. In these palaces the tourists can learn from seeing directly on how culture still being preserved in the pace development of the world. The data were collected through joining twenty guided group tours in Kasunanan Palace, Mangkunegaran Palace (Surakarta City), Kasultanan Palace and Pakualaman Palace

(Yogyakarta City) and recording the tourist guides' interpretation of cultural terms to English speaking tourists. The structure of tour participants include people from all walks of life, of different levels of education and of all ages (except for children). The guided group tours formed the arena where expressions of interaction between tourist guides and tourists could be observed. The cultural terms were classified into five categories: palace properties, royal heirlooms, ancient weapons, precious antiques and cultural ceremonies. These categories are the main components of the cultural heritage promoted by the Ministry of Tourism to be continuously preserved. The collected data were categorized in terms of the strategies used in interpreting cultural terms.

Findings and Discussion

In the interaction between the tourist guides and tourists, it was found many cultural terms come from the source language-either Indonesian or Javanese-that should be interpreted into the target language, i.e. English by the tourist guides. There are five types of interpretation strategies used by the Indonesian tourist guides to interpret the cultural terms: addition, borrowing, synonymy, descriptive equivalent and componential analysis.

Addition

Addition is a strategy of interpretation through which adjustments are made to the content of the source language. The strategy serves stylistic as well as strategic purposes. The strategy needs to be used in order to compensate for the linguistic (structural, stylistic and rhetorical) differences that exist between any two languages.

The following is an example of addition strategy used by a tourist guide.

Tourist : What is this?

Guide : This is *gamelan music instrument*. It was made during

Majapahit Kingdom era around
fourteenth century.

In the above conversation, the tour guide used *gamelan music instrument* instead of *gamelan*. The words *music instrument* should be added in order to be acceptable in the target language. Another example of addition strategy used by a tourist guide is as follows:

Tourist : What is the center of this palace?

Guide : The center of Mangkunegaran Palace is the *pendopo*, a *pavilion built in a Javanese architectural style*.

In the above conversation, the tour guide added a phrase *a pavilion built in a Javanese architectural style* to clarify *pendopo* which is different from a usual pavilion.

One more example of addition strategy used by a tourist guide is as follows:

Tourist : Where can we see the archery competition?

Guide : See over there. That's Kemandhungan Kidul. You can watch *jemparingan* or *archery competition in Mataraman style* there. The uniqueness of *jemparingan* is that every participant must wear Javanese traditional clothing and archery in a sitting position.

In the above conversation, the tour guide added words *in Mataraman style* in order that the competition is held referred to the Mataram clothes worn and position followed by the participants.

Borrowing

Borrowing is a translation strategy that involves using the same word or expression in original language in the target language. In this sense, it is an interpretation strategy that does not actually interpret.

The following is an example of borrowing strategy used by a tourist guide.

Tourist : Who is standing in front of the gate?

Guide : He is an *abdi dalem*. He wears a black *batik* with *keris* motives.

In the above conversation, the tour guide used the words *abdi dalem*, *batik* and *keris* in the target language. Since there is no equivalent expressions in the target language, the tourist guide used original expressions (transliteration strategy) as in the source language.

Another example of borrowing strategy used by a tourist guide is as follows:

Tourist : Where would we go after this?

Guide : After passing the main gate, then enter *baluwerti* yard. *Baluwerti* formerly was made of *bamboo*.

In the above conversation, the tour guide used the word *bamboo* in the target language, an adaptation of the original word *bambu* in the source language (naturalization strategy).

One more example of borrowing strategy used by a tourist guide is as follows:

Tourist : It seems many rooms inside?

Guide : You're right. This building is separated into few rooms, namely library, wardrobe room on the left, bedroom on the right, *gandok wetan* and *gandok kulon*. *Gandok wetan* and *gandok kulon* are where the sultan family live.

In the above conversation, the tour guide used the original words *gandok wetan* and *gandok kulon* in the target language (transliteration strategy) because there is no equivalent expressions in the target language.

Synonymy

Synonymy strategy is used to interpret an expression in the source language into an expression which has similar meaning in the target language.

The following is an example of synonymy strategy used by a tourist guide.

Tourist : How is the existence of the royal palace?

Guide : The palace is used both as a home of the Susuhunan or King as well as for other important ceremonial and cultural functions of the Yogyakarta court.

In the above conversation, the tour guide used the word *King* after *Susuhunan* as a synonym of the *Susuhunan* to clarify the original word.

Another example of synonymy strategy used by a tourist guide is as follows:

Tourist : What is the name of building behind this one?

Guide : Behind the pendopo, stands Dalem Ageng Proboyekso. Dalem is a term that refers to the main room of the palace.

In the above conversation, the tour guide interpreted the word *dalem* into the phrase *main room of the palace* in order to clarify the meaning.

One more example of cultural equivalent strategy used by a tourist guide is as follows:

Tourist : Where are we, now?

Guide : We arrive at pagelaran. It comes from the word gelar or arena, a place where battle tactics are decided.

In the above conversation, the tour guide used the word *arena* after *gelar* as a synonym to clarify the meaning of original word.

Descriptive equivalent

Descriptive equivalent strategy is used to interpret a source language using a description of the concept that refers to the target language.

The following is an example of descriptive equivalent strategy used by a tourist guide.

Tourist: What is the complete name of this palace?

Guide: This palace was named as Keraton Surakarta Hadiningrat, that was built in 1743 to 1746. Literally *suro* means brave, *karto* means prosperous, *hadi* means big and *rat* means country. So Surakarta Hadiningrat means a big country that is brave and prosperous.

In the above conversation, the tour guide tried to describe meaning and function of words *suro*, *karto*, *hadi* and *rat* in the source language because the words are very closely related to specific culture in the source language and the use of cultural equivalence did not give accuracy needed.

Another example of descriptive equivalent strategy used by a tourist guide is as follows:

Tourist: What kind of gate is that?

Guide: We are passing the main gate, Kori Brojonolo. This gate was built in the period of Susuhunan Pakubuwono III. Literally, *brojo* means sharp weapon, and *nolo* means heart. Entering *brojonolo*, we should have the sharpness of heart or in Javanese '*landeping rasa*'.

In the above conversation, the tour guide tried to describe meaning and function of words *brojo* and *nolo* in the source language because the words are very closely related to specific culture in the source language and the use of cultural equivalence did not give accuracy needed.

One more example of descriptive equivalent strategy used by a tourist guide is as follows:

Tourist : Is this the Siti Hinggil?

Guide : Right. The Siti Hinggil also functions as a place where garebeg ritual is started. Garebeg is a big event held three times a year in Islam great days namely Maulud, Fasting month along with Idul Fitri and Idul Adha.

In the above conversation, the tour guide tried to describe meaning and function of words *garebeg* in the source

language because the words are very closely related to specific culture in the source language and the use of cultural equivalence did not give accuracy needed.

Componential analysis

Componential analysis strategy is used to split up a lexical unit into meaning elements and interpret those. The difference between descriptive equivalent strategy and componential analysis strategy is that the former is used to interpret expressions related to culture and the latter is used to interpret general expressions.

The following is an example of componential analysis strategy used by a tourist guide.

Tourist : What place is this?

Guide : We are passing *supit urang*.
Supit is pincers and *urang* is crab, symbolizing a tactic to defeat the intruders.

In the above conversation, the tour guide splitted up the words *supit urang* into elements of *supit* and *urang*, interpreted them into elements in the target language (*crab* and *pincers*) and then explained the meaning.

Another example of componential analysis strategy used by a tourist guide is as follows:

Tourist : What is the next program?

Guide : From here we would enter *Siti Hinggil* to see a collection of some palace carriages. *Siti* means land and *hinggil* means high. We should step up around one meter. It is not like a highland in your country, a hill of a mountain. Don't worry, just one meter high.

In the above conversation, the tour guide splitted up the words *siti hinggil* into elements of *siti* and *hinggil*, interpreted them into elements in the target language (*land* and *high*) and then explained the meaning.

One more example of componential analysis strategy used by a tourist guide is as follows:

Tourist : What kind of ritual held in this room?

Guide : The ritual is held for the *tingalan ageng* of Prince Mangkunegara. *Tingalan* means annual birthday and *ageng* means big.

In the above conversation, the tour guide splitted up the words *tingalan ageng* into elements of *tingalan* and *ageng*, interpreted them into elements in the target language (annual birthday and big) and then explained the meaning.

From the above findings and discussion, it is inferred that the use of cultural terms can be shown in the following table.

Table 1. Distribution of the Use of Cultural Terms
(N=100)

No	Categories of Cultural Terms	Sum	Percentage
1	Palace properties	36	36%
2	Royal heirlooms	27	27%
3	Ancient weapons	16	16%
4	Precious antiques	12	12%
5	Cultural ceremonies	9	9%
Total		100	100%

Moreover, it is inferred that the use of interpretation strategies can be shown in the following table.

Table 2. Distribution of the Use of Interpretation Strategies (N=100)

No	Interpretation Strategy	Sum	Percentage
1	Addition	29	29%
2	Borrowing	25	25%
3	Synonymy	18	18%
4	Descriptive equivalent	15	15%
5	Componential analysis	13	13%
Total		100	100%

Conclusion

Based on the above findings and discussion, it can be drawn conclusions as follows:

1. In interpreting cultural terms, the tourist guides in Surakarta and Yogyakarta Royal Palaces used interpretation strategies, such as addition, borrowing, synonymy, descriptive equivalent and componential analysis.
2. The interpretation strategies they used from the most to the least frequency are: borrowing, descriptive equivalent, componential analysis, addition and synonymy.
3. The cultural terms they interpreted from the most to the least frequency are: palace properties, royal heirlooms, cultural ceremonies, precious antiques and ancient weapons.
4. The expressions in the source languages (Indonesian and Javanese) were generally interpreted longer into the expressions of the target language (English). In other words, the interpretation of cultural terms is not merely the word(s) to word(s) interpretation, but meaning to meaning interpretation in order to be acceptable in the target language and easy to be understood by the tourists.

The findings indicate strongly that the Indonesian tourist guides should improve their interpretation skills in order that their guiding services become more meaningful, especially to overcome cultural obstacles.

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AN ANALYSIS ON TRANSLATION QUALITY OF MEDICAL TERMS IN AN ARTICLE ENTITLED “CRITICAL ILLNESS DUE TO 2009 A/H1N1 INFLUENZA IN PREGNANT AND POSTPARTUM WOMEN: POPULATION BASED COHORT STUDY” PRODUCED BY GOOGLE TRANSLATE

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Abstract

The purposes of this research are to describe the translation technique used by Google Translate in translating English medical terms in an article entitled *Critical Illness Due To 2009 A/H1n1 Influenza in Pregnant and Postpartum Women: Population Based Cohort Study* and to know the translation quality in terms of accuracy and acceptability. This research used purposive sampling technique to select the data. Two methods were used to collect the data; content analysis was obtained to collect the first data from source text and target text and interview and close and open ended questionnaire was obtained to gather data of the accuracy and acceptability. The findings of the research are as follow: there are five techniques to translate English medical terms literal translation, borrowing includes naturalized borrowing and pure borrowing, calque, transposition, and amplification.

Keywords: article, translation technique, quality assessment: acceptabelty and accuracy

Introduction

As machine translation, the growth of online translation services is faster than translation software. One of them is Google Translate. Here Google tries to expand its wing to provide its users with its own online translator. Through this product, Google attempts to accommodate the difficulties found by its users in understanding the articles, journals, or electronic guide books on the internet. As a fact, <http://www.cnet.com/news/google-translate-now-serves-200-million-people-daily/> reported that Google translate has served 200 million people daily. The difficulties are especially caused by the different languages written in those texts. Therefore, Google Translate provides the ease in use, the efficient of time, and the low cost for its translation services. Its ability in translating text involves translation in the form of word, phrase, clause, sentence, paragraph, and even text.

The role of Google Translate is very important for Indonesian academic users

when they try to understand the foreign text, especially English. As what (Hutchin, 1995, p. 431) stated that “computer programs are producing translations –not perfect translations, for that is an ideal to which no human translator can aspire; nor translations of literary texts, for the subtleties and nuances of poetry are beyond computational analysis; but translations of technical manuals, scientific documents, commercial prospectuses, administrative memoranda, medical reports”. Since its emergence in the twentieth century, some experts believe that translation machine still has some difficulties such as producing an ideal translation for technical text (technical manuals, scientific documents, commercial prospectuses, administrative memoranda, and medical reports). In translating such sensitive texts, for instance medical text with many medical terms, Google Translate can instantly provide the translation for those terms.

However, the translation produced by Google is not thoroughly accurate. The

way Google works is bound by a system called statistical machine translation. The way it works is restricted depends on the data which are entered into a translation memory. This is the reason why Google Translate sometimes unable to fix some translation problems whether they are in the form of linguistic units or specific terms. Those problems are caused by the emergence of mistranslations on the translation product. For the reason, the researcher tried to apply Google Translate to translate English medical terms which were found in an article entitled “*critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study*”. The article was taken from www.bmj.com/cgi/reprint/mar18. The examples of translation problem occurred in the product of Google Translate are:

SL: Of the 22 postpartum women, 14 (64%) had had an emergency caesarean section and eight (36%) had **spontaneous vaginal deliveries**.

TL: Dari 22 pasca melahirkan perempuan, 14 (64%) telah memiliki operasi caesar darurat, dan delapan (36%) telah **spontan vagina pengiriman**.

The term **spontaneous vaginal deliveries** above is translated into **spontan vagina pengiriman**. The translation for the term is not accurate and it is not acceptable. The reason is that the translation does not deliver the same meaning as the SL meaning. The other reasons, it does not follow the Indonesian grammatical rules, and it is never used in the medical science text. The term should be translated **kelahiran secara normal**.

From those examples of translation problem which occurred in the translation of medical terms in the article entitled “*critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study*” translated by Google Translate, the researcher would propose this issue as thesis. The research attempts to investigate more about the level

of accuracy and acceptability in translating medical terms.

Methodology

This research is descriptive qualitative research. According to (Sutopo, 2002, p. 35) the data are identified as qualitative since the data which are in the form of words, sentences, or pictures are considered to be more valuable rather than numbers.

This research is design as single embedded-case study which means that this research focuses on the translation of English medical terms into Indonesian produced by Google Translate.

The data are all English medical terms found in the medical journal entitled “*critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study*” and all translated medical terms produced by Google Translate.

The researcher also applied purposive sampling technique in determining the raters. The criteria for the raters are:

1. Mastering English and Indonesian well.
2. Having competency in translation theory.
3. Having experience as a translator.
4. Willing to be involved in this research.

In validating the data which are in the form of medical terms, the researcher validated the data through another informant to declare that the data are valid. The data were also checked through another document source to declare that data are valid. The validation technique is done by matching the English medical terms in <http://medical-dictionary.thefreedictionary.com/>

whether they are English medical terms or not. The reason of choosing this resource of *thefreedictionary's/medical dictionary* is this sites refers to *The American Heritage Stedman's Medical Dictionary, Second Edition* and *Dorland's Medical Dictionary for Health Care Consumers*, which provide authoritative descriptions of medical

conditions, medications, anatomical terms, noted medical personalities and more.

Findings and Discussion

1. The Analysis of Translation Quality

This subchapter presents the analysis of the accuracy and the acceptability of English medical term translation produced by Google Translate. The level of accuracy and the acceptability of the data are rated by three raters who have filled the questionnaire. The questionnaire applied close and open-ended forms. The researcher distributed close-ended questionnaire to the three raters in order to assess for the scales of accuracy and acceptability. Meanwhile, open-ended questionnaire is functioned as the raters' space to clarify their answer of the accuracy and acceptability.

2. Accuracy

Table 1. Table of Accuracy

No	Parameter	Total	Percentage
1	Accurate	110	86,6%
2	Less accurate	4	3,1%
3	Inaccurate	13	10,3%
		127	100%

a. Accurate Translation

Accurate translation is defined as "*Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorsi makna*" (Nababan, Nuraeni, & Sumardiono, 2012). There are 110 of the 127 data which can be described as accurate translation. The example of accurate translation can be seen below:

Datum number 013

SL : gave birth

TL : melahirkan

For datum number 013, it can be seen that the term *gave birth* is translated accurately. Literally, the term above should be translated as *memberikan kelahiran*. However, the translated term *melahirkan* which is applied in the TL has the same meaning as the term *gave birth*. Therefore, the meaning of the term *gave birth* is conveyed successfully into TL by

translating it into *melahirkan*. For this datum, the three raters also score 3 which mean that the translation of the term is accurate.

Datum number 023

SL : virus

TL : virus

In this example, the SL term is the same as the TL term which is *virus*. This means that both terms in SL and TL refer to the same definition. The term *virus* is defined by kbki.web.id as *mikroorganisme yang tidak dapat dilihat dengan mikroskop biasa, hanya dapat dilihat dengan mikroskop elektron, penyebab penularan penyakit spt cacar, influenza, dan rabies*. Meanwhile, *virus* in the SL means a *minuteinfection agent which, with certain exceptions, is not resolved by the light microscope, lack independent metabolism and is able to replicate only within a living host cell (the freedictionary.com)*. Therefore, the three raters consider the translation as accurate translation since the term *virus* in the TL conveys the same meaning from the same term in the SL.

Data number 011 and 053

SL : gestation

TL : usia kehamilan

SL : gestation

TL : kehamilan

From the examples above, the data number 011 and 053 refer to the same term which is *gestation*. In fact, Google Translate translate it into two different results. The first translation (datum number 011) is *usia kehamilan* and the second one (datum number 053) is *kehamilan*. However, both translated terms are the equivalent terms in the TL and they refer to the same meaning. The meaning of the term *gestation* is *the period of fetus development in the uterus from conception until birth* or it is also called *pregnancy*. From the definition, it can be concluded that the translation of the term, both *usia kehamilan* and *kehamilan* refer to the same meaning and condition. The three raters also score 3 in this datum which mean that the translation of the term can be classified as accurate translation.

b. Less Accurate Translation

Less accurate translation is defined as “*Sebagian besar makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan*”. There are 4 data which are considered as less accurate translation.

Datum number **057**

SL : infant infection

TL : bayi infeksi

In this example, the term *infant infection* is translated into *bayi infeksi*. From the SL term, *infant infection* can be defined as *the infection which occurs on an infant*.

On the translation above, which is *bayi infeksi*, the structure of the head and modifier still follows the SL. Therefore, it can produce more than one meanings for example, *bayi yang terinfeksi*, *bayi yang menginfeksi*, *infeksi pada bayi*, and *infeksi dari bayi*. Since the translation produces more than one meaning, it is classified as less accurate translation. From the raters, the score is divided into two directions. The rater 2 and 3 score this translation as accurate. Meanwhile, the rater 1 scores 2 as less accurate datum. Based on the explanation above, the translation tends to be classified as less accurate.

Datum number **063**

SL : multiple birth

TL : beberapa kelahiran

The term *multiple birth* above is translated into *beberapa kelahiran*. *Multiple birth* also means *the birth of more than one baby at the same time from one single mother*. It can be seen that the translated term *beberapa kelahiran* only conveys some parts of the meaning in the SL. The translated term can be defined as a birth of more than one baby from one mother or a birth of more than one baby from more than one mother. Since the translation produces ambiguous meaning, the translated term is rated as less accurate translation. From the raters score,

the rater 1 and rater 2 score 3 as accurate translations for this term. Meanwhile, rater 3 scores 3 as less accurate translation. Based on the explanation above, the translation of the term in datum number 063 tends to be classified as less accurate translation.

c. Inaccurate Translation

Inaccurate translation can be defined as “*Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan (deleted)*”. There are 13 data which are classified as inaccurate translation.

Datum number **015**

SL : delivered

TL : disampaikan

The term above is actually in the sentence “*All subsequently delivered*.”. This sentence refers to the previous sentence which is “*(14 women (22%) gave birth during their stay in intensive care and 26 (41%) were discharged from an intensive care unit with ongoing pregnancy)*”. The word *all* in the sentence refers to the *women with ongoing pregnancy*.

The word translated term *disampaikan* cannot convey the meaning of the term *delivered*. Referring to the previous sentence, the translation should be *melahirkan*. Besides, it cannot be translated into passive since there is not “(to be)” in the sentence. From the raters score, the rater 1 and 2 score this translation with 1 as inaccurate translation. Meanwhile, rater 3 score 3 as accurate translation. Based on the explanation above, the translation of the term in datum number 015 tends to be classified as inaccurate translation.

Datum number **018**

SL : stillbirths

TL : dilahirkan

In the SL, the term *stillbirths* means the birth of a dead baby or fetus. In the TL, it is translated into *dilahirkan* which means *was born*. It can be seen that the translation of the SL term as *dilahirkan* doesn't convey the meaning of the SL term. In the TL, the term *stillbirths* is known as *kelahiran mati*.

From the raters, the rater 1 and 2 score this translation as inaccurate translation. While rater 3 scores 2 as less accurate translation. Referring to the explanation above, it can be concluded that the translation of the term in datum 018 tends to be classified as inaccurate translation.

Data number **039** and **122**

SL : labour

TL : tenaga kerja

SL : delivery

TL : pengiriman

For data number 039 and 122, the SL terms have the certain meaning when they are involved in certain scientific text. For the terms above, Google Translate translates those terms without considering the circumstances of the sentences. For example, the translated term *tenaga kerja* as the translation of the term *labour* and the term *pengiriman* as the translation of the term *delivery* are recognized lexically.

When they are applied in certain text, in this case medical text, it appears that they have different meanings from the previous ones. In medical field of study, the term *labour* means *the undergoing of childbirth*.

Meanwhile, the term *delivery* has the meaning as *the event of giving birth*. In this context, both terms refer to the same meaning which is *childbirth* or *giving birth*. Both *labour* and *delivery* are better translated into *kelahiran*.

From datum number 039, the raters give different score. The rater 1 and 2 score 1 as inaccurate translation. While rater 3 gives score 3 as accurate translations. Meanwhile, for datum number 122, all raters score 1 as inaccurate translation. Based on the explanation above, the translation of both term tends to be classified as inaccurate translation.

3. Acceptability

Table 2. Table of Acceptability

No	Parameter	Total	Percentage
1	Acceptable	113	89%

2	Less acceptable	5	3,9%
3	Unacceptable	9	7,1%
		127	100%

a. Acceptable Translation

Acceptable translation is defined as “*Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia*” (Nababan, Nuraeni, & Sumardiono, 2012). There are 113 data which are classified as acceptable translation.

Datum number **068**

SL : ectopic pregnancy

TL : kehamilan ektopik

The term *ectopic pregnancy* above is translated into *kehamilan ektopik*. The translated term *kehamilan ektopik* means *kehamilan yang berkembang di luar rahim, biasanya di salah satu saluran tuba falopi*. Besides that, the term *kehamilan ektopik* is commonly known in the TL. from the raters, the three raters score 3 for this datum which means that the translation of the term is acceptable. Therefore the translation of the term is acceptable.

Datum number **075**

SL : body mass index

TL : indeks massa tubuh

The term above is *body mass index* which means *a measurement of the relatives percentages of fat and muscle mass in the human body, in which mass in kilograms is divided by height in meters squared and the result used as an index of obesity*. The translation for the term is *indeks massa tubuh* which is commonly known and it is also commonly used in the TL. from the raters, all 3 raters give 3 for this datum which means that the translation of the term is acceptable. Because of the reason, the translation of the term above is rated as acceptable translation.

b. Less Acceptable Translation

Less acceptable translation is defined as “*Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah*

pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal". There are 5 data which considered as less acceptable translation.

Datum number **027**

SL : modern obstetric

TL : modern kebidanan

The term *modern obstetric* above is translated into *modern kebidanan*. There is a problem in translating this term in deciding the head and the modifier. It seems that the translation maintains the structure of the SL. It causes the translation unfamiliar even though it is still known as a medical term in the TL. The more acceptable translation for this term should be *kebidanan modern*.

c. Unacceptable Translation

Unacceptable translation occurs when "*Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia*". There are 9 data which are considered as unacceptable translation.

Datum number **051**

SL : unassisted vaginal delivery

TL : pengiriman vagina tanpa bantuan

The term *unassisted vaginal delivery* is the datum number 051. The term is translated into *pengiriman vagina tanpa bantuan* which is considered as unacceptable translation. The translation of the term doesn't relate to the SL and it is not used in the medical study. Besides it also sounds like translation. Actually it means *kelahiran normal*. From the raters score, the rater 1 and 2 give 1 for this datum. Meanwhile rater 3 gives 2 for this datum. Based on the Because of this reason, it can be concluded that the translation tends to be classified as unacceptable.

Datum number **098**

SL : emergency caesarean section

TL : bagian darurat caesar

The term *emergency caesarean section* is translated into *bagian darurat*

caesar. *Caesarean section* doesn't literally mean *bagian Caesar* in the TL. However, it is commonly known as *bedah Caesar*. In other word, the translated term doesn't used in medical study because it sounds like translation. The term can be translated into *operasi caesar darurat*. Based on the raters score, the rater 1 and 2 give score 1 for the datum. Meanwhile rater 3 give score 3 for this datum. Therefore, the translation of the term tends to be classified as unacceptable translation.

Conclusion

The analysis on accuracy of translation of English medical terms in the article entitled *critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study* shows that 110 data (86.6%) are considered as accurate translation, 4 data (3.1%) are considered as less accurate translation, and 13 (10.3%) data are considered as inaccurate translation. From the data, it can be concluded that the translation of English medical term in the article entitled "*critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study*" tends to results accurate translation. It can be seen from the number of the accurate data which cover 110 data or 86,6% of all 127 data. The techniques which generate translation in high level of accuracy are pure borrowing and naturalized borrowing. All data which are translated using this technique are considered as accurate translation. Since the terms are borrowed from the SL, this means that the meaning can be conveyed to the TL accurately. Meanwhile, the technique which affects the low level of accuracy is transposition. This technique tries to fit the SL terms into TL grammatical structure. However, the translated terms shows the different meaning from the SL.

The analysis on the acceptability of translation English medical terms in the article entitled *critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based*

cohort study shows that 113 data (89%) are considered as acceptable translation, 5 data (3.9%) are considered as less acceptable translation, and 9 data (7.1%) are considered as unacceptable translation. From the data, it can be concluded that the translation of English medical term in the article entitled “*critical illness due to 2009 A/H1N1 influenza in pregnant and postpartum women: population based cohort study*” tends to results acceptable translation. It can be seen from the number of the acceptable data which cover 113 data or 89% of all 127 data. The techniques which generate translation in high level of acceptability are pure borrowing and naturalized borrowing. Meanwhile the technique which contributes the low level of acceptability is calque technique.

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A CONTRASTIVE ANALYSIS ON THE TRANSLATION OF SCHLEIFER'S *MARY THE BLESSED VIRGIN OF ISLAM* INTO PRIHANTORO'S *MARYAM SANG PERAWAN SUCI*

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Abstract

This paper is a result of a mixed method research of untranslatability phenomenon in translation, aimed at identifying the classification of untranslatability based on linguistic units, knowing the causing factors of the untranslatability, describing the approaches used by the translator to solve the untranslatability problems, and measuring the readability of the translation.

Using contrastive analysis method, the researcher analyzed the data collected using content analysis on the objects of the research, an English book by Aliah Schleifer and its Indonesian translation by Agung Prihantoro. Questionnaires were distributed to some respondents to know the readability of the translation.

Based on the results of the analysis, it is known that the untranslatability phenomenon occurred in the level of word, phrase and clause. The untranslatability was caused by two factors: linguistic equivalence absence and cultural equivalence absence. The cultural factor was dominant since the source book mostly discusses about Arabian culture and religion matters.

In solving the untranslatability problems, the translator applied contrastive principles, by (1) italicizing the untranslatable concepts, (2) changing the words with the similar ones in the target language, and (3) giving explanation or meaning description for the concepts with annotations, descriptive phrases and/or other supportive explanations.

The result of analysis on the distributed questionnaires shows that generally, the translation is quite understandable, or it has a quite good readability. But, there is a tendency that the book is more suitable to be read by those who are accustomed to religious terms. It is a bit inappropriate for common readers.

Keywords: untranslatability, contrastive analysis, linguistic units, linguistic factor, cultural factor, readability

Introduction

Translation plays an important role in improving the understanding of people on many sciences. Translation widens the spread of sciences from the source language, to many other languages of the science users. The activity of translation dated back first from 3000 BC. It reached its peak in the twentieth century, which is known as the "age of translation" (Jumpelt, 1961) or "age of reproduction" (Benjamin, 1923) (Newmark, 1988).

The importance of translation for developing countries, including Indonesia is very obvious, since not all people in the country master the foreign language in which information, science and technology are written. In this condition, to absorb information, science and technology which

are very crucial for the country's development, translation is the best way.

For Indonesia, as a multi religion country, good relationship among religions is absolutely important. A good understanding among different beliefs would strengthen the unity in the country. One way to improve the inter-religion understanding is by spreading right information and issues of each religion through books, either in original languages or in translation versions.

The presence of the book "Mary the Blessed Virgin of Islam" by a Cairo writer Aliah Schleifer is a valuable contribution for positive inter-religion relationship. Gray Henry of Fons Vitae, the publisher of the book stated that this work could be not only of help in the Christian-Muslim dialogue,

but an inspiration to women in general. He added, very few Christian have any idea of the importance of the Virgin Mary in Islam, and Islamic doctrine maintains that Jesus and Mary are the only two in all eternity to have been born without sin and that Mary is considered the purest woman in all creation. She is considered to be an example for both men and women.

The translation of the book by Agung Prihantoro is aimed at giving opportunity to the readers who do not have enough ability of English, to understand Schleifer's book. As the book deals with specific terms, that is religion and foreign cultures, there are some words or expressions in the book that have no exact equivalences in Bahasa Indonesia. The phenomenon that is called untranslatability, may cause some problems for the readers.

Translating does not mean only to transfer a message of a source language (SL) into a target language (TL) by changing the words or sentences in SL with the equivalence in the TL. Translation involves a transfer of culture, concept, style and other elements of the SL text as well. Therefore, the translator has to do some approaches to solve the problems, to ensure that the readers would get equal understanding of the translation texts, as good as those who read the original one.

This study was aimed at identifying the untranslatability phenomenon in the translation of the book in discussion, the approaches used by the translator to solve the problems, and measuring the readability of the translation texts as well."

The followings are some relevant researches previously conducted by other researchers. An error analysis on a book entitled "*Sang Nabi*" by AE Cahyono translated from "The Prophet" by Kahlil Gibran" was done by Juni Efendi in 2005. The research tried to find out the translation errors in the level of lexical and contextual meaning in the book "*Sang Nabi*", as well as the influence of the errors to the loyalty of meaning of the TL to the SL. Efendi concluded that errors found in the analysis

arose because the translator did not want to reduce the esthetic-poetic nuance of the story, an important aspect to maintain in such kind of literary work. He also stated that the translator did not just transfer the information, but also the impression, emotion and feeling while maintaining the beauty of the target language. Furthermore, he added, these facts caused the tendency of errors in the level of contextual meaning. At last he concluded that the problems in the level of lexical were caused by the errors relating to the carefulness and exactness of the translator himself in translating.

In the same year, Nur Afiah conducted a research entitled "The Translation Omission in the Story of *Pisau Ajaib* Sangwana-Sangwana's Magic Knife." The research was aimed at investigating what kind of translation omission was used in the story, and finding out the effect of the omission to the story. She found 20 sentences of omission, divided into 35% of grammatical cause, 15% of socio cultural and 50% of language variety. The omission affected the understanding of the readers. It caused difficulty for the readers to get full imagination of the story.

A contrastive study was done by Setiyaningsih in 2002, on the book entitled "The Forgotten Queens of Islam" by Fatima Mernissi. It was aimed at classifying the linguistics units of SL that were untranslatable in TL, describing the factors causing the untranslatability, and describing the effect of untranslatability on the understanding toward the whole meaning. She found that: First, untranslatability occurred in the level of lexical, phrase and clause. Second, untranslatability was caused by linguistic factor and cultural factor. Based on the perception of the readers, it could be known that it was easy for them to understand the untranslatable text. Besides, the readers would not be confused by the untranslatable texts since they are written in italic and are accompanied with explanation. Untranslatability did not affect the readers' understanding, since the terms are of common issues.

Methodology

This study used a mixed methodology between qualitative and quantitative methods. As stated by Kriyantono (2006, p. 88), a combination of qualitative and quantitative research is possible to obtain a more complete research results. In practice, qualitative methodology remains a dominant part in the study, while quantitative methods are used as a complement, especially at the stage of collecting data.

Based on Moleong (2006, p. 6), a qualitative research is a research procedure resulting descriptive data in the form of written or oral words about the characteristic of something (individual or group) and phenomena that are observable.

Seen from the depth of analysis, this research is mainly categorized as descriptive research since it tries mainly to describe the facts of the analysis systematically so that it can be easier to understand and to conclude.

The object of the research was mainly divided into two kinds. The internal objects were data collected from the book "Mary the Blessed Virgin of Islam" by Aliah Schleifer as the original version written in English, and the translation version of it, the book "Maryam Sang Perawan Suci" by Agung Prihantoro that was written in Bahasa Indonesia. The two main sources were used as the objects of the research to draw the conclusion about the phenomena of untranslatability as stated in the research problem. While, the external objects were comments, inputs, impressions and other data collected from questionnaires. These data were used to draw research conclusion on the level of readability of the translation.

The population of this research was all words or utterances in the book Mary the Blessed Virgin of Islam and Maryam Sang Perawan Suci that contained the phenomena of untranslatability. The samples were taken using purposive sampling technique. The population was in the same time the sample of the research, with the criteria of the words or expressions that belonged to the phenomena of untranslatability, in the forms of concepts that kept being in foreign

language (source language), with or without modifications.

The technique of data collecting firstly used was content analysis—scientific analysis on the message content of information (Muhadjir, 2000, p. 68). This instrument resulted qualitative data of untranslatability phenomenon. Secondly, researcher also used questionnaires as the instrument to collect quantitative data in the form of number, to measure the readability of the translation.

Content analysis was done in the following steps: a) reading all pages of the two books carefully and comprehensively, b) comparing the information of the original book and the translation, c) noting all the data of untranslatability in the translation book, d) underlining and giving codes on each data of untranslatability found and classifying them based on the types of its translation, and e) analyzing the data or problem found.

Questionnaires were distributed to 20 respondents. The respondents were divided into two groups, the first, a group of readers who are familiar with religious terms or those who have sufficient knowledge on religion, and the second, common readers who are not really accustomed to religious terms or those who have less knowledge on religion. To the two groups, some copies of the original texts consisting untranslatability phenomena, as well as the translation were enclosed.

The data obtained were then analyzed in the following steps:

1. data were identified based on the problem found. These identified data were then classified based on linguistic units. To make it easy for the researcher to classify and analyze the data, each data was coded in index card with the following form: 002/MBVI-22/MSPS-33/WLU/LEA/M

Explanation :

002 : number of data

MBVI-22 : data was found in the book
Mary the Blessed Virgin of
Islam page 22

- MSPS-33 : data was found in the book
Maryam Sang Perawan Suci
page 33
- WLU : Word Level
Untranslatability
- LEA : Linguistic Equivalence
Absence
- M : text was modified
2. All data were then analyzed by comparing the texts of SL language to those of TL in using contrastive analysis approach based on the category of each data. In this step, the researcher also analyzed the approach used by the translator to solve the problem of untranslatability.
 3. Data obtained from questionnaires were also analyzed to know the influence of the untranslatability phenomena on the readability of the translation text. It was done by totaling the score given by the respondents, and calculating the percentage of the total sum of each answer of each category of respondents.
 4. All data were then combined and analyzed together as the considerations to draw conclusion of the research.

Findings and Discussion

Findings

Based on the content analysis on the book “Mary the Blessed Virgin of Islam” and the translation version “Maryam Sang Perawan Suci”, the researcher found 96 types of untranslatability data with the total data of 154 items. The untranslatability data were classified based on the source language, with the following details:

- English = 6 types (7 items in total)
- Spanish = 4 types (4 items in total)
- Arabic = 86 types (143 items in total)

All the above data were then recorded in data cards to be analyzed based on the classification of linguistic units, the causing factors, and the modification of the text in relation to the influence of the text of the understanding of the readers of the book.

Classification of Untranslatability Data in Linguistic Unit

a. Word Level Untranslatability (WLU)

The untranslatability in this level covers words of concepts or terms in the form of lexical items of the SL that do not have direct equivalence in the TL, or by certain reason are not translated.

The researcher found 63 types of untranslatability data in total of 112 items that belong to this category, covering: English = 5 types (5 items), Spanish = 3 types (3 items), Arabic = 55 types (104 items).

Example: *enigmatic* (002/MBVI-22/
MSPS-33/WLU/LEA/M)

SL : At the present, however, our concern is to document traditional Sunni Islam’s view of the events of Mary’s life. The data has been sifted by traditional scholarly discussions about **enigmatic** or extra-Qur’anic data—details about her background ...

TL : Namun, kita akan memfokuskan diri pada pandangan-pandangan Islam Sunni tentang peristiwa-peristiwa dalam kehidupan Maryam. Data-datanya telah teruji dalam pembahasan-pembahasan para ulama tentang data-data yang **enigmatik** atau ekstra-Qur’anic—detail-detail mengenai latar belakang Maryam, ...

b. Phrase Level Untranslatability (PLU)

The researcher found 23 types of data from the total of 30 items that belong to the category, namely : English data (1 types 2 items), Spanish data (1 type 1 items), Arabic data (21 types 27 items).

Example : *por la dateilera de Mary* (092/MBVI-98/MSPS-162/PLU/CEA/
NM)

SL : God is asked to accept their gratitude for His blessings upon them. Amongst the detailed blessings mentioned is: ‘**por la dateilera de Mary**’ (for the date palm of Mary), the hope being that God will be as clement, merciful, and generous to them as He was to the Virgin.

- TL : Allah dimohon menerima syukur mereka atas rahmat-Nya kepada mereka. Dalam doa ini disebutkan: *'por la dateilera de Mary'* (atas pohon kurma Maryam), permohonan agar Allah memberi ampunan, kemurahan dan kepada mereka sebagaimana yang dilimpahkan-Nya kepada Maryam.
- c. Clause Level Untranslatability (CLU)
The researcher found 10 types of data from the total of 11 items that belong to the category. All data are Arabic.
Example : *wa'Llahu a'lam* (009/MBVI-28/MSPS-44/CLU/CEA/NM)
SL : Such accounts are either concluded with a prudent *'wa'Llahu a'lam'* ('and God knows best') or prefaced with the words 'it is said', or 'they say' (the identity of the source being left unspecified) or, at times, 'Christian source say'.
- TL : Risalah-risalah tentangnya selalui diimbuhi dengan kata-kata *wa Allah a'lam* (Allah lebih mengetahui) atau diawali dengan kata-kata "disebutkan" atau "mereka mengatakan" (tidak jelas identitas orang yang berkata) atau, saat itu, "Sumber-sumber Kristen mengatakan."

Classification of the Factors Causing Untranslatability

- a. Linguistic Equivalence Absence (LEA)
Untranslatability is caused by the fact that there are always differences among one language and others, either in the system, structure, as well as the rules of the languages. This condition causes some difficulties to the translator to find the exact equivalence of the source language in the target language. Through the analysis there were 4 types of untranslatability of the total of 4 items, found in the translation. All of these 4 types of untranslatability occurred in word level.
- b. Cultural Equivalent Absence (CEA)
Language and culture are inseparable. Even, in essence, language is a part of culture, as language exists as the result of cultural contacts among human. Since the life of human are not always the same regarding the difference of geographical conditions, their languages will of course strongly be influenced by their cultures, thus, cultural non-equivalence in language is very possible. Untranslatability phenomena caused by cultural factor in the translation were found in 92 data from the total of 150 items. The untranslatability occurred in the level of word, phrase and clause.

The Influence of Untranslatability Phenomena to the Understanding of Meaning

Directly or indirectly, the phenomena of untranslatability influenced the readers' understanding toward the content of the book. Mary the Blessed Virgin of Islam is a book mainly talking about religious issue, in this case Islam, and therefore contains many concepts dealing with Islamic terms.

- a. The approach of translator in solving the problem of untranslatability
Based on the analysis, it can be said that basically, the translator has applied the principle of Contrastive Analysis well. The approach of the translator in solving the problem of untranslatability was done in the following steps :
- 1) Italicizing the untranslatable terms,
 - 2) Giving annotation or writing the terms in target language spelling,
 - 3) Giving explanation (in the form of descriptive phrase following the untranslatable words or footnote in the bottom of the page to give more easy access for the readers to find explanation of the untranslatable concepts in a glance [in the same page], while in the original book, the notes are put in the back part of the book making it a bit difficult for reader to access immediately or it is not practical).

- b. The influence of untranslatability phenomena to the level of readability
Based on the analysis, the translation book has a quite good readability. This is indicated by the understanding of the researcher on the content of the book that has reached a quite good level just on the first reading. Supporting data was obtained from 20 questionnaires distributed to the respondents. The result of the analysis on the questionnaires is shown in the following table :

Table 1. The Influence of Untranslatability Data on the Readability of MSPS
(Based on respondents readers)

Group A			Group B		
Item tested		T tl	Item tested		T tl
1	Influence of the Untranslatability data	1	1	Influence of the Untranslatability data	1
	A. Very disturbing	6		A. Very disturbing	8
	B. Quite disturbing	3		B. Quite disturbing	1
	C. Not disturbing			C. Not disturbing	
		10			10
2	Readability of the text		2	Readability of the text	
	A. Very good	17		A. Very good	04
	B. Quite good	2		B. Quite good	6
	C. Less good			C. Less good	
		10			10

Based on the table, the majority of respondents considered that the existence of untranslatability data was quite disturbing as said by 14 respondents (70%). Meanwhile, the

readability of the text was quite good, as shown by the answers of 11 respondents (55%). However, the respondents who considered that the readability of the book was less good amounted 8 (40%), a quite significant number. It indicates, as shown in the responses of group B, that for common readers, those who are not really accustomed to religious (Islam) terms, the book tends to be less readable. On the contrary, it is quite readable for group A readers (those who has sufficient knowledge of Islam or who are quite accustomed to Islamic terms) with the fact on the answer for 70% of respondents (7 or 10).

Discussion

Untranslatability starts from the difficulty in finding the language equivalence of SL in TL (Catford in Setiyaningsih, 2002:31). The difficulties are mainly caused by linguistics and cultural factors, since language is tightly related to culture or human interactions; even it is in essence, a product of culture.

Through the objects of the analysis, the research found 96 types of untranslatability data occurring in three languages: English, Spanish and Arabic. The untranslatability data occurred in three level of linguistics, namely word, phrase and clause.

The untranslatability phenomena logically influenced the understanding of the readers to the book, that in turn influenced their judging on the readability of the book. A translation book that contains many unknown terms is hard to understand and therefore has a low readability, and vice versa. On the other hand, a good translation is the one that is easy for readers to read, as if they read the original version.

One way to solve the problem of untranslatability is by using the approach based on the principle of contrastive analysis, as the analysis mainly works by comparing two or more languages to find the similarities and differences. Through the analysis, the untranslatability phenomena

was identified easily. On this stage the translator could immediately decide how to solve the problem.

Contrastive analysis approach is quite suitable to apply in the process of translation. It helps the translator mainly in overcoming the problem of untranslatability. In the analyzed translation book, the translator has applied this principle in transferring the meaning of the SL (English) into the TL (Bahasa Indonesia) in quite good way, so that in general it is understandable.

Conclusion

As the result of the analysis on the translation of Mary the Blessed Virgin of Islam, 96 types or 154 items of untranslatability data were found. The untranslatability phenomena occurred in three languages, namely : 6 types in total 7 items of English, 4 types in total 4 items of Spanish, and 86 types of total 143 of Arabic.

Based on the research finding and discussion and the basic problem of the research, it can be concluded that :

1. Viewed based on the language classification, the untranslatability phenomena occurred in three levels namely word, phrase and clause.
2. The existence of untranslatability phenomena was caused by linguistic and cultural factor. The untranslatability data which belong to linguistic factor were caused by the different scope of meaning between the SL and the TL. The one caused by cultural factor appeared in the level of word, phrase and clause, and was dominant. This kind of untranslatability occurred dominantly because the book mainly discussed about Arabian culture and religion issues (Islam), while language and culture are inseparable. In some cases, the translator also regarded some words as untranslatability data and thus maintained the original form, as he wanted to maintain the scientific nuance of the text.

3. The translator used the approach of Contrastive Analysis in solving the problem of untranslatability, by applying the contrastive principles.
4. The effect or influence of the untranslatability to the readers' understanding and the level of readability of the book was based on the analysis of the researcher, supported with comments from some respondents readers. The result of the analysis and the questionnaires interpretation shows that basically, the book is quite understandable and that it has a quite good readability. But, it is most suitable to read by readers who are accustomed to religious terms. For common readers, it is a bit inappropriate.

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PROPER NAMES IN SHERLOCK HOLMES' NOVEL 'THE SIGN OF FOUR' INTO ITS INDONESIAN TRANSLATION

Translation Techniques and Quality

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Abstract

The research focuses on the translation of proper names in the novel entitled "Sherlock Holmes: The Sign of Four". The objectives of this research are to obtain the kinds of proper names, the way they are translated into Indonesian, and the impacts of the translation techniques on the quality of translation in terms of accuracy and acceptability. This research is a descriptive qualitative research with single embedded-case study. To collect the data, the researcher applied purposive sampling technique. The primary data were obtained by using content analysis and the secondary data were obtained through questionnaires. In content analysis, the researcher collected the data by listing and classifying proper names found in the novel and its translation. The researcher found 239 data in the novel.

This research finding shows that the kinds of proper names found are 66 personal names (consists of 48 gender specific names, 2 real person names, 11 nicknames and titles, 2 relationship noun, 1 title used without name and 2 pet names), 104 geographical terms (consisting of 97 names of continents, islands, countries, states, cities, towns, mountain and rivers and 7 names of institutions and departments), 46 names for things (consists of 19 names of nationality and tribe, 6 names of community, 7 religious names, 6 names of dates and 8 names of art works and literatures), 23 other names (unidentified names). Those are translated into Indonesian by using 7 techniques of translation: copy, rendition, transcription, calque, deletion, addition, substitution. Besides that, the translator also applies the combination technique of those single techniques into 6 combinations. From the 239 data of proper names, 233 data (97.48%) are accurate, a datum (0.41%) is less accurate, and 5 data (2.09%) are inaccurate. Meanwhile, from the acceptability level, there are 214 data (89.52%) are acceptable translation, three data (1.25%) are less acceptable, and 22 data (9.20%) are unacceptable.

Keywords: proper names, translation techniques, quality of translation

Introduction

Nowadays there are many foreign books that have been published in Indonesian, either fiction or nonfiction. Fiction includes novels and storybooks while nonfiction covers reference, biography, scientific books, et cetera. People can enjoy those foreign works although they do not have enough knowledge of the source language. They can understand the content of the books since they are written in their language.

Novel is a kind of literary works which is familiar and interesting to read. Not only because of the sequence of story, but also the worth of message or value of the story makes this kind of fiction

literatures is interesting to read. Meanwhile, novel is one of the translated books, which is very popular. It offers stories and tales that can entertain the readers. By reading foreign novel, people can get not only pleasures but also knowledge of foreign cultures. The cultures of the source language can be seen from, for instance the names of the characters and the events that happen in the story. Through translated novel, readers can imagine several places abroad like cities, towns and other places that they have never seen.

Novel translator has to make the translated text understandable for both the readers and the content involved. Each element of novel such as characters, setting,

tone and so on are related one to another. Translator cannot ignore the elements.

One of the problems faced by translator in translating novel is translating of proper name. Proper name is a word that initialized by capital letter. Proper names naturally appear in many literary works. Proper names refer to many kinds of names such as, names of person, city, place, event, art work, institution, etc. Kiviniemi (1975, p.2) in a journal by Samira Mizani states that the function of proper name is to identify whether the names inside the literary work refer to nationality, gender specific names, geographical location, object, human or animal, city or country, et cetera.

The common tendency concerning proper names is that they are left untranslated. For most translators, proper names are simply transferred, not translated. They are usually left unchanged from in target text. It can be seen from the name of the characters and the city names. To make the explanation clearer, the researcher will give examples from the novel entitled “Sherlock Holmes: The Sign of Four” and its translation “*Sherlock Holmes: Misteri Empat Tanda*” The examples are as follows:

Example 1:

ST: The discovery was first made by **Mr. Sherlock Holmes** and **Dr. Watson**, who had called at the house with **Mr. Thaddeus Sholto**, brother of the deceased. (p.183)

TT: *Penemuan ini pertama kali dibuat oleh Mr. Sherlock Holmes dan Dr. Watson, yang mengunjungi rumah itu bersama Mr. Thaddeus Sholto, kakak almarhum.* (p.302)

There are three proper names in the example above. All of them are personal names. All the names are untranslated from the ST even the titles (**Dr.**, **Mr.**) are purely borrowed. This technique can affect the acceptability level of the target text. The problem stands in the translation of the titles (**Dr.**, **Mr.**). The title ‘**Dr.**’ is common but the term ‘**Mr.**’ is unusual. It should be translated into ‘**Tuan**’.

Example 2:

ST: We did indeed get a fleeting view of a stretch of the **Thames**, with the lamps shining upon the broad, silent water; but our cab dashed on and was soon involved in labyrinth of streets upon **the other side**. (p.140)

TT: *Kami memang mendapatkan tampilan sekilas hamparan **sungai Thames**, dengan cahaya lampu menerangi jalan dan air sungai yang tenang; tetapi kereta kuda kami terus melaju kencang, dan segera kami memasuki labirin jalanan di sisi lain kota **London**.* (p.231)

The proper names above are geographical names. From the names, we can assume that the places are in England. The names are not translated but there are two important points. The first point, “**Thames**” is a name of river. **Thames** is translated into *sungai Thames* and **the other side** becomes *London*. Both are translated with addition. The second point, the translator adds clarification for both names. Thus, the TT can be easily understood by readers.

From the phenomena above, the researcher is interested in analyzing the translation of proper names because the translation of proper names is one of the most difficult areas that any translator usually faces while working on adult or children’s literature. Simply, proper names do not like other words translation of which can be easily found in dictionaries. It is because Proper names may mean something: be semantically, historically, geographically or culturally loaded (Jaleniauskiene and Čičelytė, 2009).

Methodology

This research is a descriptive qualitative research with single embedded-case study. To collect the data, the researcher applied purposive sampling technique. The primary data were obtained by using content analysis and the secondary data were obtained through questionnaires. In content analysis, the researcher collected the data by listing and classifying proper names found in the novel and its translation. The researcher found 239 data in the novel

entitled “Sherlock Holmes: The Sign of Four”. The questionnaires were distributed to three raters in the form of close and open-ended questionnaire.

In this research, the researcher uses procedures as follows:

1. Determining data sources.
2. Reading and comparing both the novels sources to find the proper names and its Indonesian translation.
3. Collecting the data.
 - a. Listing the sentences which contain proper names, to make questionnaires, both the source text and the target text
 - b. Delivering the questionnaires to the raters
4. Listing and classifying proper names based on the proper names criteria.
5. Giving codes to the data.
6. Collecting the scores from the raters.
7. Analyzing the data
 - a. Analyzing the techniques used by the translator
 - b. Calculating the scores from the raters to get the mean of the data
 - c. Analyzing the accuracy and acceptability of the translation
8. Drawing conclusion and proposing suggestions.

Findings and Discussion

Research Findings

In this subchapter, the researcher reveals the findings of the research dealing with the kinds of proper names, translation techniques of proper names and the impacts of the translation techniques on the quality of translation.

1. Types of Proper Name

In this research, there are 239 data found in the novel. Those data can be classified into 66 personal names (consist of 48 gender specific names, 2 real person names, 11 nicknames and titles, 2 relationship noun, 1 title used without name and 2 pet names), 104 geographical terms (consist of 97 names of continents, islands,

countries, states, cities, towns, mountain and rivers and 7 names of institutions and departments), 46 names for things (consist of 19 names of nationality and tribe, 6 names of community, 7 religious names, 6 names of dates and 8 names of art works and literatures), 23 other names (unidentified names).

2. Translation Techniques

In translating proper names, the translator applies 7 techniques of translation. They are copy, rendition, transcription, calque, deletion, addition, substitution. Besides, the translator also applies the combination technique of those single techniques such as the combination of copy and transcription, copy and addition, deletion and substitution, rendition and transcription, transcription and addition, rendition and addition. So, there are 13 techniques of translation in translating proper names found in the novel entitled “Sherlock Holmes: The Sign of Four” and its translation “*Sherlock Holmes: Misteri Empat Tanda*”.

3. Accuracy and Acceptability of Translation

Dealing with the quality of translation, it can be proven that the translation of proper names in the novel entitled “Sherlock Holmes: The Sign of Four” are accurate and acceptable. From the 239 data of proper names, 233 data (97.48%) are accurate, a datum (0.41%) is less accurate, and 5 data (2.09%) are inaccurate. Meanwhile, from the acceptability level, there are 214 data (89.52%) are acceptable translation, three data (1.25%) are less acceptable, and 22 (9.20%) data are unacceptable.

Discussion

Actually, the techniques used by the translator give influence to the quality of translation in terms of accuracy and acceptability. Accuracy is related to the message of Source Text. If there are not

any changes of the words of ST, the message will be totally transferred in Target Text. The techniques used by the translator that produces the translation that result to high level of accuracy is translation by using copy technique. It is because proper names are possible to be translated literally and borrowed or copied from the source text or the untranslated text. Meanwhile, the technique used by the translator that produce the translation that result to poor accuracy level is translation by deletion.

Furthermore, the technique used by the translator that produces translation result to high level of acceptability is translation by using copy and rendition technique. On the other hand, the technique used by the translator that produce the translation result to poor acceptability level is translation by copy, especially in translating geographical terms and titles.

Conclusion

Based on the data analysis that have been stated and explained in the previous chapter, it is found that there are 239 data found in the novel. Those data can be classified into 66 personal names, 104 geographical terms, 46 names for things, and 23 other names (unidentified names). In translating them, the translator applies 13 techniques of translation, they are; copy, rendition, transcription, calque, deletion, addition, substitution, and the combination of copy and transcription, copy and addition, deletion and substitution, rendition and transcription, transcription and addition, rendition and addition.

Furthermore, dealing with the quality of translation, it can be proven that the translation of proper names in the novel entitled "Sherlock Holmes: The Sign of Four" is accurate and acceptable.

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